

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, March 7, 2017
Time: 7:30 pm
Location: Holy Trinity Catholic Secondary School

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1. Call to Order	
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- 13. **Open Question Period**
- 14. **In Camera**
- 15. **Resolution re Absentees**
- 16. **Adjournment and Closing Prayer (H. Karabela)**

**Halton Catholic District School Board Meeting
Tuesday March 7, 2017**

O God, who knows all needs before we speak, send your Spirit into our hearts to pray when our own words fail us. Teach us to rest confidently in your presence. **Amen**

*A reading from the holy Gospel according to Matthew. **Glory to you, O Lord.***

*When the disciples had gathered around Jesus on the hillside, he began to teach them:
"When you are praying, do not heap up empty phrases as the Gentiles do; for they think that they will be heard because of their many words. Do not be like them, for your Father know what you need before you ask him.*

"Pray then in this way: 'Our Father in heaven, hallowed by your name. Your kingdom come. Your will be done, on earth as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we also have forgiven our debtors. And do not bring us to the time of trial, but rescue us from the evil one.' "

*The Gospel of the Lord. **Praise to you, Lord Jesus Christ.***

With confidence in God's mercy and love, we place before him our prayers:

For the Church, called in this season of Lent to open our hearts to God's kingdom among us, we pray to the Lord. **Lord, hear our prayer.**

For leaders of our world, that they may show concern for the vulnerable among us, we pray to the Lord. **Lord, hear our prayer.**

For all those who are heavily burdened, we pray to the Lord. **Lord, hear our prayer.**

For all us, that we may draw closer to God through our Lenten observances, we pray to the Lord. **Lord, hear our prayer.**

For those who are ill we pray to the Lord. **Lord, hear our prayer.**

For those who have died we pray to the Lord. **Lord, hear our prayer.**

May your faithful, O God, by your blessings be strengthened: in grief, may you be their consolation; in tribulation, their power to endure; in danger, their protection. **Amen.**

MINUTES OF THE REGULAR BOARD MEETING

Date:	February 21, 2017	
Time:	7:30 pm	
Location:	Holy Trinity Catholic Secondary School Oakville, Ontario	
Members Present:	A. Danko H. Karabela P. Marai J. Michael	A. Quinn D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
Members Excused:	A. Iantomasi	
Student Trustees:	C. Atrach I. Schwecht	M. Zapata
Staff Present:	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy	R. Negoj J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present:	S. Galliher, Planning Officer, Planning and Assessment Services A. Lofts, Senior Administrator, Financial Services R. Merrick, Senior Administrator, Facility Management Services A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services	
Recording Secretary:	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)

The meeting opened at 7:40 p.m. with a prayer led by M. Zapata.

1.2 Motions Adopted In-Camera

S. Trites read the following motions adopted in camera:

A motion regarding property was adopted.

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 and designation, the Halton Catholic District School Board ratifies an extension of the 2014-2017 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 in effect between the Halton Catholic District School Board and EWAO extend and remain status quo for the period September 1, 2017 to August 31, 2019, as set out in the Extension Agreement and attached Appendices, dated January 20, 2017, made between the Council of Trustees' Association and the Education Workers' Alliance of Ontario and agreed to by the Crown.

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 January 20, 2017, made between the Council of Trustees' Association and the Education Workers' Alliance of Ontario and agreed to by the Crown.

BE IT FURTHER RESOLVED, that the approval of the ratification of the central and local terms be reported to OCSTA by March 4, 2017.

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 an extension of the 2014-2017 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 (s) in effective between the Halton Catholic District School Board and OECTA extend and remain status quo for the period September 1, 2017 to August 31, 2019, as set out in the Extension Agreement and attached Appendices, dated January 26, 2017, made between the Ontario Catholic School Trustees' Association and the Ontario English Catholic Teachers' Association and agreed to by the Crown.

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 January 26, 2017, made between the Ontario Catholic School Trustees' Association and the Ontario English Catholic Teachers' Association and agreed to by the Crown.

BE IT FURTHER RESOLVED, that the approval of the ratification of central and local terms be reported to OCSTA by March 4, 2017.

1.3 Information Received In-Camera

S. Trites read the following information received in-camera.

RETIREMENTS

Domenic Di Filippo, Slavko Ray and Mary Anne Williams retiring June 30, 2017.

HIRING

Kristen Cicero and Taylor Cooper hired as probationary teachers effective February 6, 2017.

SPECIAL EDUCATION CONSULTANT & TEMPORARY SPECIAL EDUCATION CONSULTANT

- 1) Jodi O'Reilly appointed as Special Education Consultant effective February 6, 2017 for a period of up to three years with the possibility of a one year extension.

2) Jane Mauth-Arseneault appointed as Temporary Special Education Consultant effective February 6, 2017 with an end date to be determined.

2. Approval of the Agenda

#48/17

Moved by: P. Marai

Seconded by: J.M. Rowe

The following was amended:

10.1 Student Trustee Update be moved up to item 4.1

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

4.1 Student Trustee Update (M. Zapata)

An update on Student Senate was provided. The Student Trustees travelled to Ottawa, Ontario for the OSTA – AECO Conference and enjoyed collaborating with their counterparts. The Pillars of Achieving, Believing and Belonging were shared.

Student trustees working on information to provide the Board at the next scheduled meeting.

5. Delegations

5.1 Oakville Northeast Pupil Accommodation Review (M. Peros, N. Plastich)

The delegation provided information on the impact of community should option 12B be approved. Trustees were asked to respect the voices of the community and vote to stop the closure of Holy Family Catholic Elementary School.

5.2 Oakville Northeast Pupil Accommodation Review (M. Bilbao)

The topic of proximity of other elementary schools was the focus of the delegation. Trustees were asked to turn down option 12B, continuing to allow Holy Family Catholic Elementary School to be an integral part of the Falgarwood community. This would give parents the convenience they seek, while providing youth the benefits of a Roman Catholic education.

5.3 Oakville Northeast Pupil Accommodation Review (M. Dytnerki, P. Vavasour)

Utilization, enrolment and financial concerns were addressed in the delegation. An alternate option (12C) was presented:

- Consolidate St. John and St. Michael, with the proposed boundary changes and introduction of extended French at Our Lady of Peace.
- Keep Holy Family operating and moving the gifted program to it from St. Andrew.

Staff shared the current numbers from the gifted program. Trustees were reminded that the gifted program is optional and that numbers vary from year to year. The option of moving the gifted program was considered but it does not address the decline in students in the regular stream, flexibility of classes or triple grades.

Staff confirmed that a new facility would not be feasible without the Holy Family numbers.

The current 2017 - 2018 kindergarten registrations were shared - Holy Family sixteen (16) registrations, St. John seventeen (17) registrations and St. Michael thirteen (13) registrations. If numbers remain on trend, enrolment will continue to decrease.

5.5 Oakville Northeast Pupil Accommodation Review (J. Angas-Courtney, T. Moretto)

The topic of transportation and walkable communities was the focus of the delegation. Trustees asked to consider the implications of busing students out of a walkable community and to support keeping Holy Family Catholic Elementary School open.

5.6 Oakville Northeast Pupil Accommodation Review (A.M. Bellissimo, A.F. Gilligan, R. Norman)

The presentation provided was in support of new build (option 1A). Should the new build be approved it would provide more diverse opportunities for students such as, programming, extra curricular and 21st century learning. In a face paced and dynamic world children need to learn to adapt and embrace change.

5.7 Oakville Northeast Pupil Accommodation Review (J. Kerr, E. Polak)

The delegation provided evidence and proposed that the motion be amended to designate St. John school site for both option 12B and 1A.

Staff explained that St. Michael was chosen because it can handle the population, is next to a parish, accommodates over flow parking, has a double entrance and was significantly lower in costs.

5.8 Oakville Northeast Pupil Accommodation Review (N. Silveira, F. Zelano)

This delegation was in support of Additional Programming for Option 12B, in particular, a Catholic French Program in the CEO4 area, south of Upper Middle Road. As this area is becoming a French hub with Public and French Schools, combining the School Communities of St. John and St. Michaels without Additional programming will not be viable from a student retention and long term School enrollment sustainability.

5.9 Oakville Northeast Pupil Accommodation Review (B. Bernal, M. Bolland)

Representatives from both the St. John and St. Michael community delegated together recognizing the need for change. A larger population of students and families will help to enrich the intellectual, social, physical, and spiritual development of children. Added programming was strongly requested.

5.10 Oakville Northeast Pupil Accommodation Review (B. Perry)

Trustees were asked to support option 12B in order to provide students an opportunity to be next to a church. This in turn would provide a safe Catholic place to be everyday, provide a daily reminder of who they are, and provide daily access to God and His house.

T. Overholt provided an explanation on how the options will be presented at the March 7, 2017 Board meeting.

6. Approval of Minutes

**6.1 Minutes of the February 7, 2017 Regular Board Meeting
#49/17**

Moved by: P. Quinn

Seconded by: H. Karabela

An amendment was made to the February 7, 2017 minutes.

RESOLVED, that the minutes of the February 7, 2017 Regular Board Meeting be approved as amended. **CARRIED**

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from previous meetings was received as information.

8. Action Items

8.1 Response to Delegations (D. Rabenda)

#50/17

Moved by: A. Quinn

Seconded by: P. Marai

RESOLVED, that the delegations regarding the Oakville Northeast Pupil Accommodation Review be referred to a future meeting.

The Chair called for a vote of resolution **#50/17** and it **UNANIMOUSLY CARRIED**.

8.2 Policy I-21 Corporate and Community Investment in Education (A. Danko)

#51/17

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-21 Corporate and Community Investment in Education, as amended.

The Chair called for a vote of resolution **#51/17** and it **UNANIMOUSLY CARRIED**.

8.3 Policy III-13 Corporate Purchasing Card Distribution and Usage (A. Danko)

#52/17

Moved by: J.M. Rowe

Seconded by: J. Michael

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy III-13 Corporate Purchasing Card Distribution and Usage, as amended.

The Chair called for a vote of resolution **#52/17**:

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

The motion was **CARRIED**.

**8.4 Policy I-06 Delegation to the Board (A. Danko)
#53/17**

Moved by: A. Danko

Seconded by: J. Michael

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-06 Delegation to the Board, as amended.

The following amendment was presented:

#53/17 (AMENDMENT)

Moved by: A. Danko

Seconded by: H. Karabela

RESOLVED, that any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the board package be struck from the policy.

Discussion took place regarding concerns over names from declined delegations being part of the public record. A suggestion was made that declined delegations can be added as correspondence to the Board meeting package. The Chair suggested the policy go back to the Committee for further discussion.

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

#53/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: J. Michael

RESOLVED, that any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the board package be replaced with any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the in-camera board package.

A trustee felt that by providing names in-camera would not allow for transparency.

The Chair called for a vote on the amendment:

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

The amendment was **DEFEATED**.

The Chair called for a vote on the main motion:

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

The motion was **DEFEATED**.

8.5 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (A. Danko)

#54/17

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee, as amended.

The following amendment was presented:

#54/17 (AMENDMENT)

Moved by: H. Karabela

Seconded by: A. Quinn

BE IT FURTHER RESOLVED, that each school year both CPIC and school council's state their mission to their respective schools and provide parents access to Chair and Vice-Chair's contact information.

The Chair called for a vote on the amendment:

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

The amendment was **CARRIED**.

#54/17 (AS AMENDED)

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee, as amended.

BE IT FURTHER RESOLVED, that each school year both CPIC and school council's state their mission to their respective schools and provide parents access to the Chair and Vice-Chair's contact information.

The Chair called for a vote on resolution **#54/17**, as amended, and it **UNANIMOUSLY CARRIED**.

8.6 Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security (A. Danko)

#55/17

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 IV-02, Outdoor Facility Enhancements, Maintenance and Security at first reading.

It was clarified that this policy will be the overarching policy for the fencing and playground installations procedures which are currently being created.

The Chair called for a vote on resolution **#55/17**:

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

The motion **CARRIED**.

8.7 Religious Education Resource Selection (A. Prkacin)

#56/17

Moved by: P. Marai

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board approved the purchase of the Grade Four Core Religious Education Complete Print and Digital District Implementation Package: Growing in Faith, Growing in Christ.

The Chair called for a vote on resolution **#56/17**:

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

The motion **CARRIED**.

8.8 Proposed 2017 Facility Renewal Projects (G. Corbacio)

The Chair explained that she asked for the motions to be separated.

Trustee Marai questioned if the decision on the fourth motion could be held off. The treasurer explained that the money is available to be spent on priorities.

#57/17

Moved by: S. Trites

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board authorize staff to complete the Proposed 2017 Facility Renewal Projects.

The Chair called for a vote of resolution **#57/17** and it **UNANIMOUSLY CARRIED**.

#58/17

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Facility School Capital and Renewal Reserves for the Proposed 2017 Facility Renewal Projects and that the expenditures will not exceed \$14,300,000.

The Chair called for a vote of resolution **#58/17** and it **UNANIMOUSLY CARRIED**.

#59/17

Moved by: A. Quinn

Seconded by: S. Trites

RESOLVED, that the Proposed 2017 Facility Renewal Projects expenditures be funded from the following three funding sources: P.O.D, \$3,695,000; School Condition Improvement, \$6,230,000; and School Renewal Reserve, \$4,375,000.

The Chair called for a vote of resolution **#59/17** and it **UNANIMOUSLY CARRIED**.

#60/17

Moved by: A. Danko

Seconded by: J. Michael

RESOLVED, that in the event an additional \$3.9 million of the P.O.D. funding is available, these funds will be redirected to the Proposed 2017 Facility Renewal Projects and the corresponding amount will be reduced from the School Renewal Reserve funding contribution.

The Chair called for a vote of resolution **#60/17**:

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

The motion **CARRIED**.

#61/17**Moved by:** A. Quinn**Seconded by:** P. Marai**RESOLVED**, that the meeting extend past 10:00 p.m.

The Chair called for a vote of resolution **#61/17** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports**9.1 Proposed 2017 Kindergarten Outdoor Learning Playspace Projects (G. Corbacio)**

The Kindergarten Program (2017) is a play- and inquiry-based curriculum. The program expectations clearly support the need for outdoor play, as it contributes to the development of gross motor, fine motor and sensory skills. The total preliminary budget for the proposed 2017 Kindergarten Outdoor Learning Playspaces Projects is \$2,025,000. The 2017 Kindergarten Playspace Projects will be funded from the Board's remaining Ministry of Education Full Day Kindergarten (FDK) allocation of approximately \$900,000 and the balance of the project costs will be funded from the Board's School Facility Renewal Reserve.

Staff advised Trustees that funding allocated from the Ministry of Education be utilized.

10. Information Items**10.1 Student Trustees Update (M. Zapata)**

This item was moved to 4.1

10.2 School Educational Field Trips (C. McGillicuddy)

Trips were provided as information.

10.3 Director's Annual Report (P. Dawson)

The report reflects the 2015-2016 school year and is part of the last strategic plan.

11. Miscellaneous Information**11.1 Minutes of the January 10, 2017 Policy Committee Meeting**

The minutes were provided as information.

12. Correspondence**12.1 OCSTA Updates****12.1.1 Bill 68 Modernizing Municipal Legislation - Submission to the Ministry of Education and Municipal Affairs****12.1.2 Amendments to Ontario Regulation 243/07 Safe Drinking Water Act****12.2 Pupil Accommodation Review for Oakville Northeast****12.2.1 Father Jason Kuntz**

13. Open Question Period

1. Re: Halton Catholic Athletic Association; In response to a Trustee question about whether or not there would be added costs”, Superintendent Prkacin responded that “financially we are not incurring additional costs at all and have been able to finance everything quite well and have a very solid plan moving forward”. What is offsetting the increased cost of a full time convener, which would previously have been shared with the District Board? Does the “solid plan” include any increase to the annual athletic fees charged to our high school athletes?

The Director of Education confirmed that Staff reviewed and studied the financial perspective with great care over the past year to ensure that the formation of the Halton Catholic Athletic Association (HCAA) would be feasible. The Board will be financing the position within the budget currently provided to Curriculum by reviewing costs dedicated to outside consulting fees, etc., and the portion dedicated to Physical Education. Currently the Board is paying for half the salary of the Athletic convener along with other consulting costs that we were charged throughout the year in addition to this fee. There is no plan to reduce any services related to students and absolutely no intention to raise athletic fees charged to student athletes as related to the formation of the HCAA.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

#62/17

Moved by: J. Michael

Seconded by: P. Marai

RESOLVED, that A. Iantomasi be excused from the meeting.

CARRIED

16. Adjournment and Closing Prayer (A. Danko)

#63/17

Moved by: A. Quinn

Seconded by: H. Karabela

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:10 p.m. with a prayer led by A. Danko.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
March 7, 2017	Policy I-20 Integrated Accessibility Standards	Approval, as amended	T. Overholt	April 2017
March 7, 2017	Policy I-25 Purchasing Policy	Approval, as amended	T. Overholt	April 2017
March 7, 2017	Policy I-06 Delegation to the Board	Approval, as amended	T. Overholt	April 2017
March 7, 2017	Policy IV-02 Outdoor Facility Enhancement, Maintenance & Security	2 nd and 3 rd Reading	T. Overholt	April 2017

ACTION REPORT

ITEM 8.1

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with staff’s final 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 provides 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

ARC MEETING DATE	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
	<ul style="list-style-type: none"> - reviewed resource material/binder - brief overview of initial staff recommended accommodation options
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

ARC MEETING DATE	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
	<ul style="list-style-type: none"> - 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 **Final 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

FORMAT	DESCRIPTION	TARGET AUDIENCE	NUMBER OF PARTICIPANTS
Final Community Consultation Meeting	Brief presentation with overview of the PAR process, and description of the 2 final options.	Parents	65
January 19, 2017	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 	School Staff Community Members	

III. FEEDBACK GATHERED

Stakeholder feedback was gathered through the following five (5) methods:

- A. Staff Comments
- B. Comment Cards
- C. Questions and Comments Raised in ‘open mic’ session at Joint CSC Meetings
- D. Online Surveys
- E. Delegations
- F. Correspondence

A. 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 **Final Staff Report**.

B. 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 was collated, and is attached as **Appendix H** of the **Final Staff Report**.

C. 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 **Final Staff Report**.

D. 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

E. Delegations

In accordance with Policy I09, on Tuesday, February 21, 2017, the Board of Trustees received delegations from members of the school communities involved in the Oakville Northeast Pupil Accommodation Review. A total of **ten (10) delegations were presented**, and are provided in **Appendix O**.

The following is a summary of the comments addressed by the delegates:

THEME	SUMMARY OF COMMENTS	STAFF RESPONSE
Overcrowding at St. Marguerite d'Youville <i>See section 5.1 in the Final Staff Report for full response.</i>	<ul style="list-style-type: none"> - Proposed addition in Option 12B, Part 2, will result in decreased play space - Increased traffic congestion - Population beyond building capacity in 2021 	We recognize that building an addition on St. Marguerite to accommodate students from Holy Family would take up some of the playground space on the school site. We would work with the architects to maximize play space.

THEME	SUMMARY OF COMMENTS	STAFF RESPONSE
	<ul style="list-style-type: none"> - Developments east of Trafalgar and north of Dundas will impact enrolment pressures 	<p>It is important to note that St. Marguerite d'Youville has had as many as 12 portables on site in the past. At the time, student enrolment was at 800. This resulted in a much more significant reduction in play space than would be entailed by the proposed addition.</p> <p>Holy Family students would qualify for transportation, so this should not impact the traffic flow at the school. Students residing in the new development north of Dundas attend St. Gregory the Great CES.</p>
<p>Retention</p> <p><i>See section 5.2 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - Two HDSB elementary schools in neighbourhood – independent survey conducted indicates that 91% of parents would move their children to the public school if consolidation is approved 	<p>We hope that our current families and students will choose to stay with us should the proposed plan be approved. However, we recognize that there is always the possibility that some families may decide that proximity to a school outweighs the benefits of a Catholic education.</p>
	<ul style="list-style-type: none"> - Past experience with boundary changes for secondary school resulted in loss of student retention 	<p>The retention rate of Holy Family students to our Catholic secondary schools has historically been low.</p>
<p>Walkability to Holy Family & Bussing</p> <p><i>See section 5.3 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - Energy conservation and environmental sustainability - Promoting healthy lifestyle through physical activity - Bussing transportation is seen as a barrier for many parents 	<p>HCDSB participates in a regional hub that promotes walking and other modes of active and sustainable transportation. Bussing is a sustainable mode of transportation.</p> <p>Observations from schools would indicate that many students who are able to walk are in fact driven to school.</p>

THEME	SUMMARY OF COMMENTS	STAFF RESPONSE
<p>Site location for 12B at St. John</p> <p><i>See section 5.5 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - St. John site is optimal because: <ul style="list-style-type: none"> o More land o Larger existing building o Safer for students getting to and from school o Less traffic congestion 	<p>The ARC considered a number of factors when deciding which site would be most appropriate for Option 12B.</p> <p>Both the St. John and the St. Michael site offer a number of benefits. In comparing the two sites, the majority of ARC members felt that the St. Michael site offered the best location overall.</p> <p>The following was the rationale that ultimately led to the ARC selecting the St. Michael site for 12B:</p> <ul style="list-style-type: none"> o Double entrance for traffic flow o Overflow of parking space o Located next to a Parish o Lower cost of upgrading Accessibility of Ontario Disability Act (AODA requirements are mandated by 2025)
<p>Transportation/Traffic Concerns</p> <p><i>See section 5.6 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - Town of Oakville transportation study from January 2016 cites areas of concern with traffic control near St. Michael - One delegation raised the following three questions for staff response: <ol style="list-style-type: none"> 1 How can elementary students safely cross major streets in high school campuses? 2 How much affect that staggering of the bell times have? 3 How can bus routes and schedules be adapted to cover school boundaries and busy streets? 	<p>College Park Transportation Study indicated there were few accidents reported over a five-year period. Traffic volumes were low and speeds were not excessive in the St. Michael area according to researchers.</p> <ol style="list-style-type: none"> 1 A number of our schools are located in areas that require students to cross traffic. Where warranted, the Town would provide crossing guards to mitigate safety concerns. Bussing is generally provided when students would be required to cross major intersections. 2 Staggering of bell times are extremely beneficial and used by HSTS to reduce concentration at peak traffic times and create greater efficiencies in using a bus for multiple routes.

THEME	SUMMARY OF COMMENTS	STAFF RESPONSE
		<p>3 HSTS coordinates bus routes and schedules to reduce concentration at peak traffic times and create greater efficiencies in using a bus for multiple routes. They also locate bus stops in areas where a high number of students reside.</p>
<p>Site location adjacent to Parish</p> <p><i>See section 5.7 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - In favour of school site location next to the Parish for the following reasons: <ul style="list-style-type: none"> o School and Parish side by side provide ‘centre of safety’ o Daily reminder of our Faith o Gives daily access to God’s house 	<p>While we know that a parish next door to a school is not essential to forming strong home, school, parish connections, we acknowledge that there are many benefits to having a parish in close proximity to a school. Adjacency to a parish is always considered a preference.</p> <p>It was the consensus of the ARC that the school site location next to the parish would be the preference; however, the selection of the St. Michael site was based on a number of criteria.</p> <p>Feedback received from the Pastor at St. Michael Parish (included in Appendix Q) expressed a strong interest in keeping the school next to the parish.</p>
<p>Moving Gifted Program to Holy Family</p> <p><i>See section 5.4.1 in the Final Staff Report for full response.</i></p>	<ul style="list-style-type: none"> - St. Andrew’s population is well above the OTG building capacity - Holy Family sends more students to Gifted Program at St. Andrew than any other school - Holy Family has available capacity to hold the Gifted Program, and it would increase the utilization to 92% - Option 12 C proposed – moving the Gifted Program to Holy Family 	<p>Gifted and Regular Track programs operate independently of each other, with no benefit to class sizes for the Regular Track program.</p> <p>Options that included moving the Gifted Program to Holy Family were ultimately removed from consideration by the ARC.</p>
<p>Additional Programming in Option 12B</p>	<ul style="list-style-type: none"> - Two delegations expressed interest in additional programming being offered in Option 12B in order to keep students from moving to public board 	<p>The introduction of new programs at a school does not necessarily draw additional students, as often there is a re-apportionment of students from</p>

THEME	SUMMARY OF COMMENTS	STAFF RESPONSE
<p>See section 5.4.2 in the Final Staff Report for full response.</p>		<p>the regular day program to the new program.</p> <p>That said, with a larger school population at one location, it becomes more viable to expand curriculum offered at the school.</p>
<p>In support of Option 1A – Improvement to Student Offerings</p> <p>See section 5.4.3 in the Final Staff Report for full response.</p>	<ul style="list-style-type: none"> - Fulfilling the need for Catholic French programming south of Upper Middle in Oakville - Opportunities for more co-curricular activities - Physical learning environment that is flexible and conducive to 21st Century teaching and learning 	<p>It was the consensus of the ARC that Option 1A was the preferred accommodation option to address declining student enrolment within review area CE04 in Oakville.</p>
<p>Option 12C Proposed</p> <p>See section 5.4.1 in the Final Staff Report for full response.</p>	<ul style="list-style-type: none"> - 12C would provide a more cost effective option to 12B: <ul style="list-style-type: none"> o reducing transportation costs o portable costs (at St. Andrew) o eliminating the need to build on St. Marguerite, thereby reducing capital costs - 12C would increase utilization up to optimal range – 90-125%. 	<p>This option was actually considered by the ARC (known as Option 9) however it was eliminated from the shortlist of options at the ARC meeting held on December 14, 2016.</p> <p>Cost savings in the long term need to be considered in relation to the cost of implementing the proposed options. Administration, support staff, facilities and maintenance costs, etc.</p>
<p>Facility Condition Index of Schools</p> <p>See section 5.8 in the Final Staff Report for full response.</p>	<ul style="list-style-type: none"> - It was noted in one delegation that the Interim Staff Report indicated a reversal of FCI values for St. Michael and Holy Family in the Renewal Needs, Table 26. 	<p>Staff acknowledges this inadvertent error. Total costs are not impacted. Correct values were shared with the ARC during working meetings to develop final recommended Option 1A and Option 12B.</p>

F. Correspondence

In addition to the feedback outlined above, one letter was received in hardcopy, offering feedback on the proposed site selection for Option 1A and Option 12B. This correspondence is attached as **Appendix Q** of the **Final Staff Report**.

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.

An Interim Staff Report with the proposed recommendations of the ARC was provided to the Board of Trustees at the Board Meeting held on February 7, 2017 ([see Interim Staff Report](#)).

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 to determine viable alternatives to the present school configurations. The ARC committee recognizes the need for change to address the situation of declining student enrolment in this review area.

Understanding that Option 1A would require full Ministry funding, the ARC decided to present alternative options in the event that funding is not granted. This decision was made in consideration of the significant emotional impact on the school communities involved in this review. **It was the collective will of the parent representatives on the ARC that Option 1A be submitted to the Board of Trustees as the preferred accommodation plan, with alternatives in place in the event that Option 1A is not approved for Ministry funding.**

RECOMMENDATION #1 – OPTION 1A: PREFERRED PLAN

Moved By:
Seconded By:

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

THAT, the Halton Catholic District 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, with the option to attend the new Oakville Northeast Catholic Elementary School without transportation.

RECOMMENDATION #2 - OPTION 12B, PART 1 – ALTERNATE PLAN

Moved By:
Seconded By:

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 District 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 the 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.

RECOMMENDATION #3 - OPTION 12B, PART 2 – ALTERNATE PLAN

Moved By:
Seconded By:

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 District 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.

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**Pupil Accommodation Review
Final Staff Report**

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

March 7, 2017

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Appendix P	Transition Committee Terms of Reference
Appendix Q	Correspondence from Pastor, St. Michael Parish

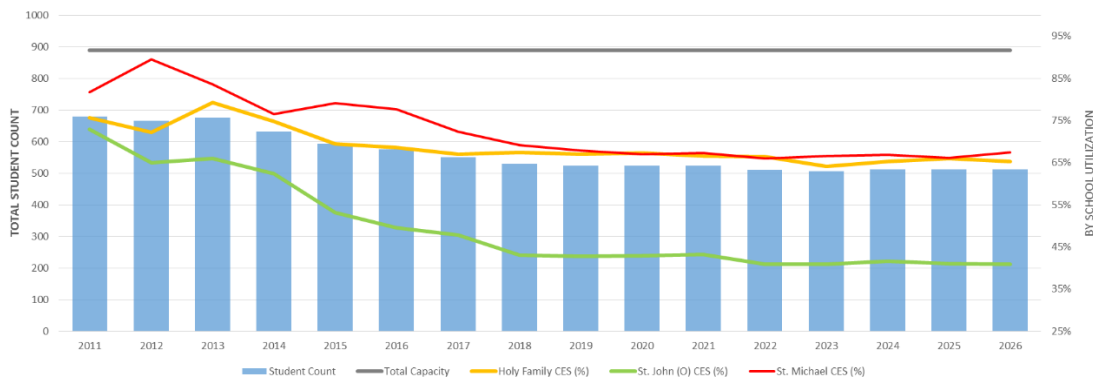
Executive Summary

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 Elementary 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



In accordance with Operating Policy I-09 and Administrative Procedure VI-35, 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, by redirecting the area north of Upper Middle Road to Our Lady of Peace, 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.

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

The Initial Staff Report included background 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 advise 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 following matters as prescribed in Administrative Procedure VI-35 were included in the report:

- A. Modifications to proposed and preferred Options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required
- B. Accommodation Review Committee feedback
- C. Public Feedback
- D. Information and feedback obtained from municipalities and other community partners
- E. Summary of staff's meetings with municipalities and community partners

Updated accommodation plan(s) developed through the ARC and informed through community consultation and feedback were presented to the Board of Trustees on February 7, 2017. Staff presented to the Board of Trustees two (2) Accommodation Plans, comprised of one (1) Preferred Accommodation Plan Option and one (1) Alternate Accommodation Plan Option.

The approach recommended by staff would provide a contingency plan 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 for 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.

At the February 21, 2017 Regular Meeting of the Board, a total of ten (10) delegations were heard in accordance with Operating Policy I-09: School Accommodation Review – Consolidation/Closure. A number of themes were discussed at the meeting. A full summary and responses are included in Section 5 of this report. The full delegation package is attached as Appendix O of this report.

The information presented at the delegations meeting has provided Trustees with additional stakeholder feedback before making a final decision at the March 7, 2017, Regular Meeting of the Board, when the Final Staff Report is presented.

The Final Staff Report covers the same matters presented in the Interim Staff Report, with the addition of the delegations package and responses thereto, as prescribed in Administrative Procedure VI-35. Note, there were no changes made to the Accommodation Plan presented as part of the Interim Staff Report.

On March 7, 2017, after receiving the Final Staff Report action item, the Board of Trustees will have the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or approve a different outcome.

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

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 Final 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 of Education 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 includes: the CEO4 ERA comprised of St. John (south of Upper Middle Road), St. Michael, Holy Family Catholic Elementary Schools; and the CEO5 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 CEO4 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, 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 29%, with a total five (5) year renewal need of approximately \$5.9M 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

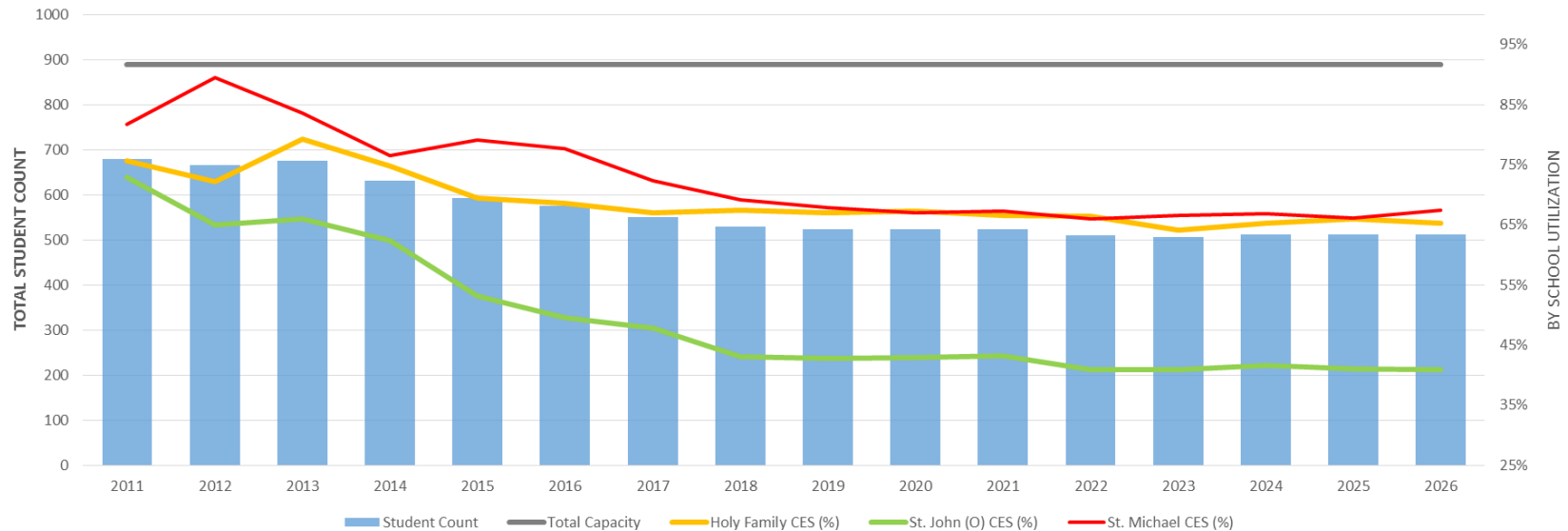
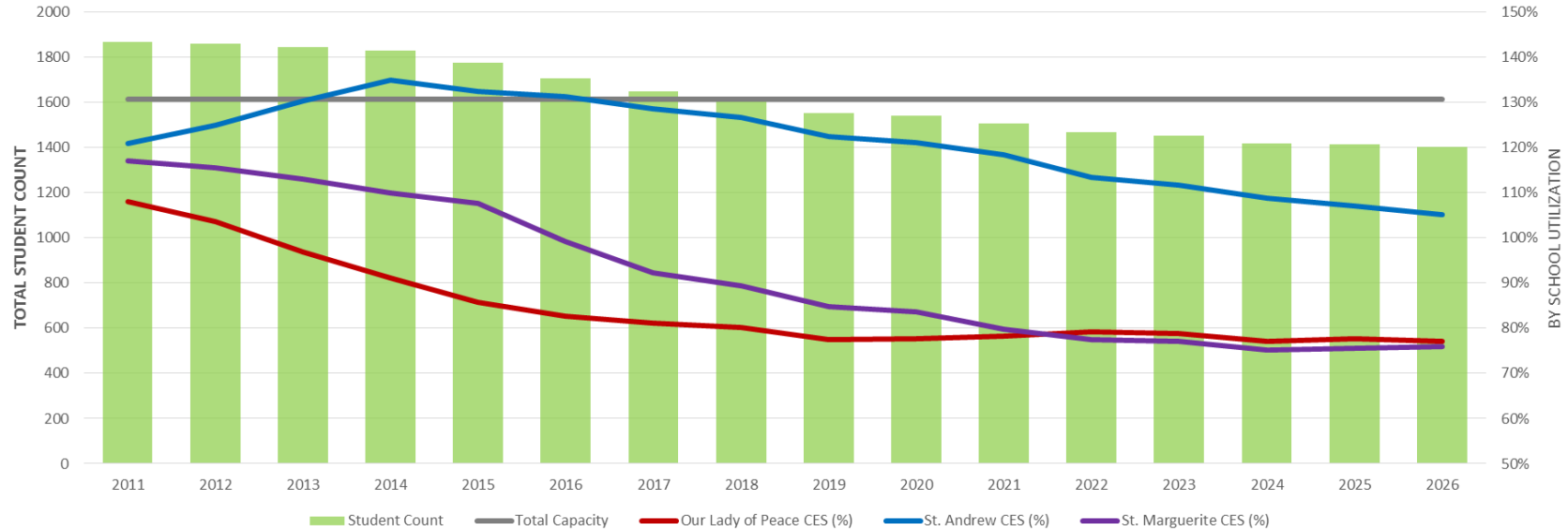


Table 4: Projected Enrolment – CE05: Oakville Northeast North of QEW Review Area

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, proposed 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 Elementary 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;
- 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.**

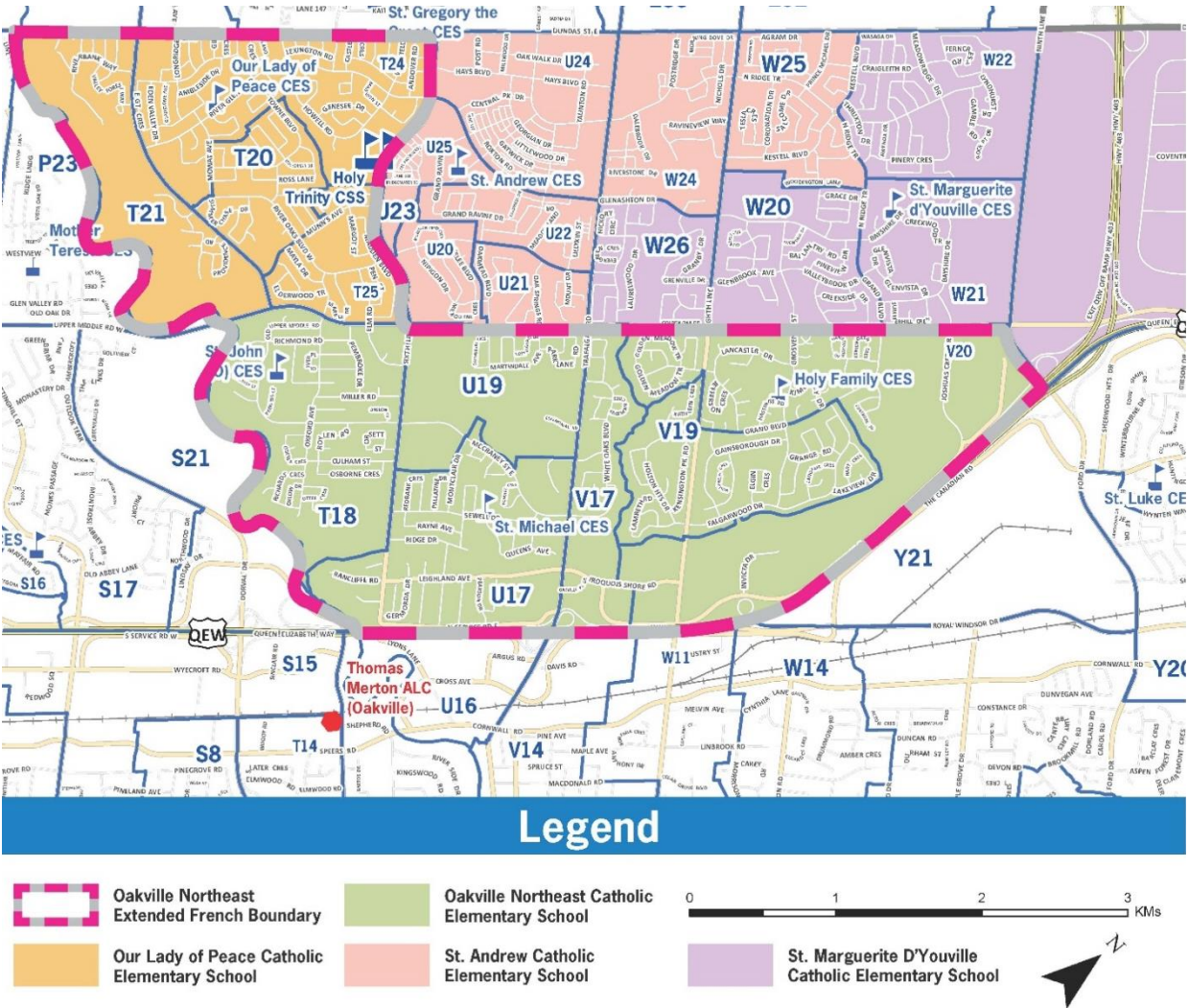
If Option 1 were implemented, the following actions are required. See Figure 4 below for the Option 1 attendance boundaries.

- 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 Our Lady of Peace Catholic Elementary School.**

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.

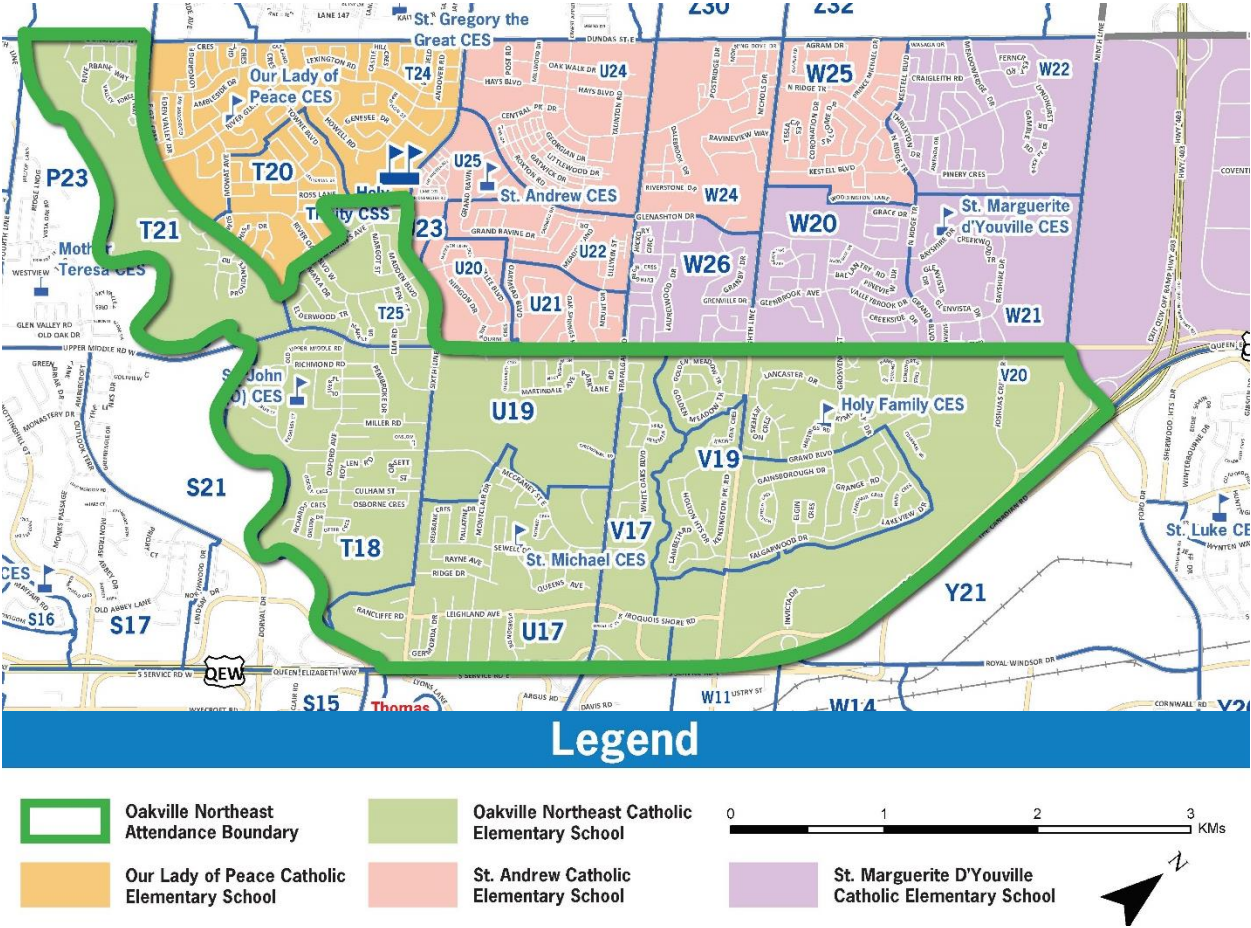
If Option #2 were implemented the following actions are be required for implementation. Refer to Figure 5 for the proposed attendance boundaries.

- 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. 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>Our Lady of Peace: Debbie Kingsburgh & Stephanie Mitchel</p> <p>St. Andrew CES: Stefania Carone & Susan English</p> <p>St. Marguerite d'Youville CES: Stacey Coscarella</p> <p>St. John CES: Ann Benson & Zrinjka Reeves</p> <p>St. Michael CES: Lisa Duncan & Monica Savitsky</p> <p>Holy Family CES: 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.hcscsb.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 as part of the School Consolidation Capital submission, contingent on Board Approval. 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 Puplic 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 helped 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 (CSC) 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.

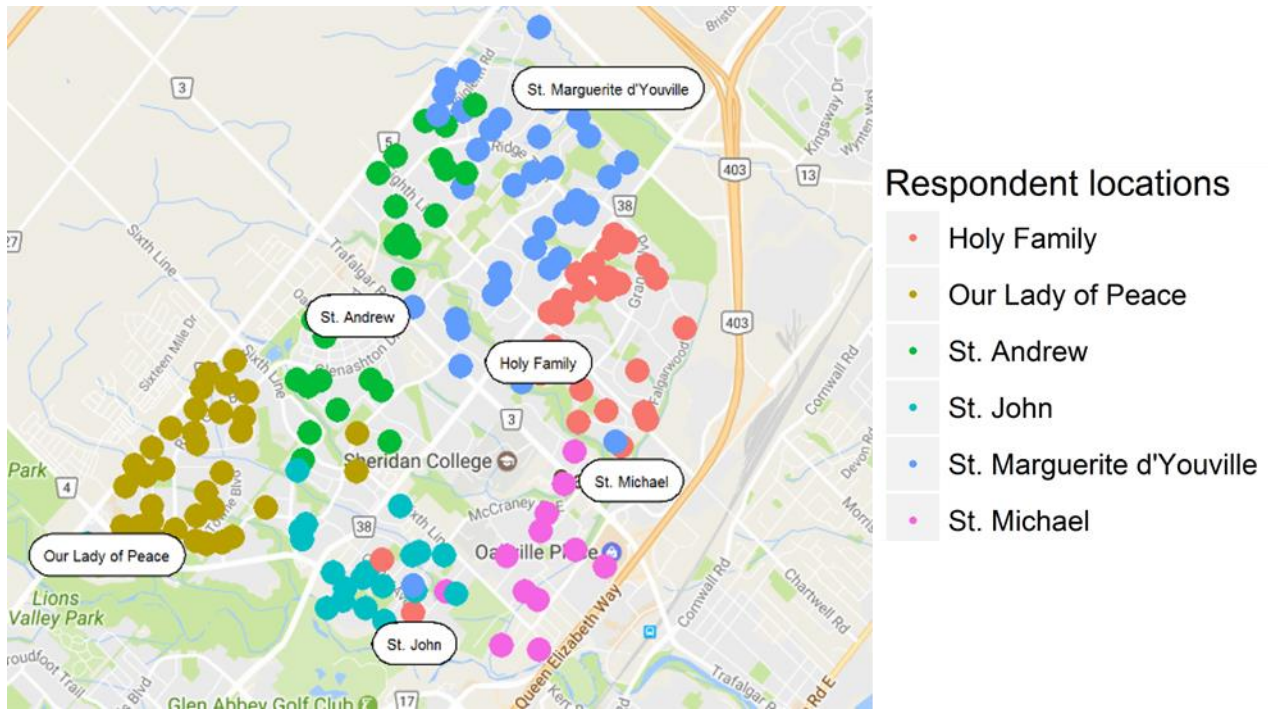
There were 213 completed feedback forms submitted following data cleansing. The latter consisted of removing responses that did not contain any information, or those individuals who logged in and only chose the school but did not finish the survey beyond the first question about role or school.

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 M**, 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. Interim Staff Report Summary

4.1 Interim Staff Report Presentation

On February 7, 2017, staff presented the Interim Staff Report to the Board of Trustees. A presentation was provided to the Board which summarised the work completed by the ARC and staff over the past four (4) months.

The intent of the Interim Staff Report was to provide an update on all consultation that has occurred following the presentation of the Initial Staff Report to the Board of Trustees on October 4, 2016, and present and summarize the feedback received from the community. The following matters as prescribed in Administrative Procedure VI-35 were included in the report:

- A. Modifications to proposed and preferred Options, including proposed modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
- B. Accommodation Review Committee feedback
- C. Public Feedback
- D. Information and feedback obtained from municipalities and other community partners
- E. Summary of staff's meetings with municipalities and community partners

The information presented would then provide the community with Staff's Interim Accommodation Plan as base as to which they could comment through delegations, which were held at Holy Trinity Catholic Secondary School at the February 21, 2017 Regular Meeting of the Board. A total of ten (10) delegations were heard in accordance with Operating Policy I09: School Accommodation Reviews – Consolidation Closure, and are presented in Section 5 of this report.

For all information pertaining the Interim Staff Report, follow the below link:

<http://schoolplanning.hcdsb.org/oakville-northeast-community-par/reports-and-additional-information/>

4.2 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 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, 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 – 3 INTO 1 SCHOOL + EXTENDED FRENCH			
Consolidate St. John, St. Michael, and Holy Family schools into 1 facility and introduce the Extended French Immersion (ExtFI) program and Structured Teaching Program (STC) 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	Enhanced through Option 1A.
OPTION 2 – 3 INTO 1 SCHOOL + EXTENDED FRENCH			
Consolidate St. John, St. Michael, and Holy Family schools into 1 facility and introduce the Structured Teaching program at the newly constructed 550 pupil place Oakville Northeast CES (ONES), and Extended French Immersion at Our Lady of Peace.	Initial Staff Report (Alternate)	Presented at Open House #1 Removed ARC WM #4 05-12-16	Enhanced through Option 4.
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 DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
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 - 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 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.
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 DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
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
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.

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

OPTION DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
Option 12B – 4 into 2 + EXTENDED FRENCH INTERIM STAFF REPORT OPTION			
<p>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.</p>	<p>ARC Developed for WM #5 14-12-16</p>	<p>Presented at Catholic School Council Meetings and Open House #2 Recommended Option Interim Staff Report – 07-02-2017</p>	<p>n/a</p>

5. Responses to Delegations

On February 21, 2017, the Board of Trustees received a total of ten (10) delegations from the Oakville Northeast school community. The information received from the delegations and supporting information has been included in **Appendix O** of the present report. The following are the delegations that were received by the Board:

- 5.1 Oakville Northeast Pupil Accommodation Review – M. Peros & N. Plastich
- 5.2 Oakville Northeast Pupil Accommodation Review – M. Bilbao
- 5.3 Oakville Northeast Pupil Accommodation Review – M. Dytneriski & P. Vavasour
- 5.4 Oakville Northeast Pupil Accommodation Review – P. Schmitchen
- 5.5 Oakville Northeast Pupil Accommodation Review – J. Angas-Courtney & T. Moretto
- 5.6 Oakville Northeast Pupil Accommodation Review – A.M. Bellissimo & A.F. Gillian, R. Norman
- 5.7 Oakville Northeast Pupil Accommodation Review – J. Kerr & E. Polak
- 5.8 Oakville Northeast Pupil Accommodation Review – N. Silveira & F. Zelano
- 5.9 Oakville Northeast Pupil Accommodation Review – B. Bernal & M. Bolland
- 5.10 Oakville Northeast Pupil Accommodation Review – B. Perry

The following subsections provide discussion and clarification where warranted on the general themes presented in each delegation made to the Board of Trustees.

5.1 Overcrowding at St. Marguerite d'Youville Catholic Elementary School

If Option 12B were implemented, delegates from Item 5.1 expressed concerns in the increased enrolment directed from Holy Family Catholic Elementary School to St. Marguerite d'Youville Catholic Elementary School for the 2020 school year, and the resulting addition to right-size the school. To summarise the delegation, concerns expressed were specific to the following:

- 1) Increased Traffic Congestion at the school
- 2) Projected enrolment versus the built capacity of the school are exceeded in 2020
- 3) Decreased play spaces resulting from the permanent classroom addition
- 4) Anticipated development pressure occurring in the North Oakville Secondary Plan Area – specifically east of Trafalgar

In 2001, St. Marguerite d'Youville Catholic Elementary School had a student population of 776, and more recently in 2011, had a student population of 631 students. Overtime, the school has witnessed steady declines in enrolment to reach a sustainable student yield. More recently, declines are accelerating significantly due to shrinking Junior Kindergarten enrolments and aging communities.

Accordingly, St. Marguerite d'Youville's On-the-Ground (OTG) capacity of 539 has been surpassed for a number of years since its opening in 1993. These pressures have been accommodated in portable classrooms located on site. If 12B were implemented, the school would not be reliant on portables over the long-term and will have full access to the grass playfield area – which is substantially large, as demonstrated in Figure 11.

The Option 12B proposal seeks to increase the school's OTG capacity from 539 to 631 (539 OTG (Current) + 92 (4 Classroom Addition) = 631 total). If implemented, in 2020, the capacity would be exceeded by one (1) classroom which could be accommodated in the forum temporarily or a portable classroom. After the first year, in 2021, the student population will be housed entirely within the school building over the long term. The sustainable school population of the school is projected to be approximately four (4) classrooms higher the school's current enrolment of 535.

This said, the increase in student population will not be very dissimilar to what the St. Marguerite community has been, and is currently accustomed to at the present. Furthermore, students currently attending Holy Family Catholic Elementary School will be transported by bus, which should result in less vehicular traffic on site – 200 students would equate to 3-4 large buses loaded at a maximum of 70 students each.

Figure 7: Proposed St. Marguerite d'Youville Catholic Elementary School Addition Concept



As shown above in Figure 11, the addition will be located in northeast corner of the school, an area that does not have the highest level of play given its location in relation to the site. The impact to play space is greatly reduced by situating the addition in the preferred location.

Portable classrooms, which are currently (2 in total) and previously located (over 12 in total) on the larger grass play area will, no longer be needed, opening the entire area for student play. The site is also 7.0 acres in size, which is a full acre larger than what we require for a new facility of 671 pupil places (St. Gregory the Great Catholic Elementary School is on 5.95 acres, with 671 pupil places); students will have ample room to play on site.

There were also concerns as to where students being generated from new developments in the North Oakville Secondary Plan will be directed – namely the area east of Trafalgar. It should be noted that all students in this area are now being directed to St. Gregory the Great Catholic Elementary School, in holding for the next North Oakville Catholic Elementary School planned for 2020. The Board has placed an option to purchase a site in that area specifically, and have three (3) additional sites designated for new schools in the North Oakville Secondary Plan Area.

5.2 Retention of Students if Consolidation Occurs

Delegates informed the Board of Trustees that a survey was completed for the community, independently, which stated 91% of parents would re-direct their children to the public board schools located in Falgarwood if a consolidation would occur. It was pointed out that very similar results of poor retention were shown with this community when Holy Family was directed to St. Thomas Aquinas Catholic Secondary School, and later returned to Holy Trinity where it increased again.

The Holy Family school community has historically decided to direct a significant portion of its students to the public secondary school system even prior to the boundary change to St. Thomas Aquinas, and continues to do so after the move back to Holy Trinity. Retention has ranged between 25%-75% over the last 10 years.

This said, the choice to attend a Catholic Elementary or Secondary school is ultimately a parental choice. As witnessed in past closures, the number of students that do move systems in the event of a school closure or a boundary change is not as significant as expressed by this survey. Future families may also opt to maintain a Catholic education for their children, albeit in another community they will be transported towards.

5.3 Walkability to Holy Family Catholic Elementary School & Bussing

The Board is very supportive of environmental sustainability initiatives and the health and wellness of its students. It was expressed that in closing Holy Family, a very walkable community, the Board would be going against its principles related to the aforementioned.

The Board is involved in a number of initiatives related to environmental stewardship and healthy lifestyles. Among them, board staff holds a seat at a Regional Hub which reviews active transportation across the Halton Region, named the Halton Active and Sustainable School Transportation (ASST) Hub. The ASST views bussing as an equally active and sustainable mode of transportation, as it reduces cars on the road and requires students to walk from home to their bus stops – what is also referred to as multi-modal transportation.

Although the Board would prefer to have all its schools fully walkable and in each community, there are limitations in achieving this goal. Current student populations in these areas are no longer large enough to sustain a school efficiently or sustainably. On an environmental stewardship standpoint, bussing students to a school with a larger catchment area is more sustainable than operating two schools with empty pupil places, which are walkable. The savings from operating one larger facility with additional bussing costs is still very significant, as pointed out in Section 6.1.3 and Section 6.2.3 of this report.

Lastly, it was expressed that reliance on bussing for transportation may be seen as a barrier for many parents. Similar routines could be experienced if parents walk or drive their children to a bus stop, as opposed to walking or driving their kids to Holy Family Catholic Elementary School.

5.4 School Programming Opportunities

A number of delegations discussed school programming in each scenario presented, as well as an additional scenario that was previously reviewed by the ARC. The following sub-sections summarize the key discussion points pertaining to programming in the schools, and how they are to be delivered.

5.4.1 Moving the Gifted Program to Holy Family Catholic Elementary School

A delegate underlined the fact that St. Andrew Catholic Elementary School's population was well above the On-the-Ground capacity of 585 pupils, and that actions should be taken to reduce accommodation pressures. It was also discussed that Holy Family sends more students to the Gifted Program at St. Andrew than any other school.

Accordingly, as a means to keep Holy Family open and to increase its utilization, the Gifted Program should be re-directed from St. Andrew to Holy Family, which would increase the school utilization to 92%. Delegates referred to this as Option 12C. The delegate pointed out that this re-alignment would result in: a reduction in transportation costs; reduction in portable costs (at St. Andrew); and reductions in Capital Costs by eliminating the need to build on St. Marguerite.

Moving the Gifted Program to Holy Family was reviewed by the ARC as Options 7, 8, and 9. When a school is operating with a multiple Programs such as Regular Track and Gifted, those programs would operate independently of one another for the most part. Although utilization as a whole would be improved for the school, the smaller grade cohorts sizes of each respective program and the alignment of resources of one (1) program cannot be adjusted by transferring students from one program to another. This prevents the opportunity for Senior Staff and School Staff to:

- 1) Ensure efficient staffing levels and class organization;
- 2) Addressing behavioural problems in a classroom;
- 3) High propensity for split grades;
- 4) In the case of adding the Gifted Program, there is no opportunity for any coordination for Junior Kindergarten to Grade 4 Students;
- 5) Gender distributions more difficult to manage.

Adding a Gifted Program, or any other program for that fact, would not positively impact the Regular Track class sizes at Holy Family, and address the concerns mentioned above that were discussed with the ARC. The option to relocate the Gifted Program to Holy Family was first presented to the ARC at Working Meeting #3 on November 29, 2017. It was also reviewed by the ARC while having consideration for the Option Development Criteria presented in **Appendix C**, and was ultimately removed at ARC Working Meeting #5 on December 14, 2016, as it did not meet the criteria for option development as well as other options presented.

As for the Capital Costs to build on St. Marguerite, as demonstrated in Section 6.2.2, the required renewal costs of building an addition versus maintaining renewal needs at Holy Family are slightly higher when reviewing the five (5) year renewal needs and AODA requirements, whereas by ten (10) years, the costs of maintaining two (2) facilities for renewal is far greater than one (1) facility.

5.4.2 Additional Programming in Option 12B

Two (2) delegations expressed interest in additional programming being offered in Option 12B in order to keep students from moving to the public school board. Staff confirmed at the meeting that Option 12B does seek to introduce an additional Extended French Immersion program at Our Lady of Peace Catholic Elementary School. The projected enrolment for the proposed Oakville Northeast Catholic Elementary School (Option 12B) is not large enough to host an Extended French Program while maintaining both English and French as viable programs. Our Lady of Peace Catholic Elementary School was presented as a more

viable option for sustaining Extended French given its larger school population. Over time, as enrolment stabilizes within the areas affected by the Oakville Northeast Pupil Accommodation Review, Senior Staff may review additional opportunities for programming once school enrolment sizes reach a sustainable level.

5.4.3 Support of Option 1A – Improvement to Student Offerings

Delegates were supportive Option 1A, as its implementation would: fulfill the need for Catholic French programming south of Upper Middle in Oakville; increase opportunities for a larger number of co-curricular activities, as well as greater competition; create a physical learning environment that is flexible and conducive to 21st Century teaching and learning.

It should be noted that Option 12B also succeeds in aligning French Programming in the area, as well as increase the school population to bolster co-curricular activities. Enhancements can also be pursued to recipient school conducive to 21st Century teaching and learning.

5.5 Site location for Option 12B at St. John Catholic Elementary School

Delegates expressed that the St. John Catholic Elementary School site was the superior location for accommodating Option 12B. The views expressed by delegates were that the site had the following advantages:

- A) Had a larger site with a larger existing facility size and capacity
- B) Had greater biophilic design opportunities (incorporating natural materials, natural light, vegetation, nature views and other experiences of the natural world into the modern built environment)
- C) More parking spaces
- D) Located in a neighbourhood with less school traffic than St. Michael

While it is acknowledged that the St. John Catholic Elementary School site is larger than St. Michael Catholic Elementary School site by two (2) acres, and by approximately 35 OTG pupil places, the ARC and Staff selected St. Michael as the preferred site for Option 12B based on Option Development Criteria (note these criteria are fully detailed in Table 21 and Table 25 of Section 6.0 of this report):

- A) St. Michael School is adjacent to a church which results in efficiencies for parking and site needs
 - I. St. John School has 77 parking spaces on site, and 50 overflow spaces
 - II. St. Michael School has 73 parking spaces on site, and 125 overflow spaces
- B) Cost of implementing AODA compliance measures is far greater at St. John School (\$832,000) comparatively to St. Michael (\$349,372), as an elevator would needed to be installed at St. John School to be AODA compliant
- C) St. Michael School has two (2) access points on its site, and one (1) additional access through the St. Michael Parish parking lot (used for drop off); whereas St. John has one (1) access point
- D) St. Michael School is located in closer proximity to the students it serves and will serve; whereas St. John School, is not located in an area that has a high number of students comparatively, resulting in a greater need for student transportation
- E) Both St. Michael School and St. John School are situated in residential neighbourhoods with sufficient grassy play areas available for play
- F) St. Michael School is located adjacent to a church, and residential neighbourhoods, whereas St. John is located within a residential neighbourhood

5.6 Transportation and Traffic Concerns

5.6.1 Traffic Concerns within the College Park Area - St. Michael vs. St. John Traffic

A delegate provided information pertaining to a Town of Oakville commissioned study, named the College Park Transportation Study. The Study is available online at the following link:

<http://www.oakville.ca/assets/general%20-%20residents/CollegePkFinalReport.pdf>

The delegate expressed that the report pointed to significant traffic flow and safety concerns in the College Park Community of Oakville. In particular, there are excessive speeds in the area of St. Michael Catholic Elementary School; a high number of accidents; and a large number of schools in the neighbourhood, which make traffic volumes are already very high.

Staff reviewed the College Park Transportation Study to identify these concerns, and ensure that the information presented was accurate.

Figure 12 below provides a detailed summary of the nature and location of the 27 collisions that occurred in the area over a five year period. It should be noted that no collisions appear to have been reported next to St. Michael or St. John Catholic Elementary Schools, and were predominantly concentrated in other areas.

Furthermore, in the entire area there were no fatal collisions, and only one (1) injury collision within the school areas. The report points to the areas around White Oaks Secondary School as being problematic for queuing vehicles and left hand turns. In summary, the number of collisions in the College Park Area is not considered significant, according to the report's authors.

Figure 8: Extract – Section 4.2 Collision Review

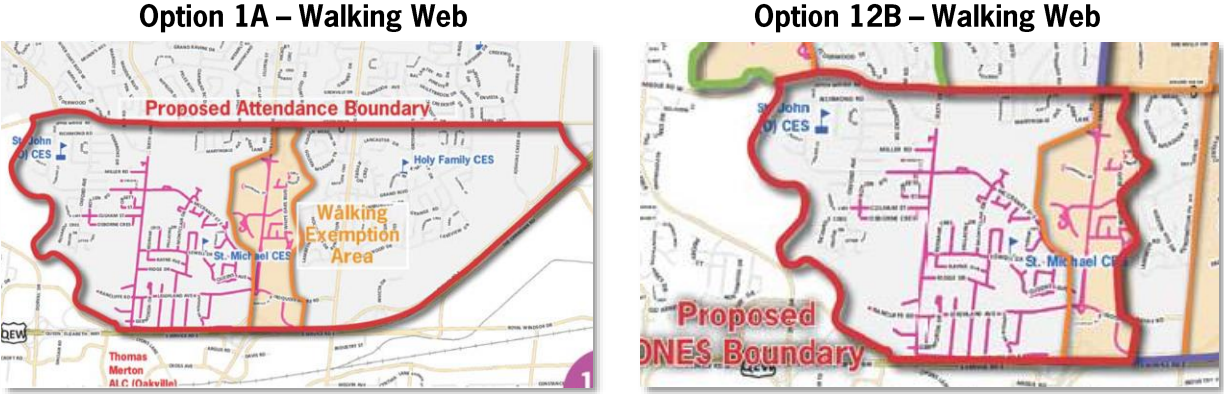
Location	Fatal Injury	Non-Fatal Injury	Property Damage Only	Non-Reportable	Total Number of Collisions
Sixth Line at McCraney Street	0	5	2	5	12
Sixth Line at Miller Road	0	1	1	1	3
McCraney Street East between Sixth Line and Montclair Drive (White Oaks Secondary School)	0	0	6	2	8
Montclair Drive between Pallatine Drive and McCraney Street East (Montclair Elementary)	0	1	0	1	2
McCraney Street East at Montclair Drive	0	0	1	1	2

As demonstrated in Figure 9 below, in both Option 1A and Option 12B, students living west of Sixth Line would be a mix of walkers and transported students. Those living east of Trafalgar would be fully

transported. Those that are within the walking distance could use alternative routes that avoid McCraney Street East to access St. Michael Catholic Elementary School.

Furthermore, it should be noted that if St. John were selected as the preferred site, students would still need to walk in similar areas to their school or bus stops, therefore the impacts are neutral.

Figure 9: Walking Webs for Recommended Option 1A &12B



To complete the Traffic Study, CIMA (retained by the Town of Oakville) conducted field observations at each of the locations noted in Figure 10, below, in May and September of 2014 with a focus on issues of concern raised by the public and Town.

The following map was provided in the delegations and identifies data collection points within the study – not accident counts. Location #3 is St. Michael School site, whereas St. John School was not reviewed.

Figure 10: Walking Webs for Recommended Option 1A &12B



On page 7 of the College Park Transportation Study, in **Table 4: College Park Issues of Concern** states that the town and public identified a number of traffic concerns in the College Park area. Among them, excessive speeds were a key concern within school zone, where the St. Michael School neighbourhood was identified among others.

Section 4.3.5 (page 13) summarizes the researchers findings in the area of St. Michael Catholic Elementary School specifically Sewell Drive between Newton Road and Parkhill Road. Observations were made at the site during the morning school peak period (8:20 a.m. to 9:00 a.m.) and the afternoon school peak period (3:10 p.m. to 3:50 p.m.). Observers noted that volumes were low and speeds were not excessive in the area. They also noted that signs were appropriately posted at 40 km/h 120m east and 120m west of the school site. The report summarizes its findings in Section 8.14 (page 70), which states the following:

- i. A few minor comments concerning speed and on-street parking have been received, however no operational or safety issues were identified during the field investigations or in-office review. The speed and parking concerns were reviewed in the Existing Conditions Summary Report. No recommended improvement options are proposed at this time.

Although St. John School was not reviewed specifically, Sunningdale Elementary School could be used as a proxy as it is located in very close proximity. Accordingly, section 4.3.7 (page 14), Sunningdale Elementary School (Oxford Avenue between Mansfield Drive and McCraney Street West, southeast of St. John Catholic Elementary School), had similar concerns raised comparatively to St. Michael School. Again, the 'excessive speeds' were determined to not be a significant concern. Section 8.13 (page 70) of the report states the following regarding St. John:

- i. No comments concerning St. John's Catholic Elementary School have been received to date. No operational or safety issues were identified during the field investigations or in-office review. Therefore, no recommended improvement options are proposed at this time.

In summary, the report is not conclusive in identifying St. John or St. Michael schools for that matter as being a better candidate than one another with a lens to traffic concerns. The report identified many short and long term recommendations that require the collaboration of the Town, the Region and local school boards. None of the final recommendations were aimed at modifying HCDSB school sites.

5.6.2 Questions to be addressed by the Board

Delegation 5.9 discussed a number of topics and themes related to the consolidation of St. John and St. Michael Catholic Elementary Schools in support of the project. However, questions were raised pertaining to transportation and bussing specifically:

Q – How can elementary students safely cross major streets and high school campuses?

Answer - Typically, elementary students are not required to cross major arterial streets – such as Trafalgar Road – and would therefore be transported in that event. However, if students are to cross lower order collector roads with a higher level of traffic, submissions can be made to the Town of Oakville requesting the introduction a 'warrant study' for the introduction of Crossing Guards or other traffic mitigation methods to assist students crossing these roads.

Q – How much effect does the staggering of bell times actually have?

Answer – Staggering bell times is a strategy used by the Halton Student Transportation Services (HSTS) both boards’ transportation consortium to reduce concentration of peak traffic times as well as create greater efficiencies in using a bus for multiple routes.

In the context of the College Park area, there is a high concentration of schools between Sixth Line and Trafalgar Road, both in the elementary and secondary panel. HSTS has already staggered White Oaks Secondary School at an earlier start times, currently at 8:05 am. The new Gaetan Gervais French Public School will have a similar start time.

St. Michael currently has an 8:50 am start times, which may be pushed to as late as 9:15 am, for either Option 1A or Option 12B. Staggering start times will spread out traffic pressure points.

Q – How can the bus routes and schedules be adapted to cover the school boundaries and busy streets?

Answer – Bus routes will have regard for the busy streets, and whether an area should be identified as transported or non-transported. Bus stop locations also have regard to where students are located in relation to where they should be picked-up. For busy streets with higher student counts there is the opportunity to request ‘warrant studies’ to increase traffic safety.

5.7 School and Parish Connection – Locating Next to a Parish

During delegations, there were discussions pertaining to the value of having an elementary school located adjacent to a Parish or Church. Varying levels of importance were placed on the Option Development Criteria of the benefits in having a school next to a church.

Delegates expressed that proximity to their home-school was of greater importance than being directed to a school with a parish adjacent to it. The Holy Family community believed that an option that kept their school open, should have been pursued.

Alternatively, other delegates expressed that there are benefits to having a parish located directly adjacent to a school. It was expressed that this connection offered a clearly visible home-school parish connection provides students and staff access to the church on a daily basis for a myriad of activities and opportunities for direct collaboration.

When the ARC and staff reviewed all options and site consideration, having the ultimate school location next to the Parish was a criteria that was important, but was not exclusive in determining the recommended option and site. The ARC selection of Option 12B with St. Michael School as the selected site over Option 11A with Holy Family School as the selected site, because the former best met the Option Development Criteria presented in [Appendix C](#).

In both Option 1A and Option 12B, which both selected St. Michael School as the preferred site, the sum of all parts of the qualities of each option and their respective sites is what ultimately decided the selected options.

5.8 Facility Condition Index of Schools

It was noted by a delegate that the *Renewal Needs* tables provided in the Interim Staff Report, Table 26 specifically, had inverted the 5-year renewal needs for St. Michael and Holy Family.

Staff acknowledges that the values were inadvertently reversed the FCIs of Holy Family and St. Michael Catholic Elementary Schools. The Ministry of Education 5 Year Renewal needs for Holy Family are estimated at \$1,532,483 and for St. Michael are estimated at \$2,176,658.

The total review area cost (\$5,889,735) was not impacted by this error and there is a clear long term financial benefit to implementing Option 12B. This reversal of values occurred in the Interim Staff Report only. Therefore the correct values were presented to the ARC during the assessment of the options to reach the final recommended Options 1A and Option 12B.

6. Final Staff Recommendations

In the Interim Staff Report presented to the Board of Trustees on February 7, 2017, staff provided amended recommended accommodation plans, Option 1A and Option 12B. These replaced Option 1 (Preferred) and Option 2 (Alternate) as presented in the Initial Staff Report on October 4, 2016. Option 1A and Option 12B are detailed in full in Sections 6.1 and 6.2 below. These two options were informed by community feedback throughout the PAR process as well as crucial ARC insight into the needs of the communities.

Concerns identified by delegations presented at the February 21, 2017 Board Meeting were addressed by their respective themes in Section 5. No modifications have been incorporated into recommended Option 1A or Option 12B as a result of the delegations.

Staff was of the opinion that the arguments presented for alternative options or modifications to the presented options would not have the effect of creating a better scenario, or be better received by the full Oakville Northeast communities – particularly with regards to the site selection aspect. Accordingly, staff did not make modifications to the staff recommended options presented on February 7, 2017.

Both St. John and St. Michael school communities are likely to prefer their own site. Staff is sympathetic to the fact that there will be greater impacts on the families who are being redirected than on the families that would remain at their current site. Modifying the recommendation to make use of an alternative site would cause the school communities to further defend each other's site as the preferred location. Ultimately, the ARC and staff selected the St. Michael School site as the preferred location based on a number of criteria.

With regards to the program options, it is clear that adding Gifted Program to Holy Family Catholic Elementary School does improve utilization; however, it does not benefit the Regular Track English program, and would continue to be subject to the programming challenges identified in section 5.4.

Staff will monitor CE04 enrolment trends and review the opportunity to introduce Extended French Immersion into an Oakville Northeast Catholic Elementary School on an ongoing basis.

No modifications were made to the accommodation plan based on concerns raised at the February 21, 2017 delegation night.

6.1 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 11: Option 1A Projection – Proposed Oakville Northeast School (St. Michael Site)

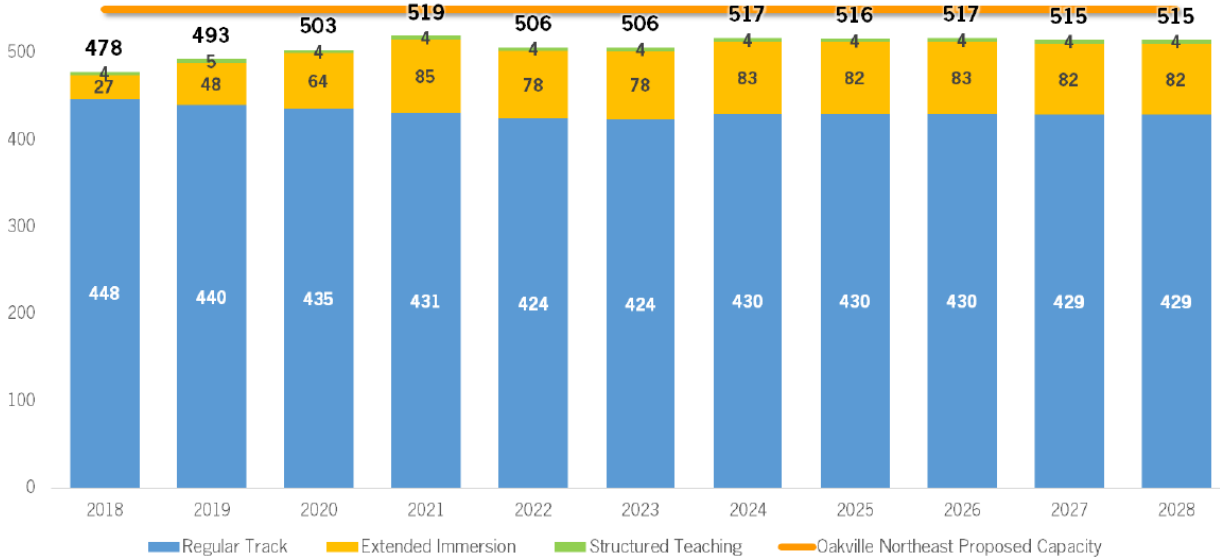
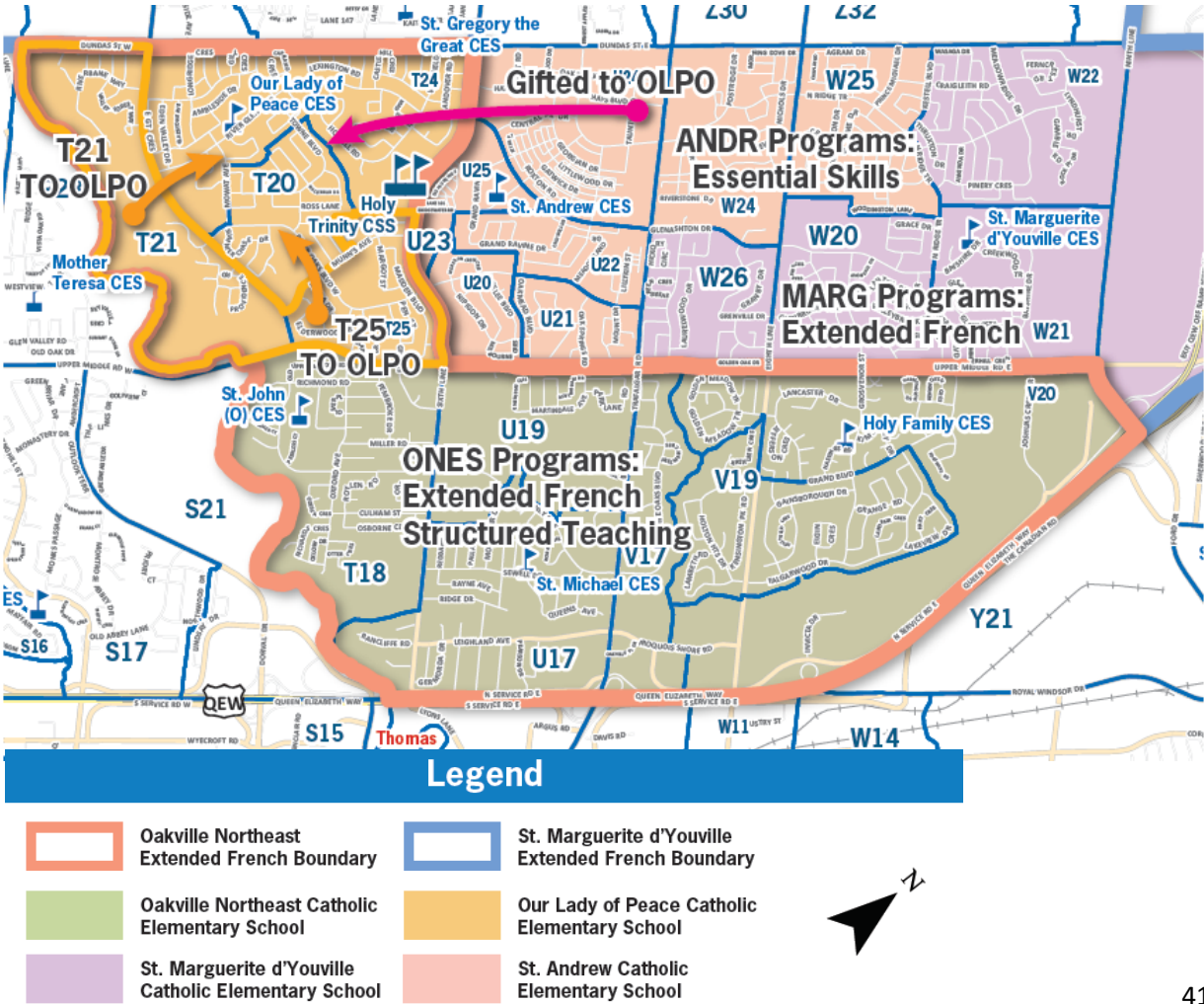


Figure 12: Option 1A Accommodation Plan Attendance Boundaries



6.1.1 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 Elementary 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).	✓

6.1.2 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.

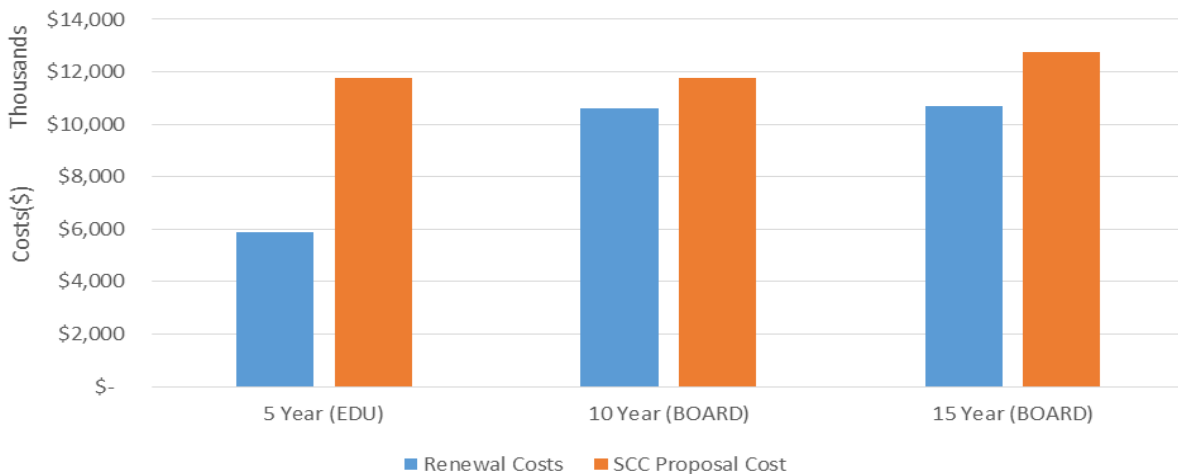
As shown in Table 22, in 5 years this total amounts to 50% of the proposed Oakville Northeast School construction cost of \$11.7M, and by 10 years, 93% of the construction and renewal costs of a new facility.

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	\$2,176,658	\$349,372	\$3,864,093	\$3,864,093
Holy Family CES	HLYF	\$1,532,483	\$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 13: Capital Cost Comparison for Alternate Accommodation



6.1.3 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).

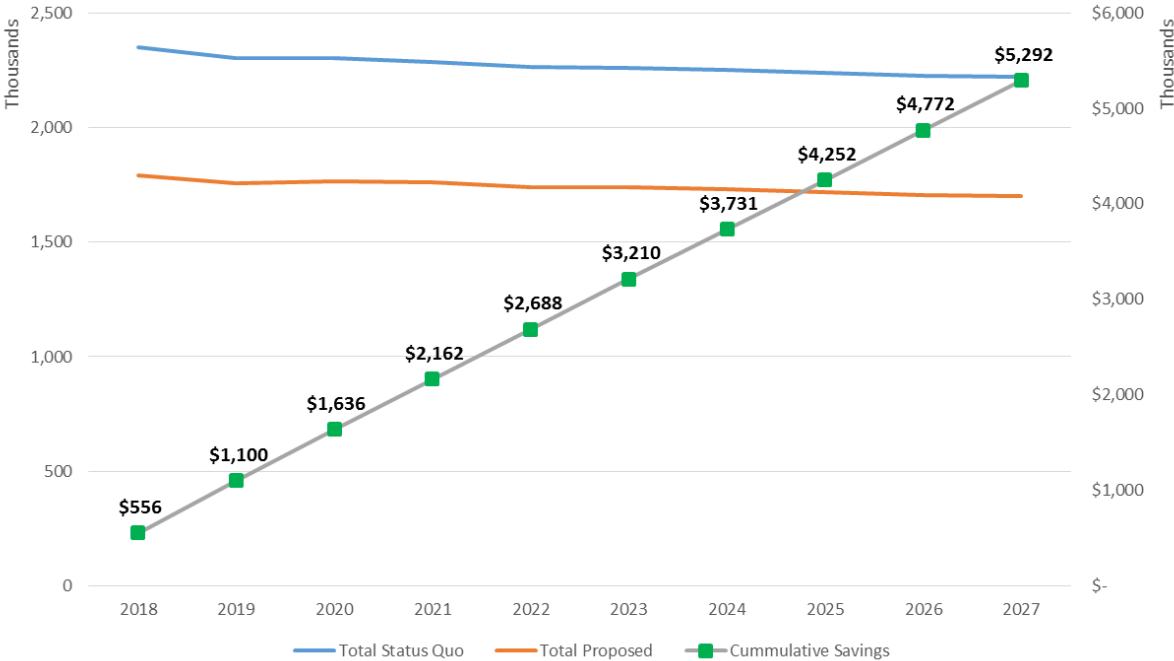
Currently, the annual operating expenditure for Holy Family, St. John and St. Michael Catholic Elementary Schools is estimated at \$774,425 (refer to Table 23 for a cost breakdown). The operating costs of the proposed solution utilizes St. Benedict costs, as it is the most recent build completed and 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 14: Annual Operational Cost Comparison



6.1.4 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 and Ministry of Education funding is confirmed, staff proposes the following **tentative** Accommodation Transition Plan:

- Re-locate all students residing in Patches T21 and T25 from St. John to Our Lady of Peace . 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 – to be confirmed by Senior Staff. This will be their final school.
- Temporarily re-locate all St. Michael students to St. John until the construction of the new Oakville Northeast School facility is completed. All students, including St. Michael students, will be provided transportation if they reside more than 1.6 kilometers from St. John .
 - 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 will remain at their school until construction of the new Oakville Northeast Catholic Elementary School (ONES) is completed; and,
- Upon completion of a new school facility on the St. Michael school site, all students at Holy Family and St. John 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 and St. John Schools would then close.

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

6.2 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 towards Our Lady of Peace.
 - b) Grandfather all students residing within the T21 and T25 attendance areas currently enrolled at St. John 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 into St. Marguerite d’Youville , 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 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	268	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 St. Gregory the Great Catholic Elementary School.
 - c) Review Essential Skills Program in 2020 to determine the best location for the program.

Figure 15: Option 12B Projection – Proposed Oakville Northeast School (St. Michael Site)

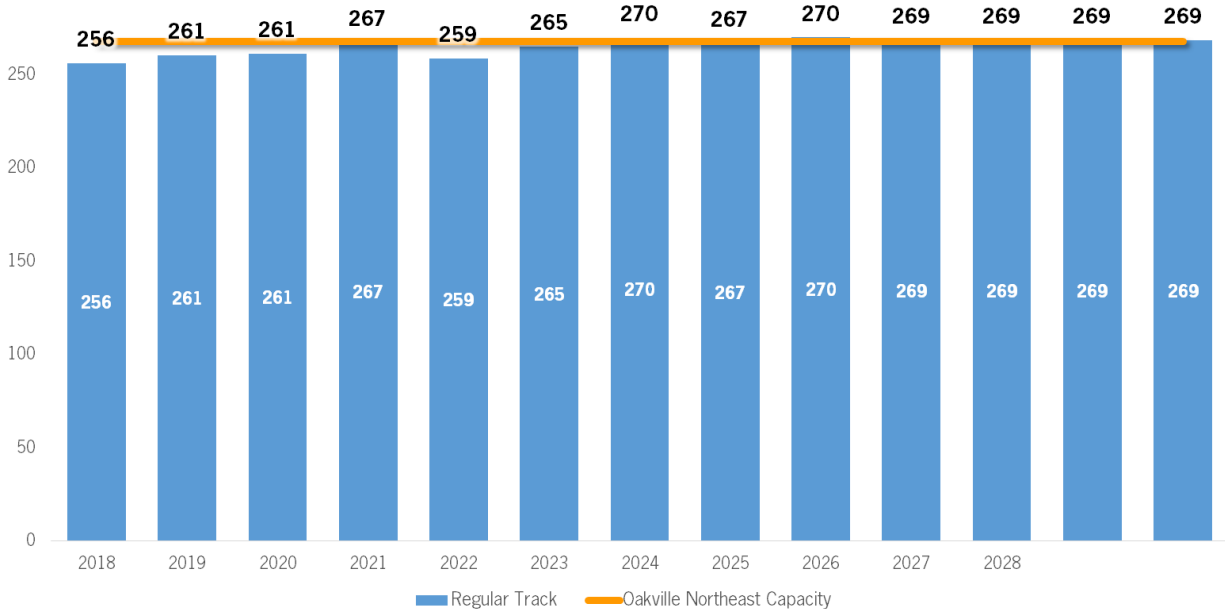


Figure 16: Option 12B Projection – St. Marguerite d’Youville with permanent addition

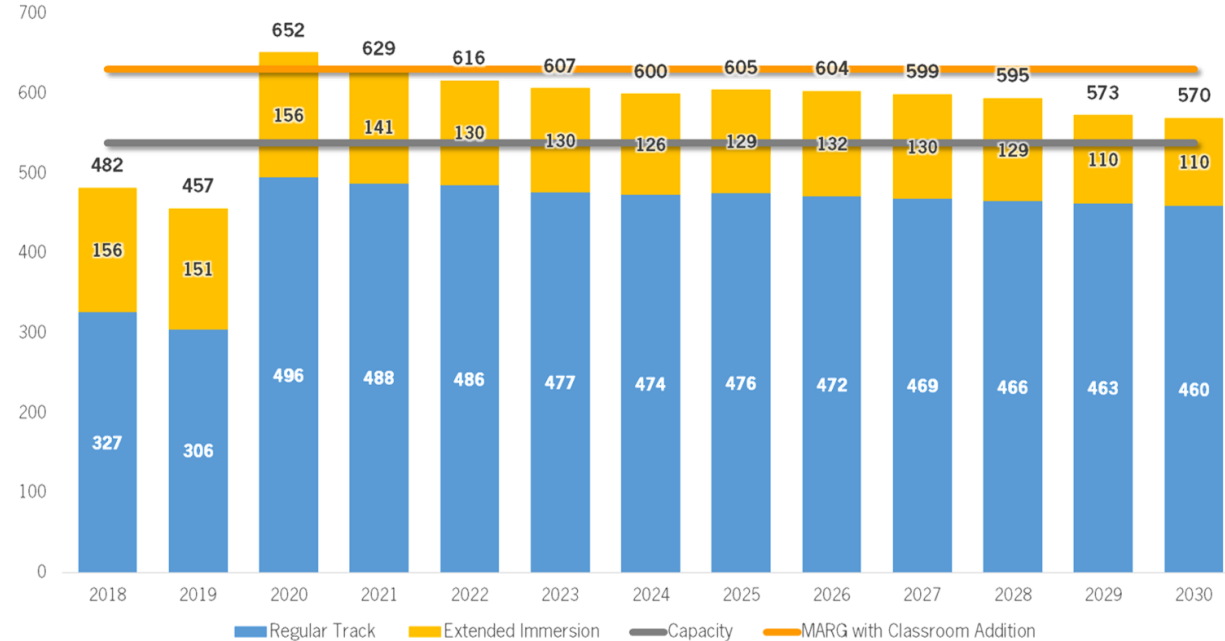
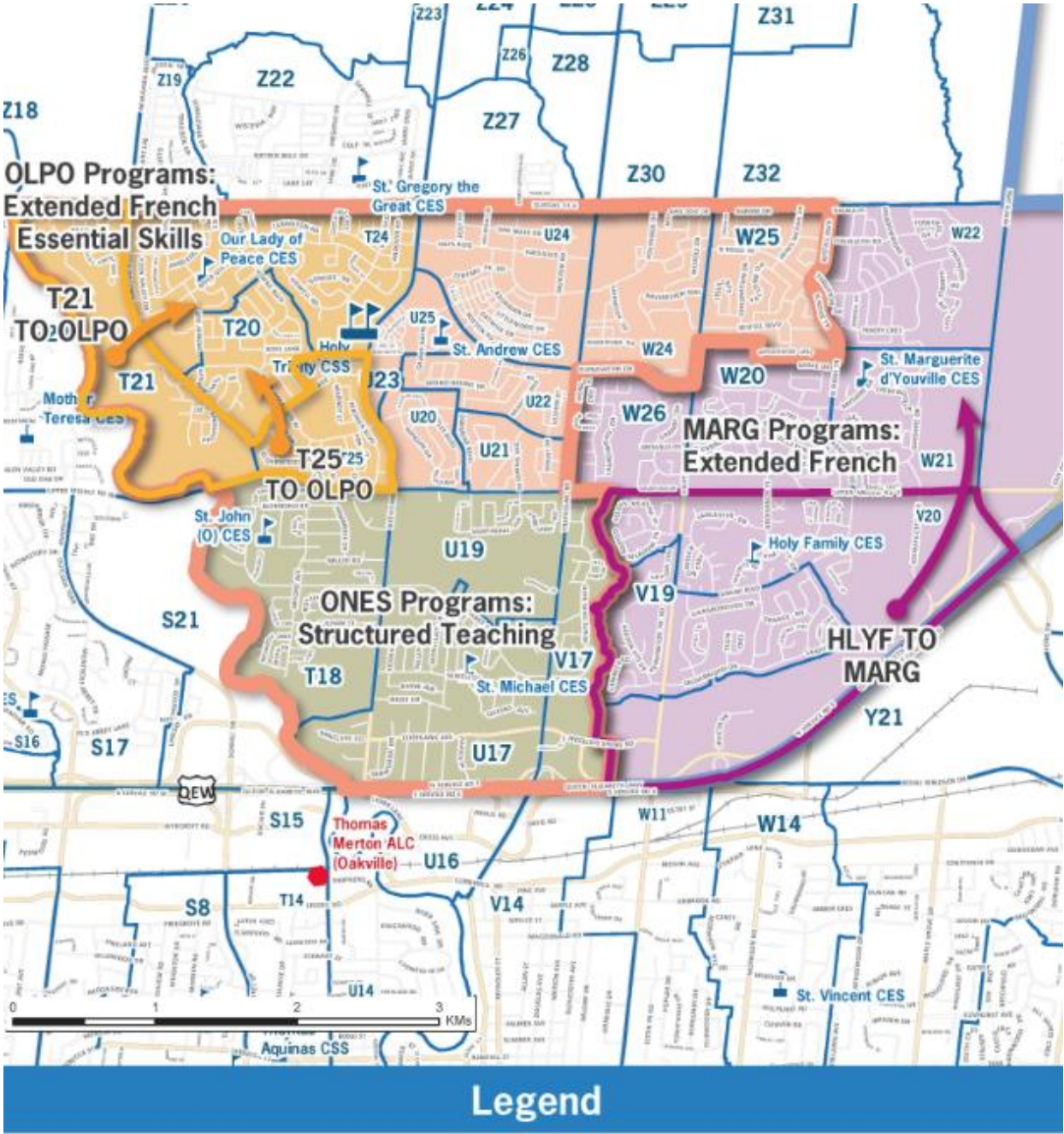


Figure 17: Option 12B Accommodation Plan Attendance Boundaries



- | | | | |
|---|--|---|--|
|  | 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 |



6.2.1 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.</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 had a total AODA compliance cost of \$349,372, whereas St. John had a compliance cost of</p>	✓

		<p>\$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 schools located in the CEO5 Elementary Review Area to reach AODA compliance by 2025.</p>	
Facility Condition Index (FCI)	Facility Condition Index (FCI) - What is it, and how do renewal needs apply?	<p>The average facility age of the three (3) current facilities within the CEO4 Elementary 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. Michael was in the best condition. This played a role in selecting St. Michael 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	How are student transportation times impacted by the proposed option?	<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. Matthew 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	How is the average distance to school impacted by the proposed option?	<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	Given the site configuration and size, is it suitable for the proposed project?	<p>The existing St. Michael site has an acreage of 4.0, smaller by about 2.0 acres of the existing St. John 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>	✓

		<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 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 Church, allowing for sharing of lots, and a more visible connection to the Church. 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 to Our Lady of Peace and STC program moving from St. John to St. Gregory the Great.</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.	✓

6.2.2 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.

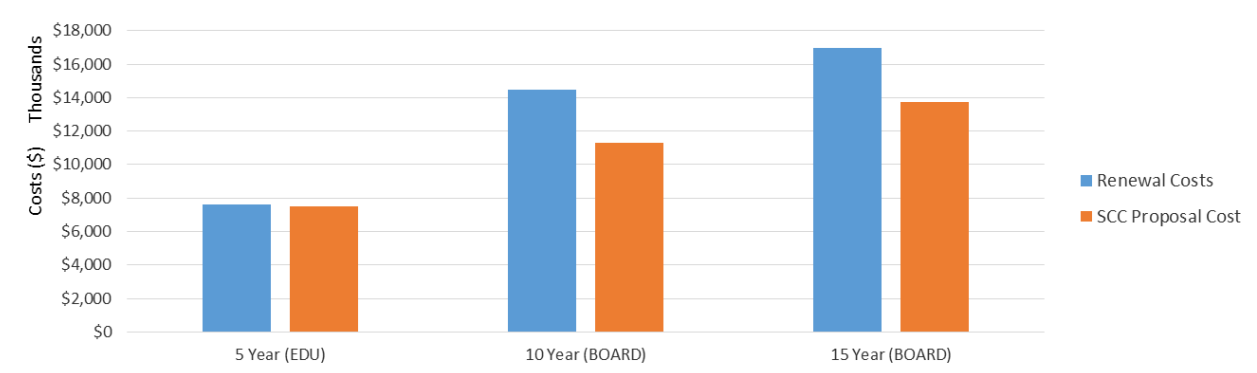
As shown in Table 26, in 5 years this total amounts to 111% of the proposed alternative accommodation plan stipulated in Option 12B for an addition construction cost, upgrading deferred AODA needs, and completing 5-year renewal works all estimated at \$6.8M. By 10 years, the ratio rises to 128% of the 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	\$2,176,658	\$349,372	\$3,235,797	\$3,864,093
Holy Family CES	HLYF	\$1,532,483	\$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 CEO4 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	\$2,176,658	\$-	\$3,235,797	\$3,864,093
Total Oakville Northeast Cost (\$)		\$7,484,598	\$-	\$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 18: Option 12B - Capital Cost Comparison for Alternate Accommodation



6.2.3 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).

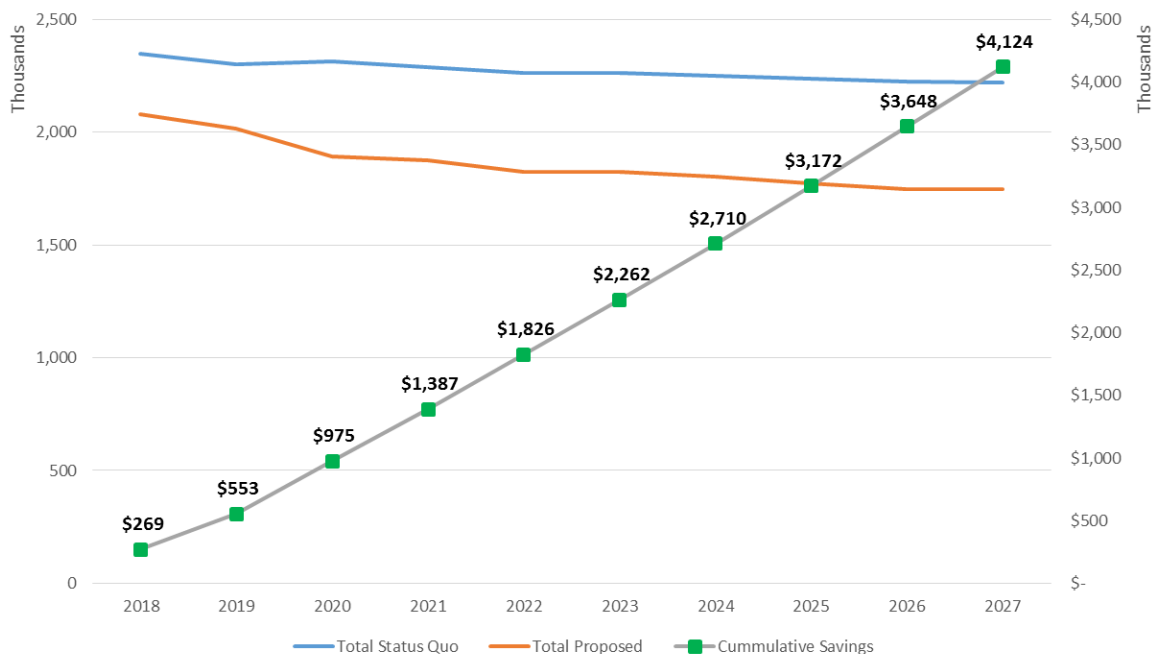
Currently, the annual operating expenditure for the six (6) schools are \$2,348,277 (refer to Table 27 for a cost breakdown). The operating costs of the proposed solution assumes the implementation timelines of 2018 and 2020, and utilizes existing school operating costs.

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 19: Option 12B – Operational Cost Comparison for Alternate Accommodation



6.2.4 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 alternative recommendation, is approved by the Board of Trustees and Ministry funding is confirmed, staff proposes the following **tentative** Accommodation Transition Plan:

- Re-locate all students residing in Patches T21 and T25 from St. John to Our Lady of Peace . 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 St. John students to the Oakville Northeast School facility (on St. Michael Site) once updates are completed.
- Re-locate the Structured Teaching Classroom currently housed at St. John to St. Gregory the Great – to be confirmed by Senior Staff.
- Senior 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 to St. Marguerite d'Youville.
- In 2020, re-locate all students enrolled in the Holy Family Essential Skills Classroom (ESC) to the most suitable school at that time – to be confirmed by Senior Staff.

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

6.3 Implementation – Resolutions Presented to the Board

To implement the Final Staff Recommended Accommodation Plans, Option 1A (preferred) and Option 12B (alternate), the Board will be required to pass three (3) motions on March 7, 2017. They are presented below as information, and are also presented in the covering Action Report Item 8.1 – Oakville Northeast Pupil Accommodation Review.

For Accommodation Plan components related to programming made in both Options, at the time of implementation of the successful option, Senior Staff will review the viability of the proposed program options. As presented in the February 7, 2017, Staff Report Item 9.3 – Executive Summary Oakville Northeast Accommodation Review, the following program considerations will be made by Senior Staff:

Option 1A – Preferred Option:

- A) Introduction of an Extended French Program (Grade 5 entry) at the newly constructed 550 pupil place school,
- B) Structured teaching Class to be placed at the newly constructed 550 pupil place school,
- C) 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.
- 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.

Option 12B – Alternate Option:

- A) Introduction of an Extended French Program at Our Lady of Peace,
- B) Structured teaching Class to be placed at St. Gregory the Great,
- C) Re-directing St. Andrew students to Our Lady of Peace for Extended French.

RESOLUTION #1	Moved by:
	Seconded by:
OPTION 1A – PREFERRED PLAN	
BE IT RESOLVED THAT , the Halton Catholic District 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

RESOLUTION #2

Moved by:
Seconded by:

OPTION 12B – ALTERNATE PLAN PART 1

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 District 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.

RESOLUTION #3

Moved by:
Seconded by:

OPTION 12B – ALTERNATE PLAN PART 2

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 District 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.

7. Funding Sources and Timelines

7.1 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

➤ Approval 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

7.2 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 funding 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

➤ Approval 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

8. Next Steps, and Transition Plan Overview

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.

8.1 Communication (Notification) Plan

Following the Board decision on March 7, 2017 of the accommodation plan, staff will be notifying the community at large through a range of media. They are as follows:

- Within five (5) business days of the decision, provide notice to the Directors of Education for the three (3) co-terminous boards within the Halton Region
- Within five (5) business days of the decision, provide notice to the Ministry of Education, through the office of the Assistant Deputy Minister of the Financial Policy and Business Division
- Deliver notice of the decision to neighbours of the affected schools (500m radius of schools)
- Deliver notice to parents of updates via email, website updates, school newsletters if needed
- Deliver notice to Deanery and Local Parishes

8.2 Next Steps – Transition Planning

Following the presentation of the Final Staff Report, at the March 7, 2017 Regular Meeting of the Board, Staff will confirm with the Ministry of Education if the submitted accommodation plan (Option 1A) presented in Priority #1 of the School Consolidation Capital funding request was approved by the Board was approved as is, with changes, or removed entirely.

It is anticipated that the Ministry of Education will inform the Board in May of the approved business cases submitted as part of Memorandum 2016: B19 – Request for School Consolidation Capital Funding Submissions. This will determine whether Option 1A or Option 12B will be implemented. Regardless of the result, a Transition Plan will need to be initiated to implement the Board motion.

Under Section 1.11 of Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, staff is required to establish a transition committee once all necessary approvals have been attained from a pupil accommodation review.

Transition Planning and the Transition Committee, such as its composition and roles and responsibilities are outlined in [Appendix P](#).



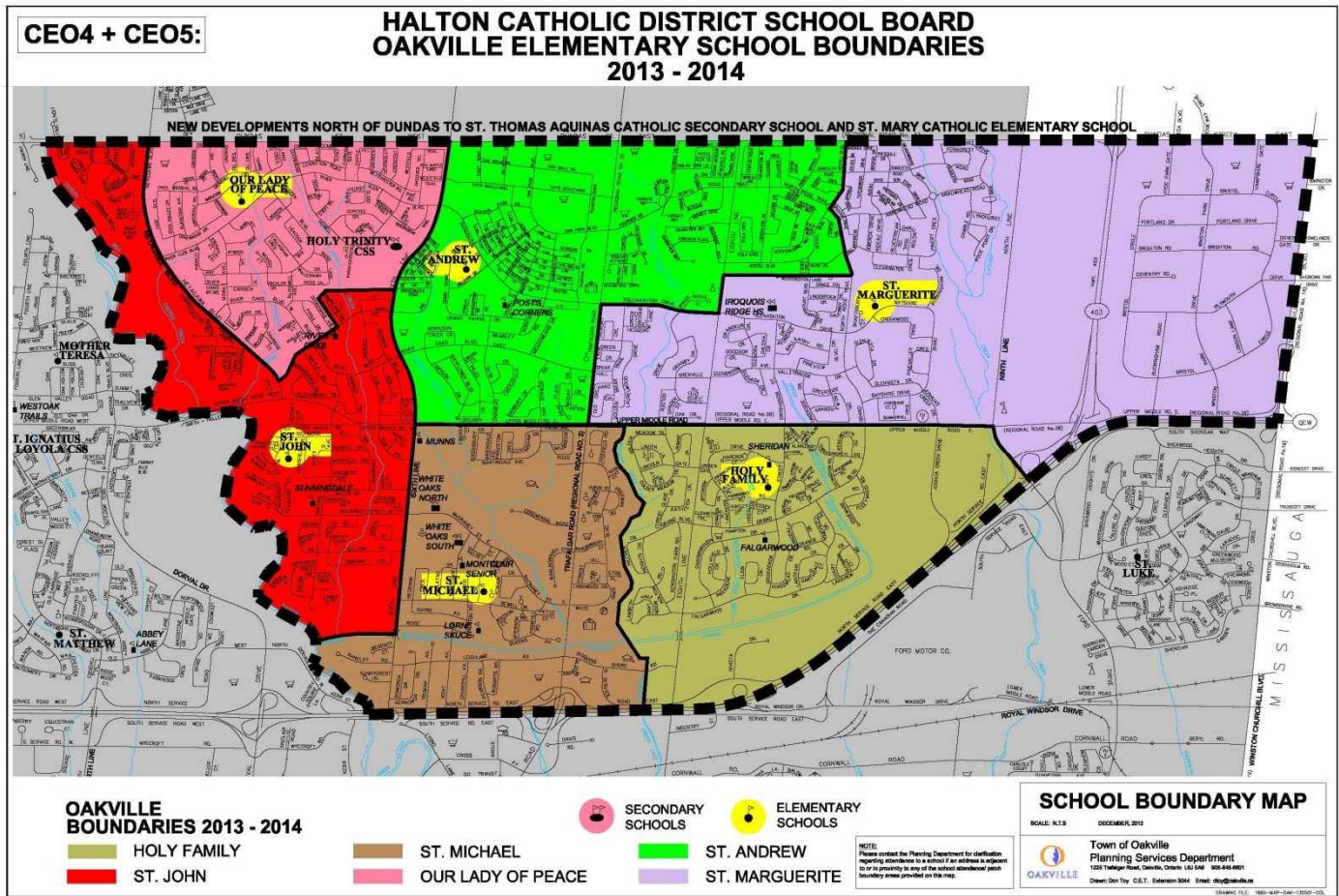
**Pupil Accommodation Review
Final Staff Report**

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



quadrant advisory group limited

Elementary Review Area

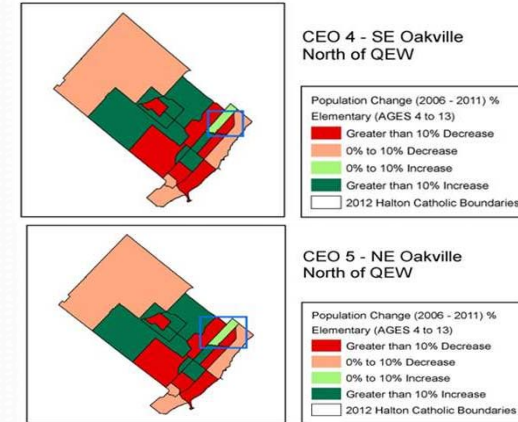
CEO4: Oakville - Southeast Oakville

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:

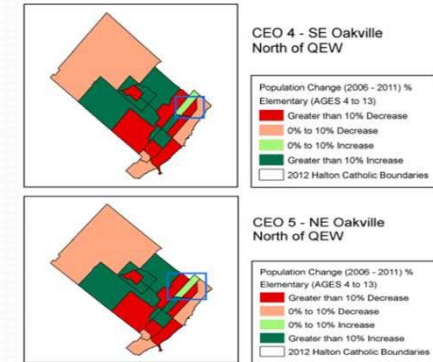
Enrolment in CEO4 (North of the QEW and South of Upper Middle Road) is projected to decline. FC utilization is projected to be 66% within 5 years, further declining to 63% by year 15 (2027-28). As building repair needs increase, 1 of the 3 schools will have an FCI in excess of 50% in 5 years. Enrolment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

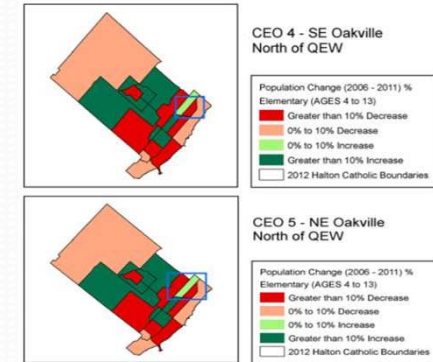
School	Enrolment ³				OTG ¹	2012-13	2017-18	2022-23	2027-28	FC ²	2012-13	2017-18	2022-23	2027-28
	2012-13	2017-18	2022-23	2027-28										
Holy Family	229	190	179	179	317	72.2%	59.9%	56.5%	56.5%	291	78.7%	65.3%	61.6%	61.5%
St. John (O)	198	177	168	165	303	65.3%	58.6%	55.5%	54.6%	282	70.2%	62.9%	59.6%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

Recommendations:

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

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

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

Financial Impact -- Recommendations:

	Proposed Year of Action	Current Situation			LTCP Analysis					
		Replacement Value	Estimated Renewal Needs, 2012-13	Facilities Condition Index (FCI ⁴), 2012-13	Estimated Renewal Needs, 2017-18	Facilities Condition Index (FCI ⁴), 2017-18	Estimated Renewal Needs, 2022-23	Facilities Condition Index (FCI ⁴), 2022-23	Estimated Renewal Needs, 2027-28	Facilities Condition Index (FCI ⁴), 2027-28
CEO4 & CEO5 Review Area Total:	2015-16	\$29,326,736	\$1,435,061	3.8%	\$3,055,358	10.4%	\$6,157,715	21.0%	\$8,218,160	28.0%

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

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

HISTORIC ENROLMENT & PROJECTION vs. LONG TERM CAPITAL PLAN COMPARISON

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

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

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

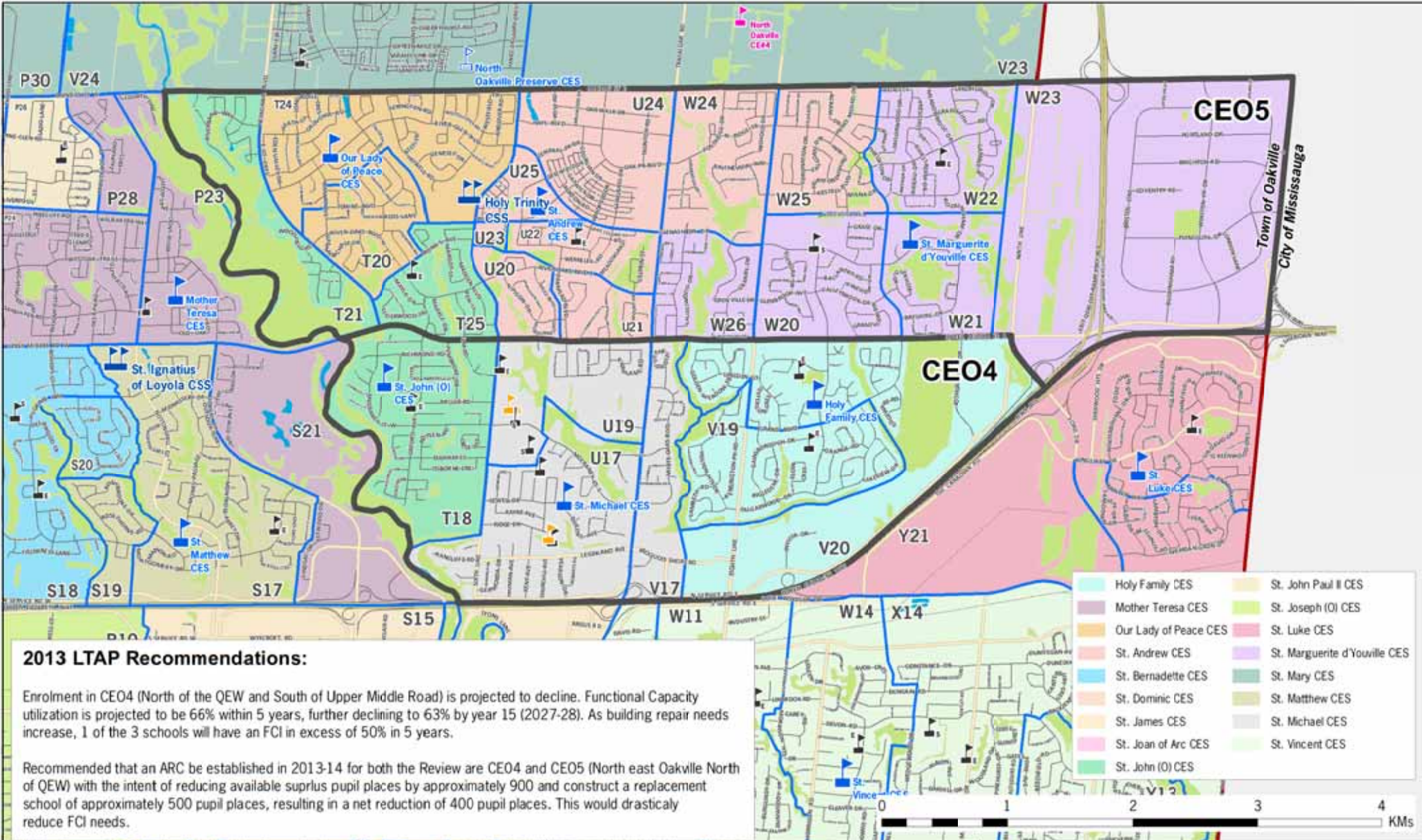
OAKVILLE NORTHEAST			Historic Enrolment			Cur	5 year projection					10 year projection					10+ year projection	
School Name	OTG		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
TOTAL AREA ENROLMENT COUNT	2502	ACT/PROJ	2522	2460	2368	2284	2199	2146	2077	2063	2028	1980	1961	1932	1926	1913	1896	1882
		LTAP	2474	2398	2322	2257	2206	2163	2114	2132	2123	2106	2099	2108	2122	2140	2138	2138
Difference in Student Count			48	62	46	27	-7	-17	-37	-69	-95	-126	-138	-176	-196	-227	-242	-256



**Pupil Accommodation Review
Final Staff Report**

OAKVILLE NORTHEAST

APPENDIX B



2013 LTAP Recommendations:

Enrolment in CE04 (North of the QEW and South of Upper Middle Road) is projected to decline. Functional Capacity utilization is projected to be 66% within 5 years, further declining to 63% by year 15 (2027-28). As building repair needs increase, 1 of the 3 schools will have an FCI in excess of 50% in 5 years.

Recommended that an ARC be established in 2013-14 for both the Review are CE04 and CE05 (North east Oakville North of QEW) with the intent of reducing available surplus pupil places by approximately 900 and construct a replacement school of approximately 500 pupil places, resulting in a net reduction of 400 pupil places. This would drastically reduce FCI needs.



**CEO4: Oakville - Southeast Oakville North of QEW
2016 Annual Facility Accommodation Report**

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



The content of this report was prepared by the Region of Halton and the Region of York on behalf of the Region of Halton. The Region of York is not responsible for the content of this report. The Region of York is not responsible for the content of this report. The Region of York is not responsible for the content of this report. The Region of York is not responsible for the content of this report.



**Pupil Accommodation Review
Final 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.



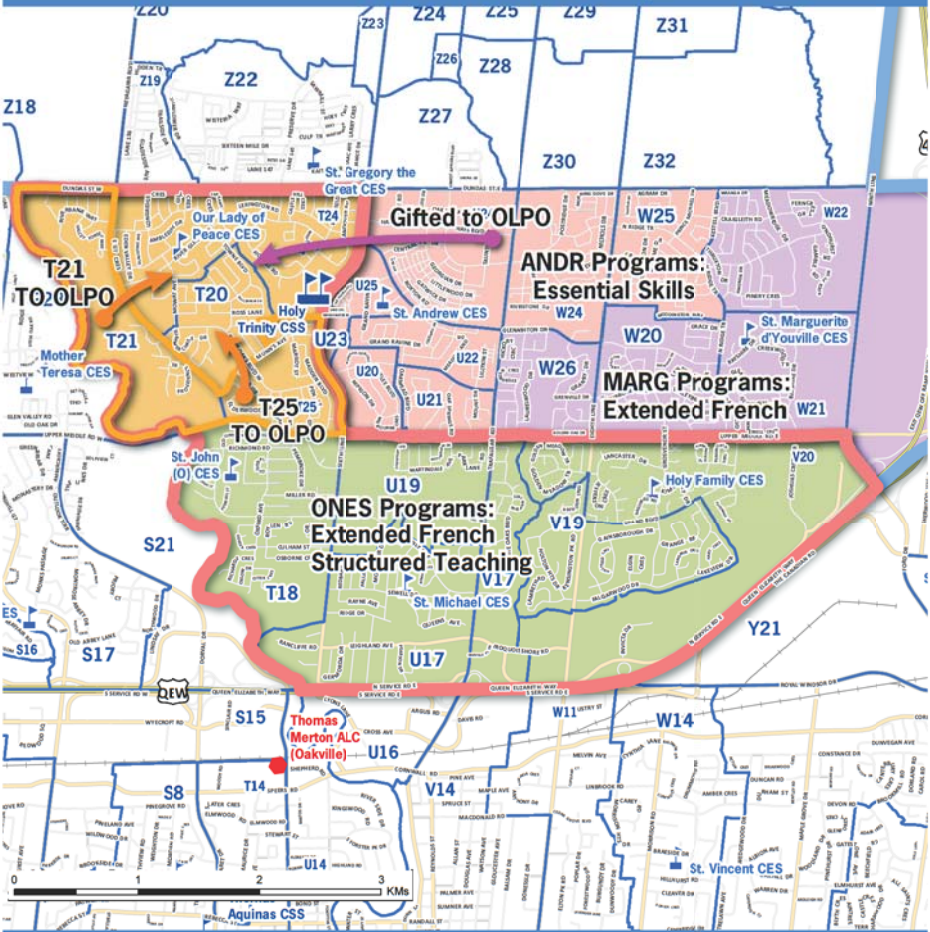
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OAKVILLE NORTHEAST

APPENDIX D

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

Accommodation Plan Map



Legend

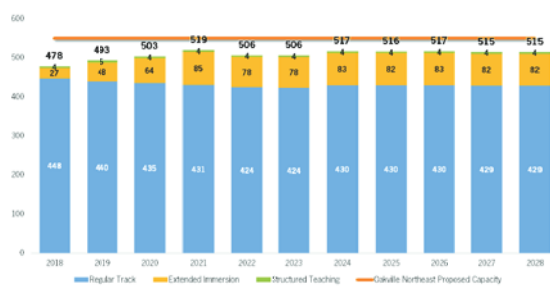
- Oakville Northeast Extended French Boundary
- St. Marguerite d'Youville Extended French Boundary
- Oakville Northeast Catholic Elementary School
- Our Lady of Peace Catholic Elementary School
- St. Marguerite d'Youville Catholic Elementary School
- St. Andrew Catholic Elementary School

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

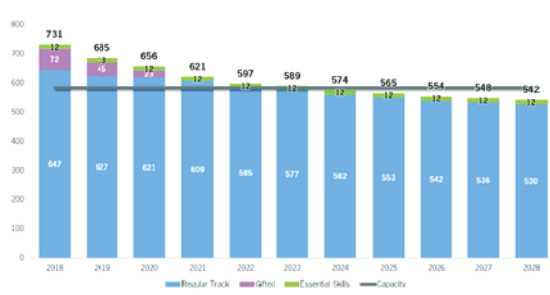
Oakville Northeast Projections



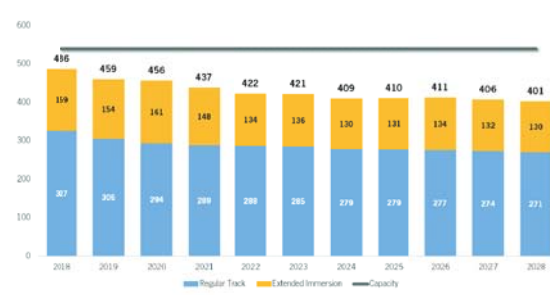
Our Lady of Peace Projections



St. Andrew Projections



St. Marguerite d'Youville Projections



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

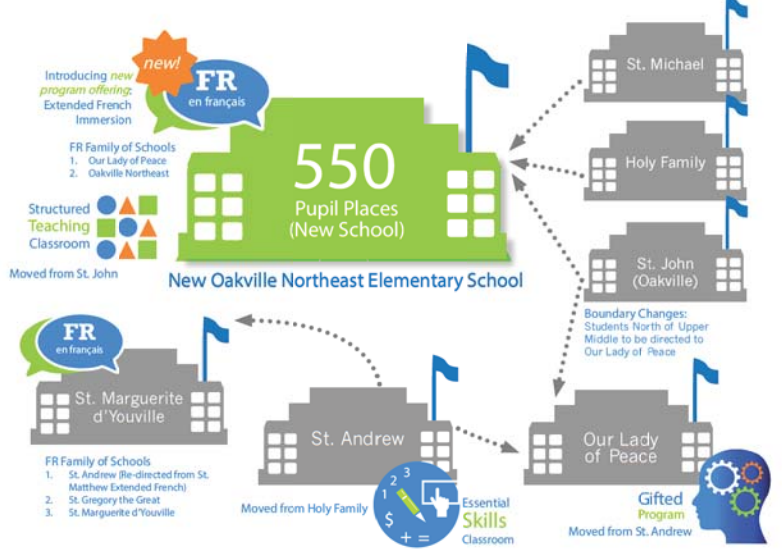
Proposed Accommodation Plan

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



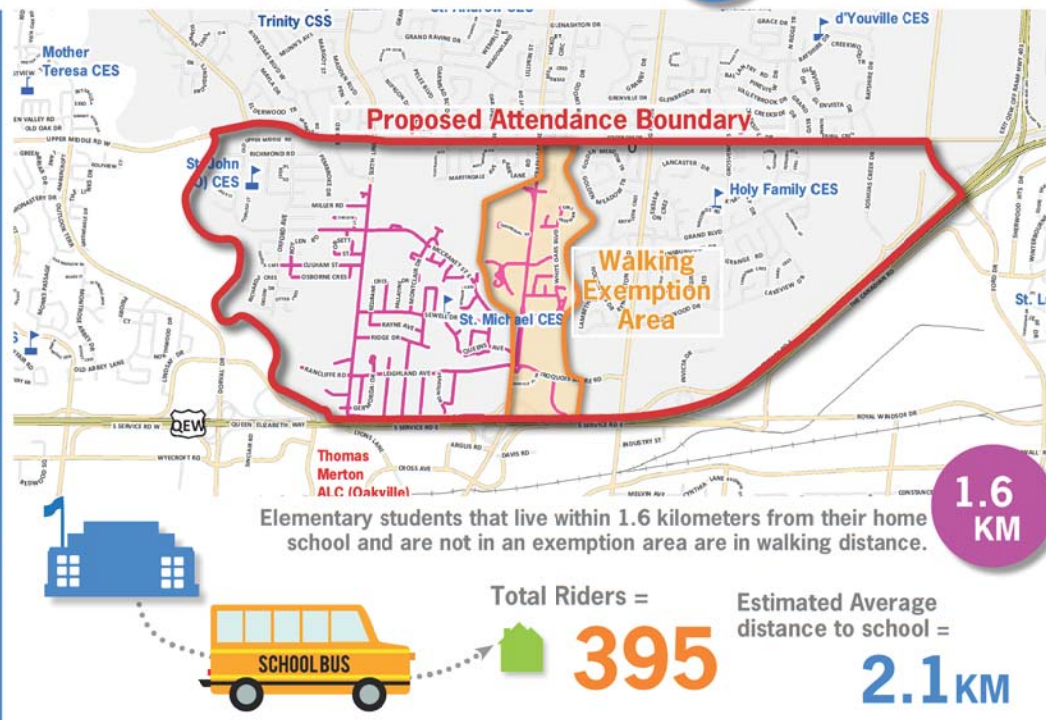
Grass Play Area:
7,046^{M²}

Asphalt Play Area:
3,129^{M²}

Total Play Area:
11,121^{M²}

St. Micheal Catholic Elementary School

WALK WEB & TRANSPORTATION





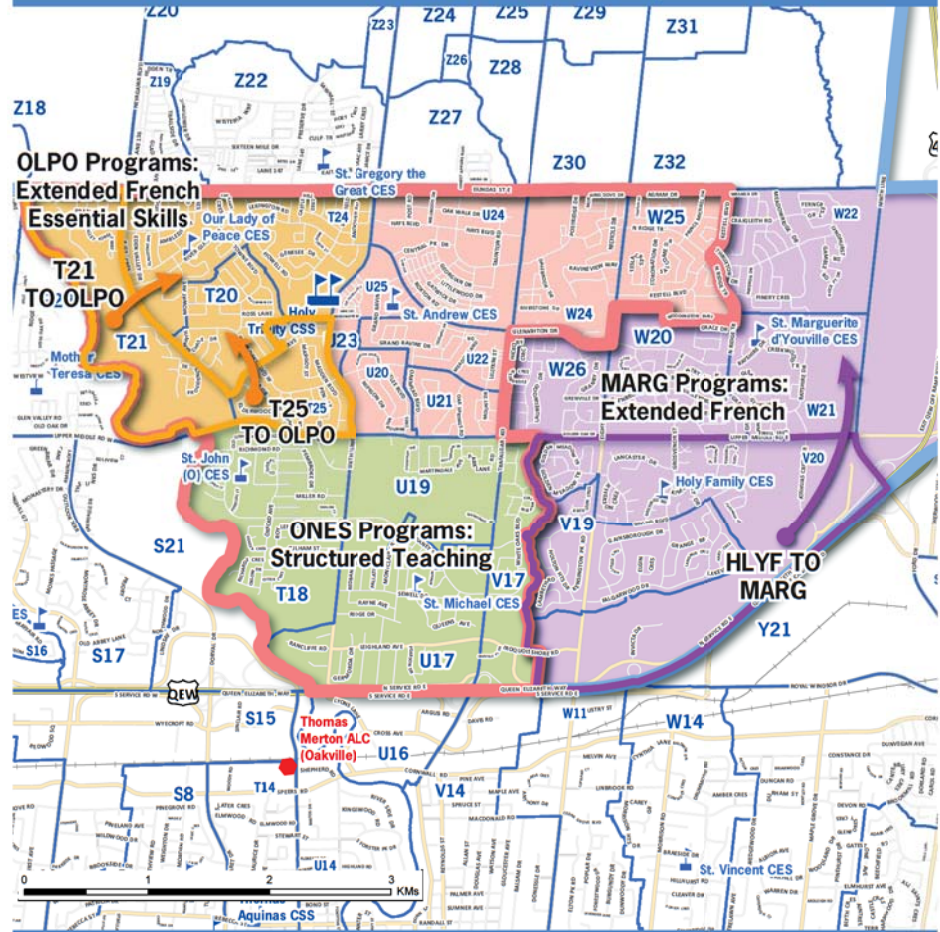
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APPENDIX E

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

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

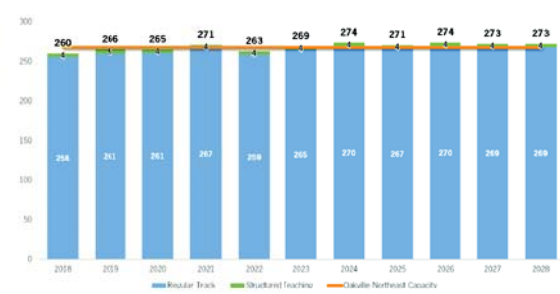


Review Area Projections

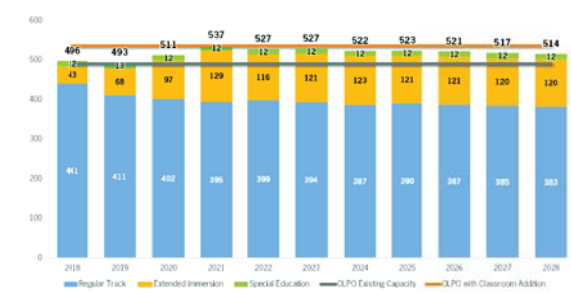
School Name	OTG	Opening	5 year projection					10 year projection				
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Proposed ONES	268	260	266	265	271	263	269	274	271	274	273	273
		97%	99%	99%	101%	98%	100%	102%	101%	102%	102%	102%
OLPO	536	496	493	511	537	527	527	522	523	521	517	514
		93%	92%	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



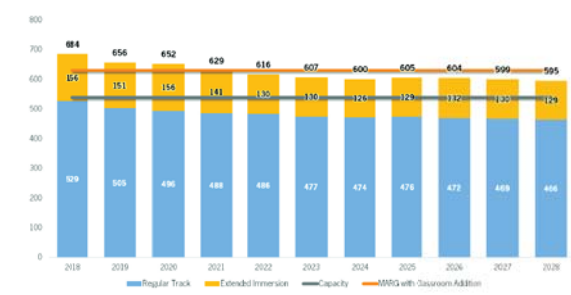
Our Lady of Peace Projections



St. Andrew Projections



St. Marguerite d'Youville Projections



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

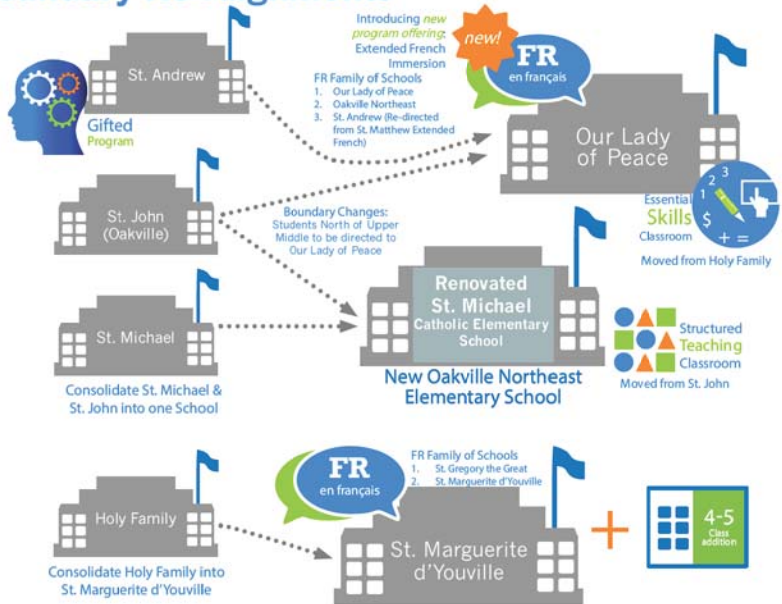
Proposed Accommodation Plan

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.

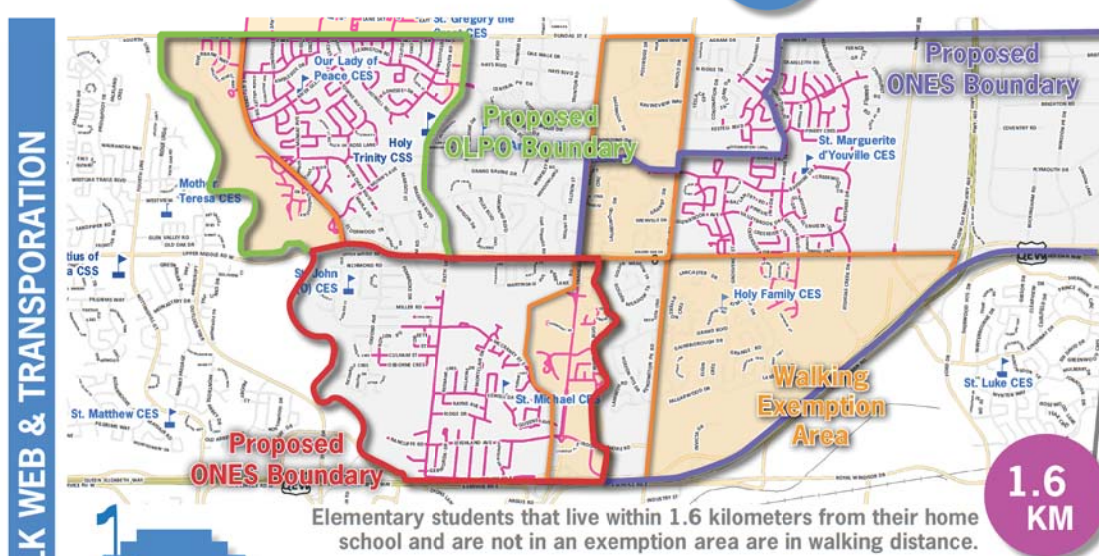
Option #12B Details:

- 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



	Total Riders =	Estimated Average distance to school =
	154 ONES	1.36KM ONES
	374 MARG	1.68KM MARG
	59 OLPO	0.87KM OLPO

St. Micheal Catholic Elementary School



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APPENDIX F

Appendix F: Notification Made to School Communities

Notifications made to School Communities

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 I-09).	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
Final 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

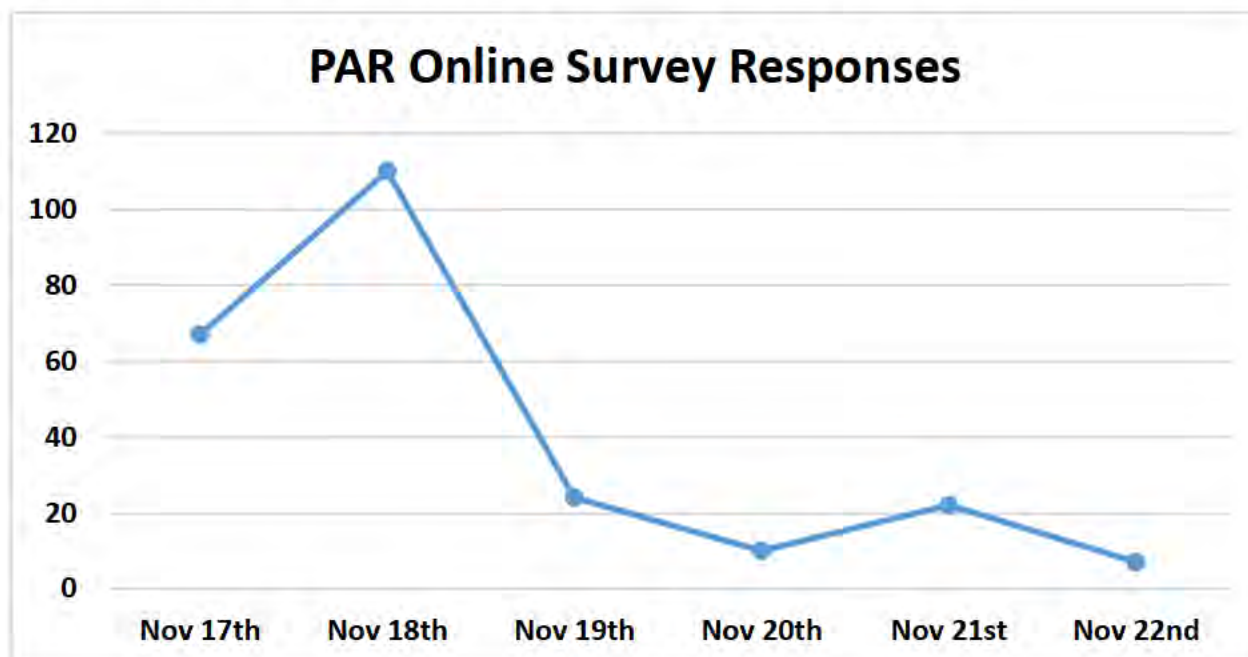
Online Survey Results Following Public Consultation on November 17, 2016

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.

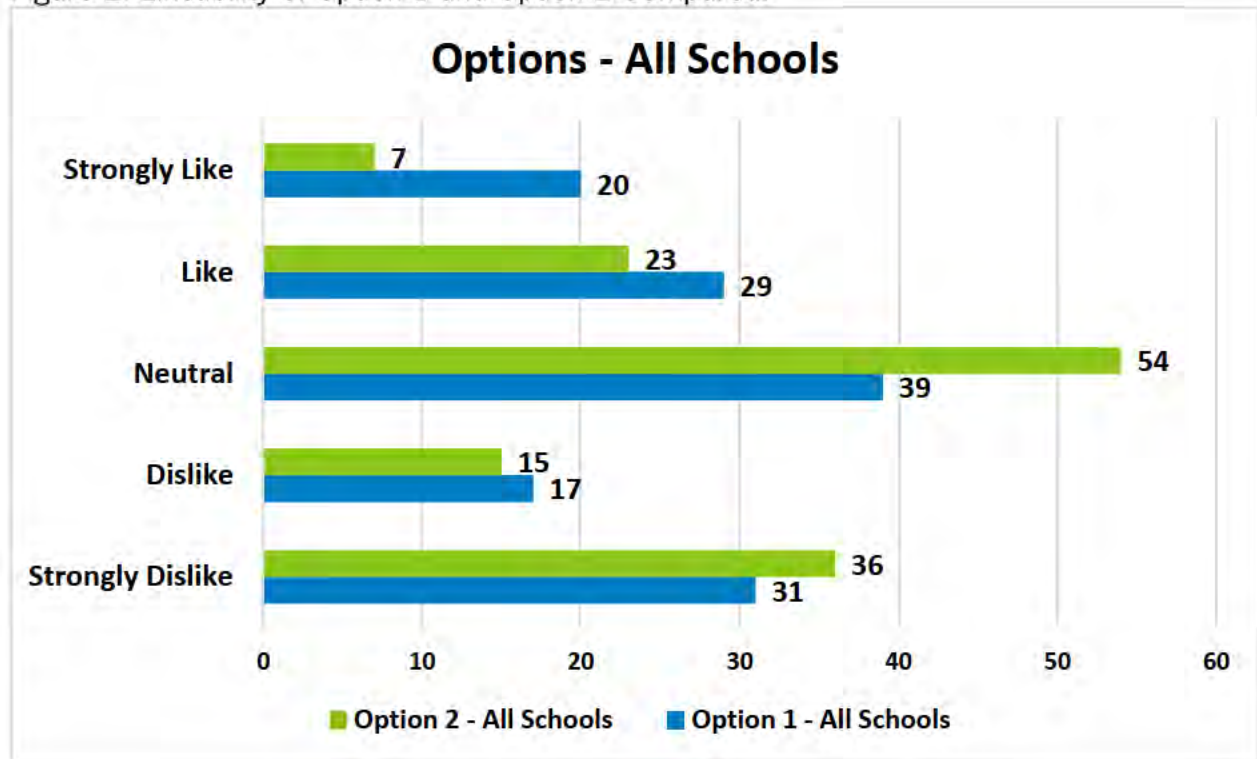


Table 4 lists what respondents liked about the options, and Table 5 lists what respondents did not like about the options according to each school community.

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.

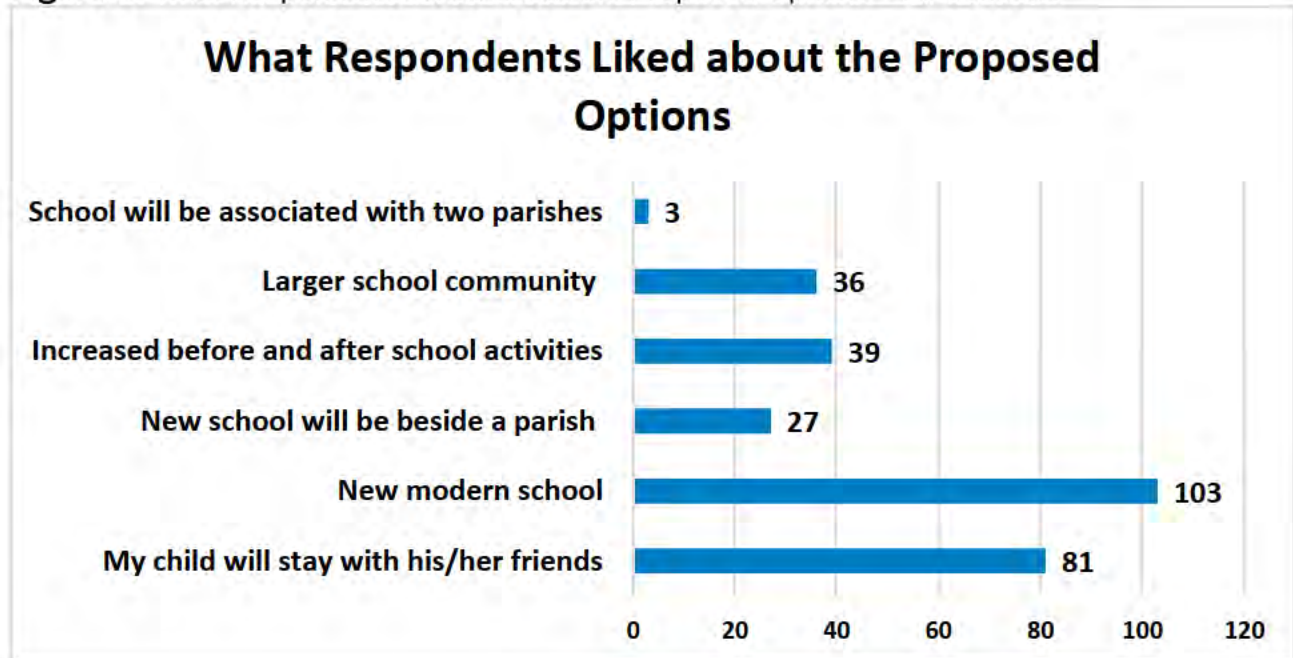
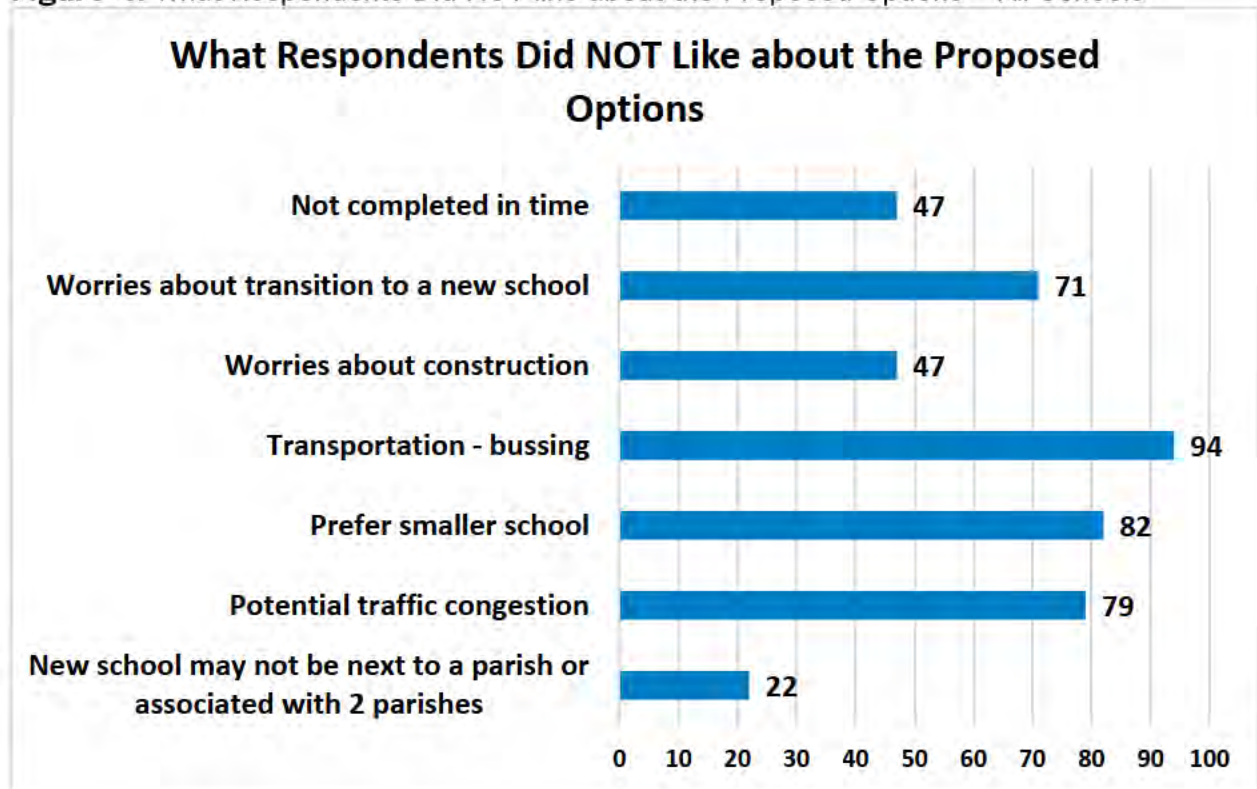


Figure 4. What Respondents Did NOT like about the Proposed Options – All Schools



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 accommodate 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 families that will 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 different 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.

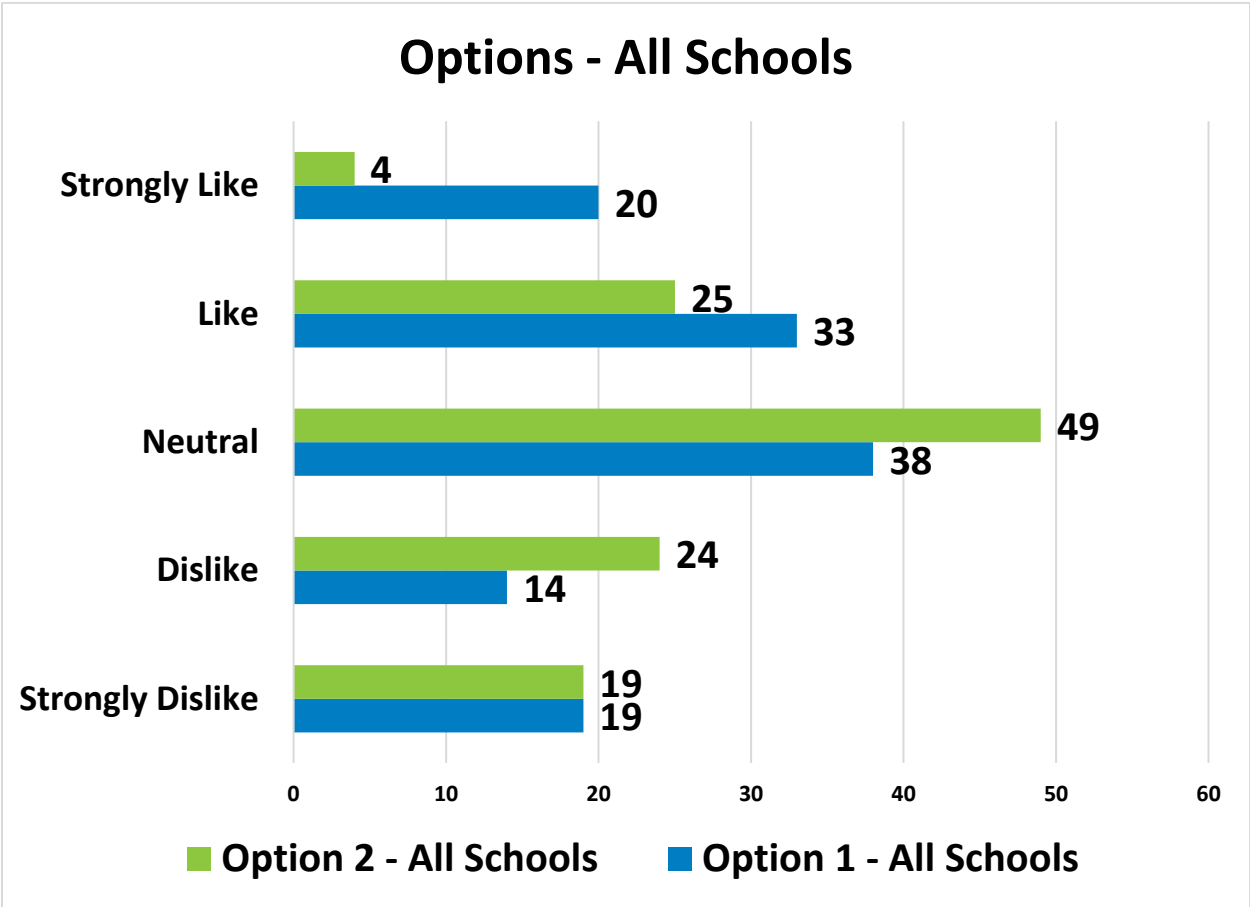


Table 4. What Respondents Liked about the Options.

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.

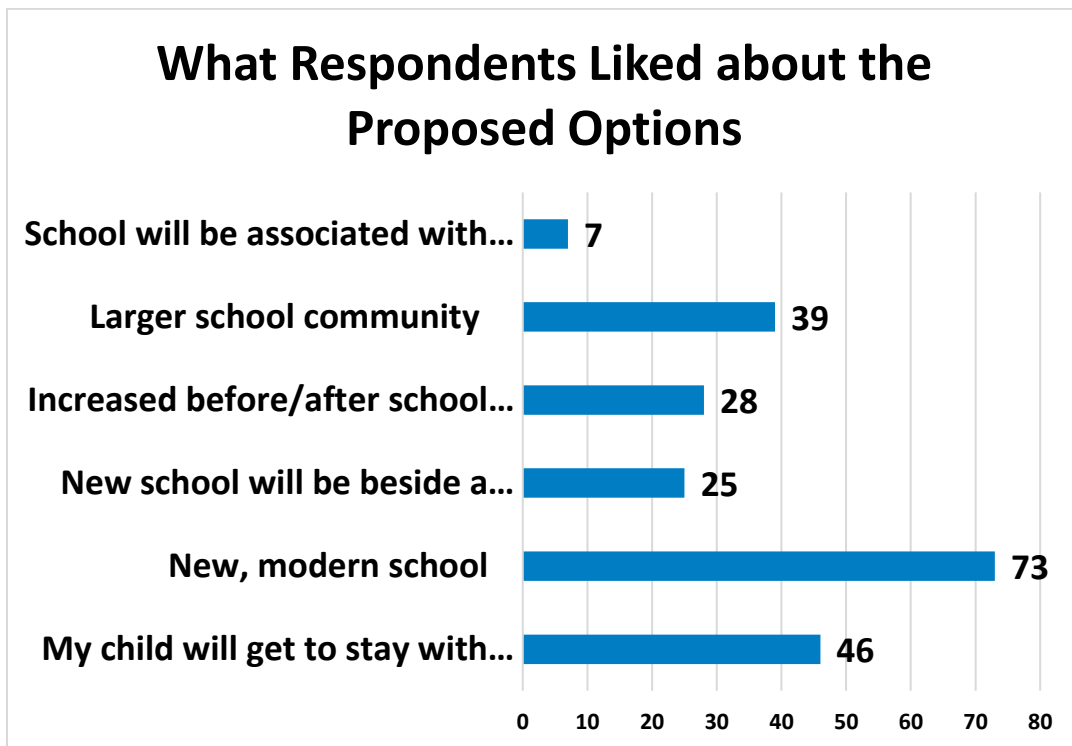
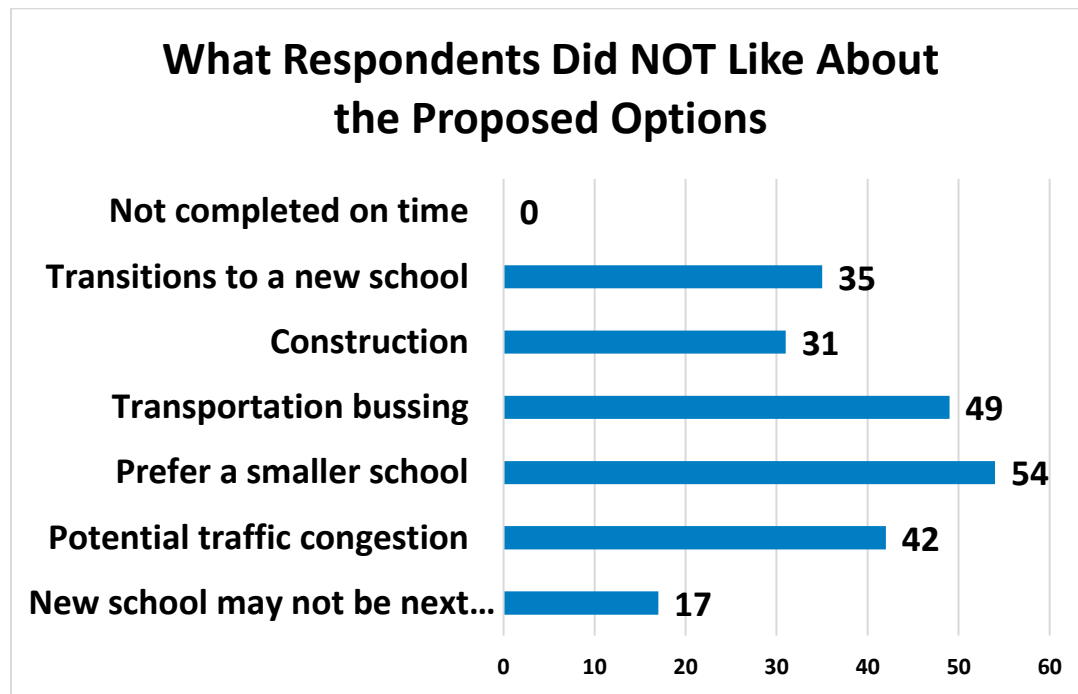


Table 5. What Respondents Did NOT Like about the Proposed Options.

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
Final Staff Report**

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
Final Staff Report**

OAKVILLE NORTHEAST

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.

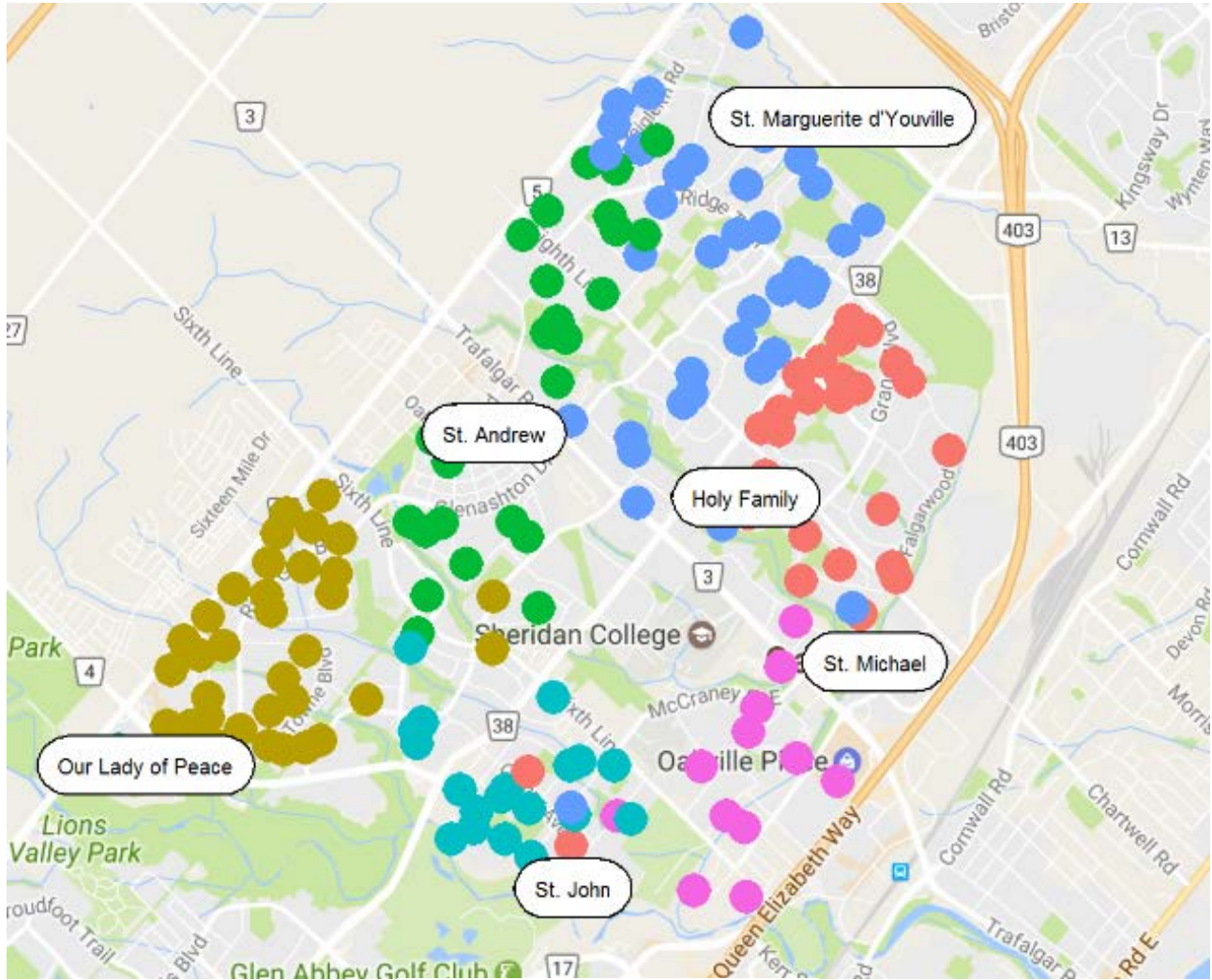
Online Pupil Accommodation Review Survey Response Breakdown

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

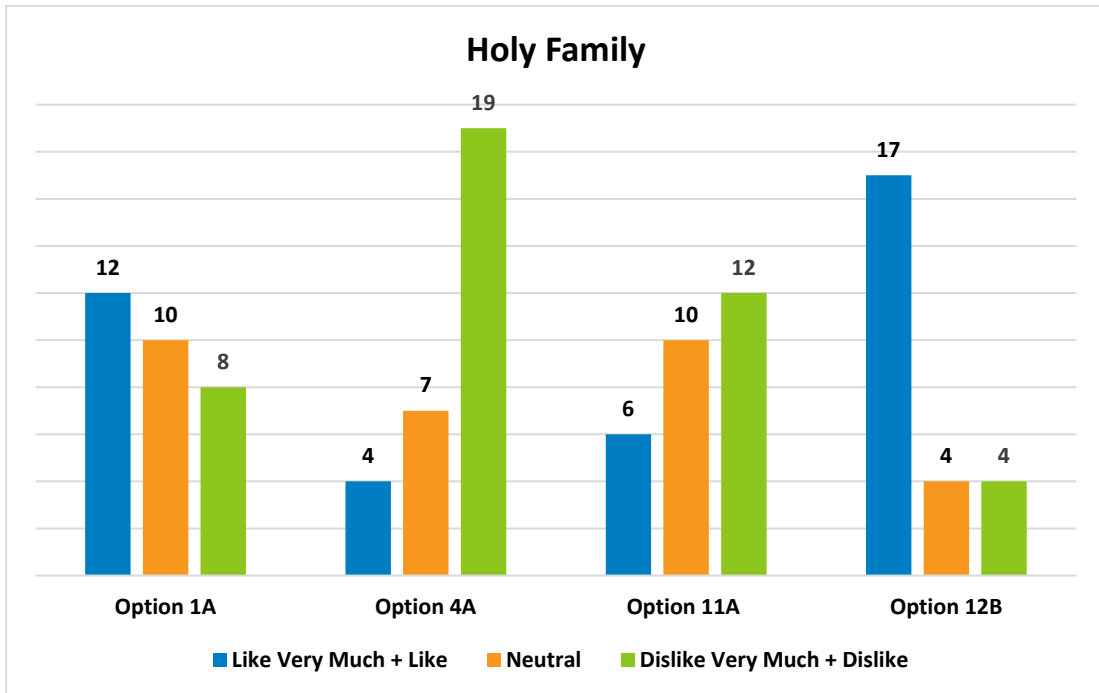


Table 10. Holy Family Open Ended Comments

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

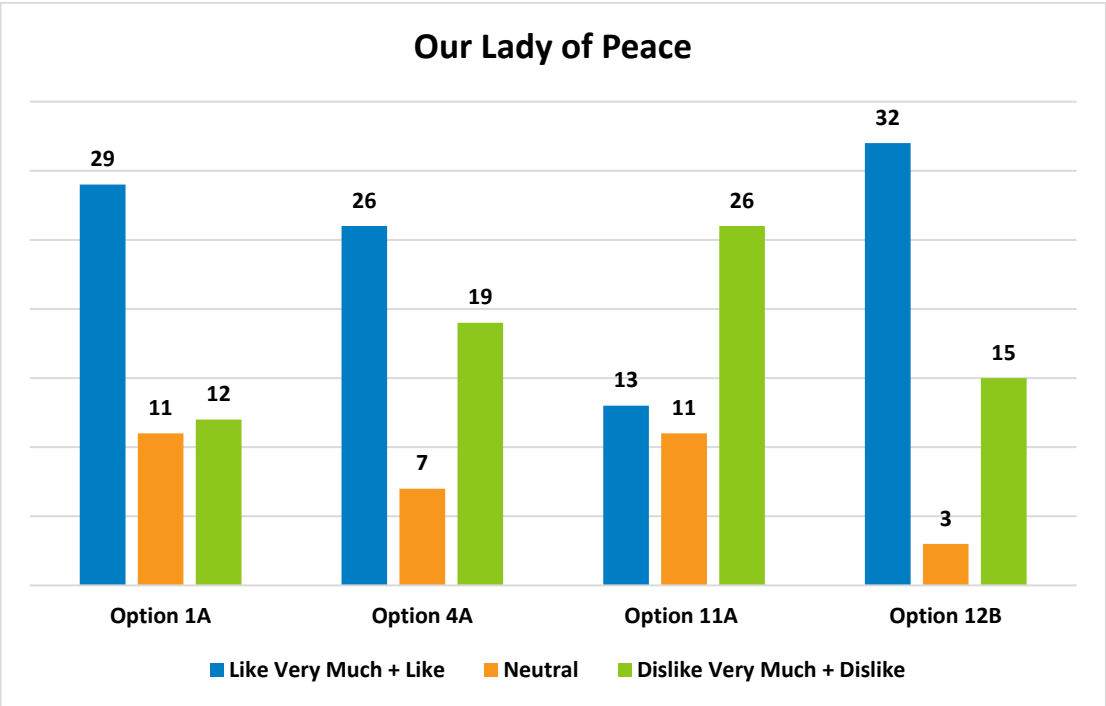


Table 11. Our Lady of Peace Open Ended Comments

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

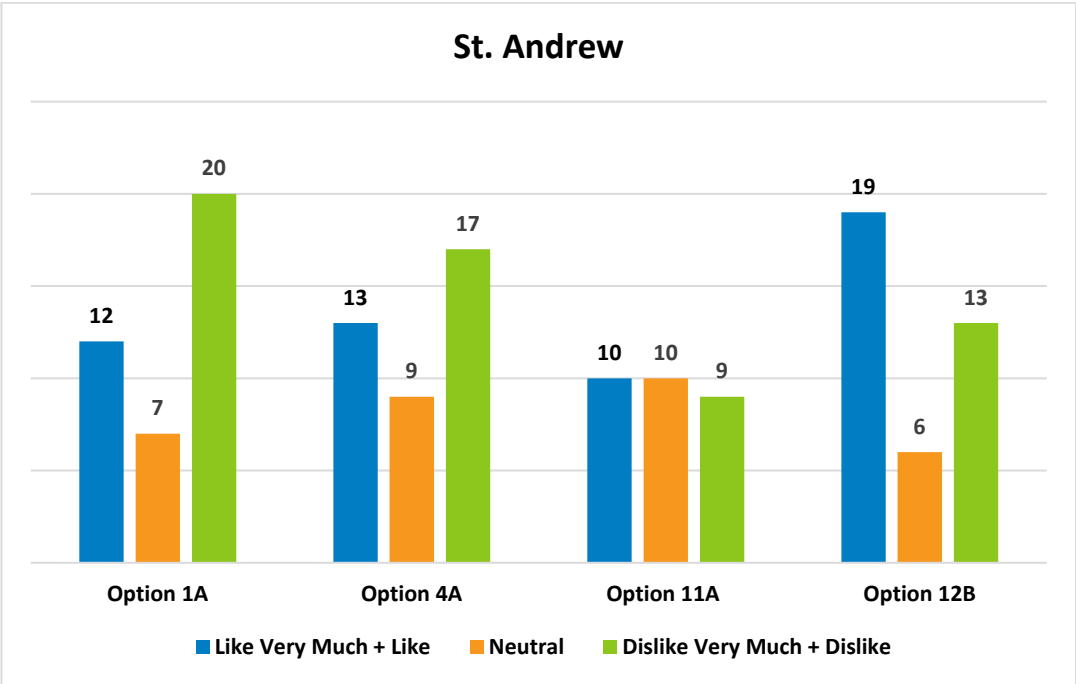


Table 12. St. Andrew Open Ended Comments

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

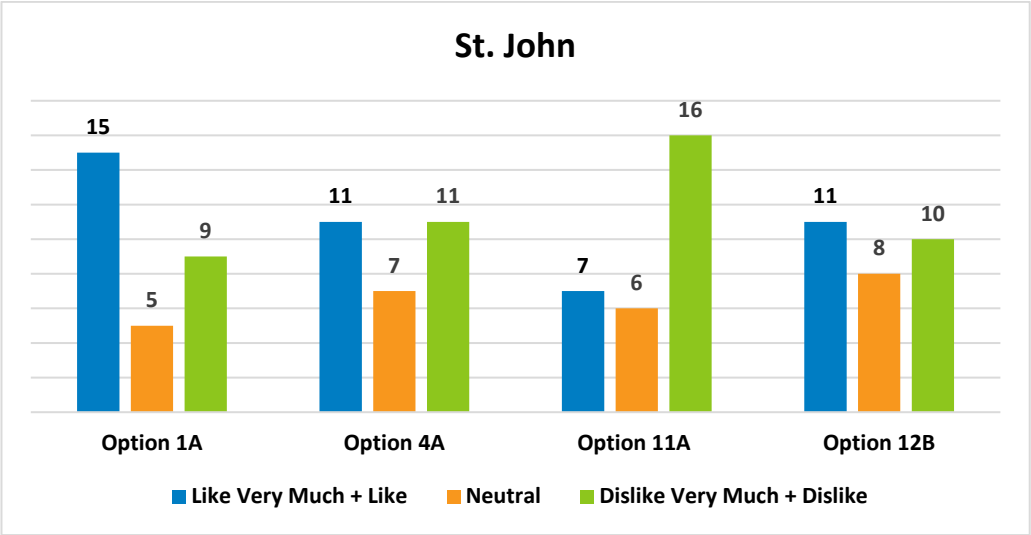


Table 13. St. John Open Ended Comments

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

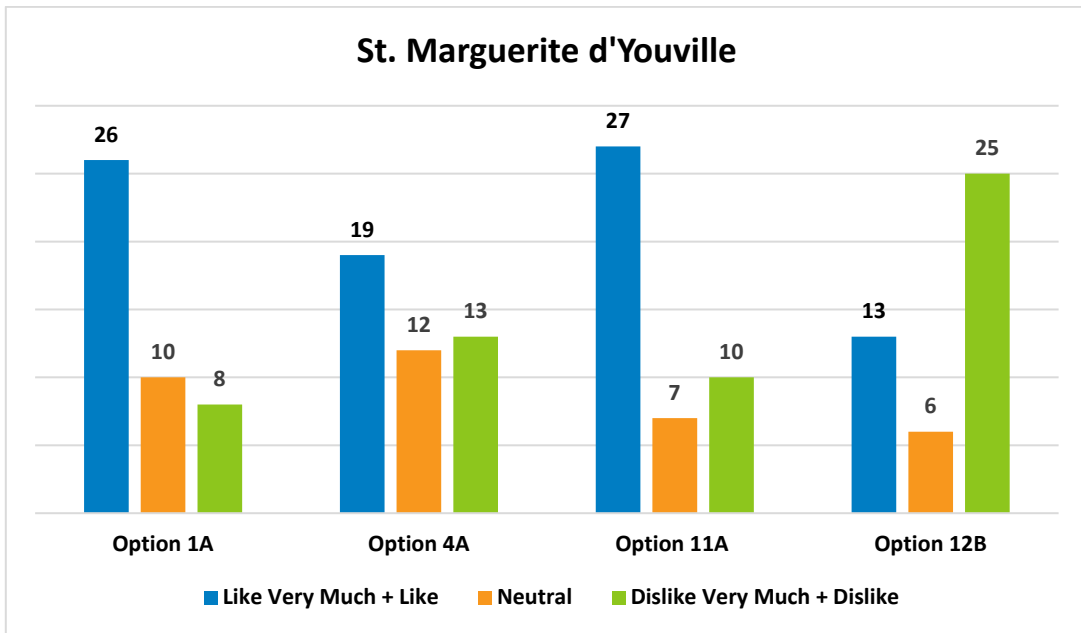


Table 14. St. Margeurite d'Youville Open Ended Comments

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

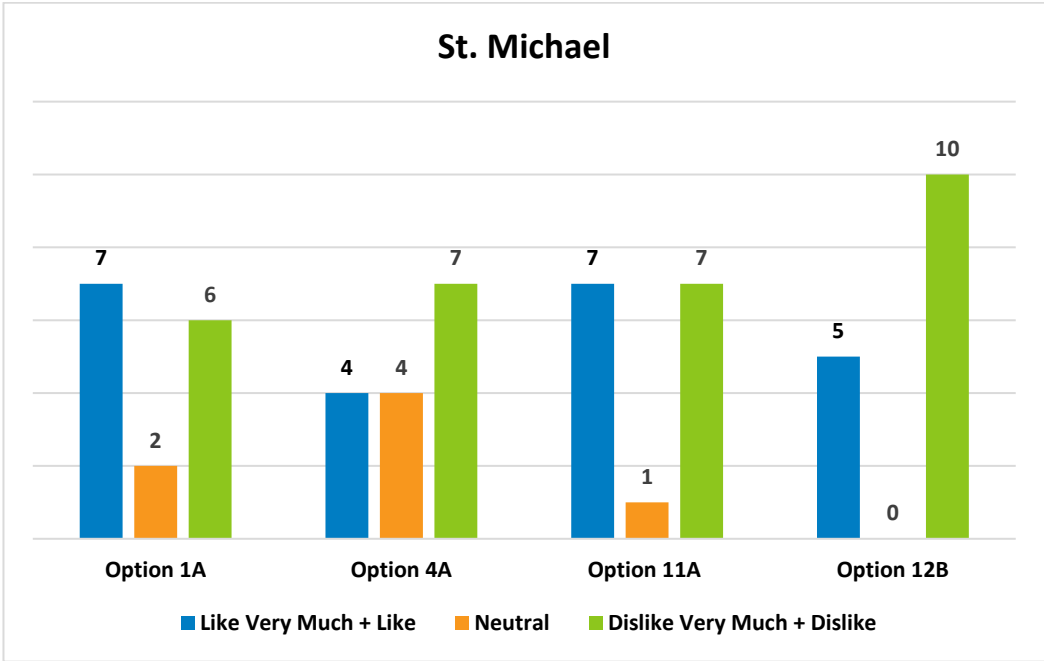


Figure 15. St. Michael Open Ended Comments

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
Final Staff Report**

OAKVILLE NORTHEAST

APPENDIX L

Raw Survey Data

Default Report – January 16, 2017

NE PAR 2016

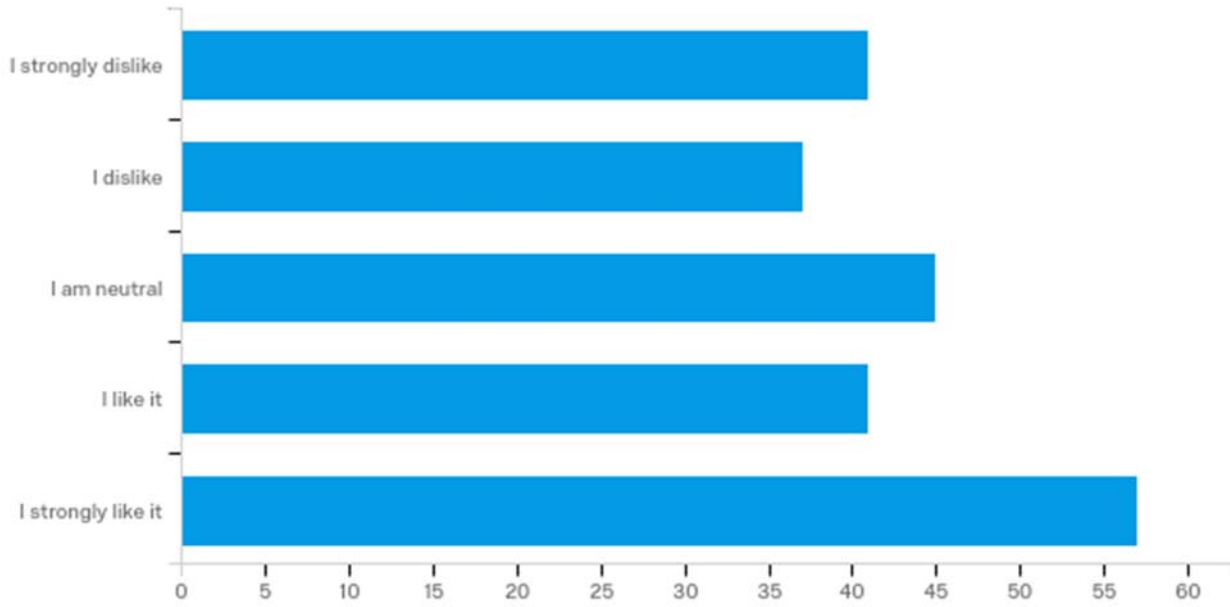
January 16th 2017, 1:51 pm EST

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?



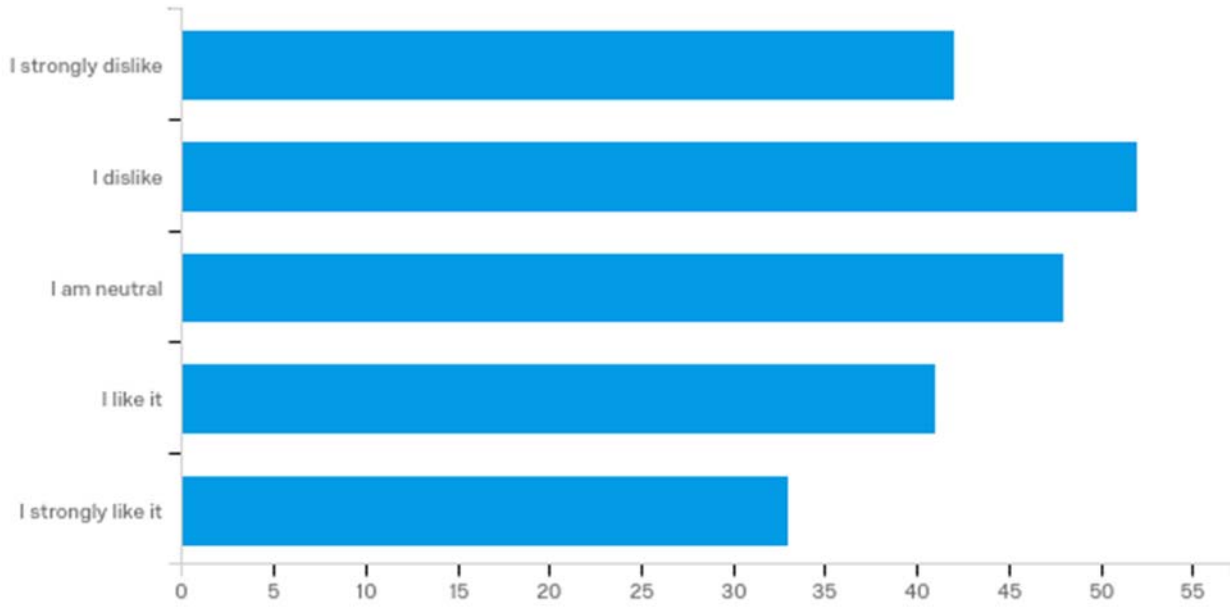
#	Answer	%	Count
1	I strongly dislike	18.55%	41
2	I dislike	16.74%	37
3	I am neutral	20.36%	45
4	I like it	18.55%	41
5	I strongly like it	25.79%	57
	Total	100%	221

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



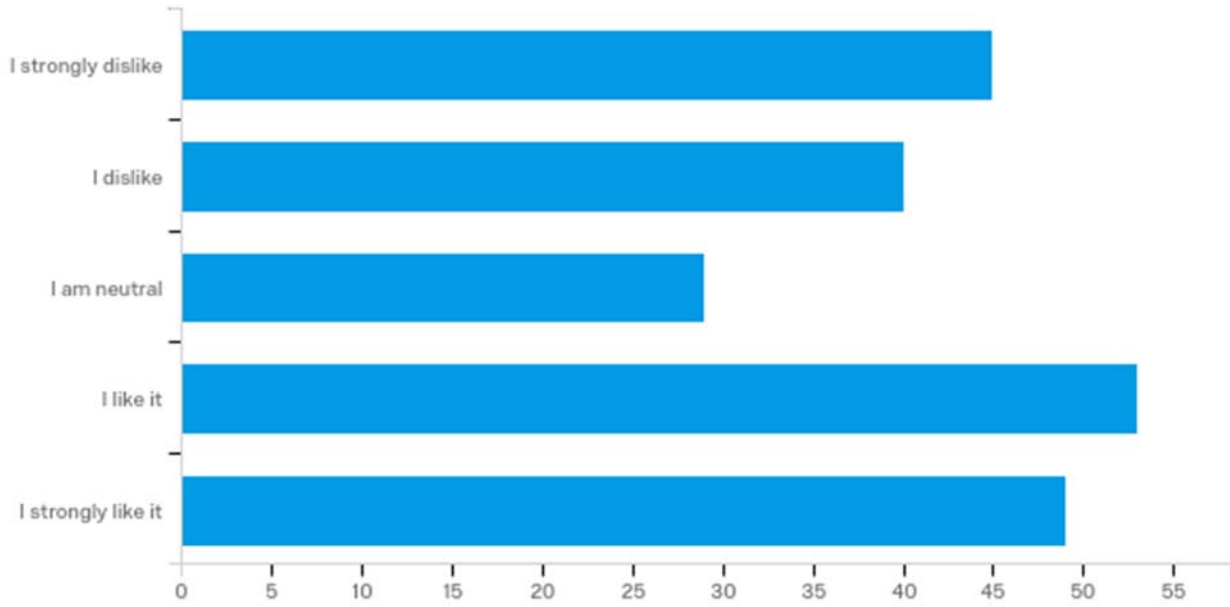
#	Answer	%	Count
1	I strongly dislike	19.91%	44
2	I dislike	21.27%	47
3	I am neutral	21.72%	48
4	I like it	18.10%	40
5	I strongly like it	19.00%	42
	Total	100%	221

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 eight 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

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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 loosing 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 their 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
Final 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

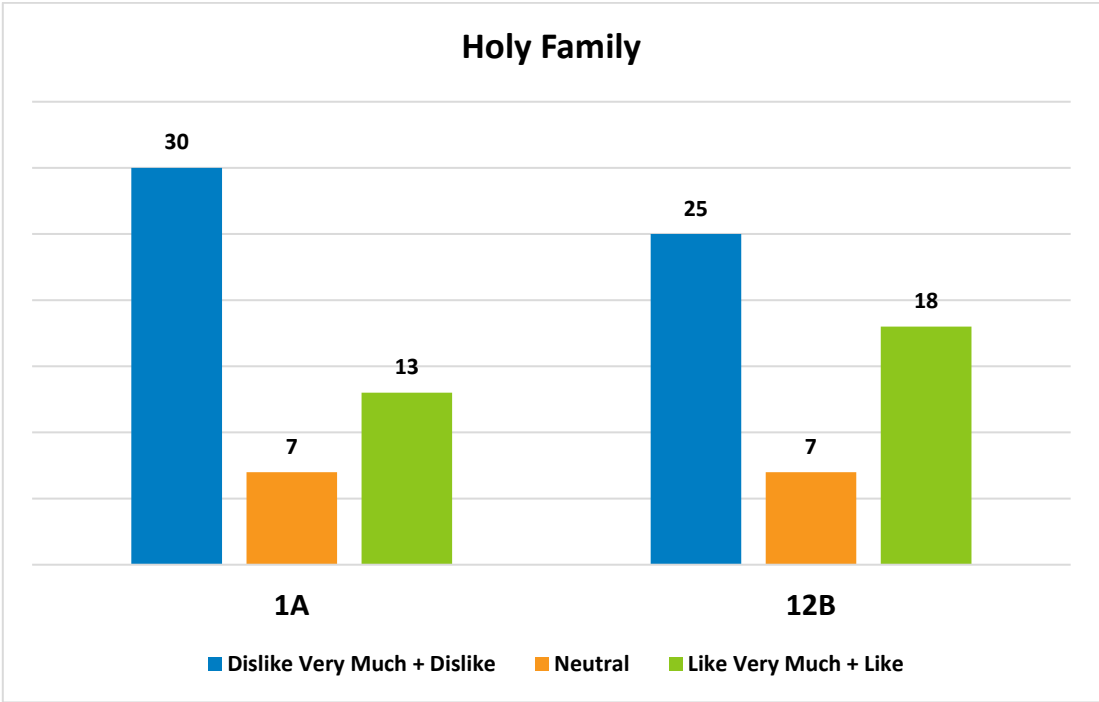


Figure 2. Our Lady of Peace Preferred Options

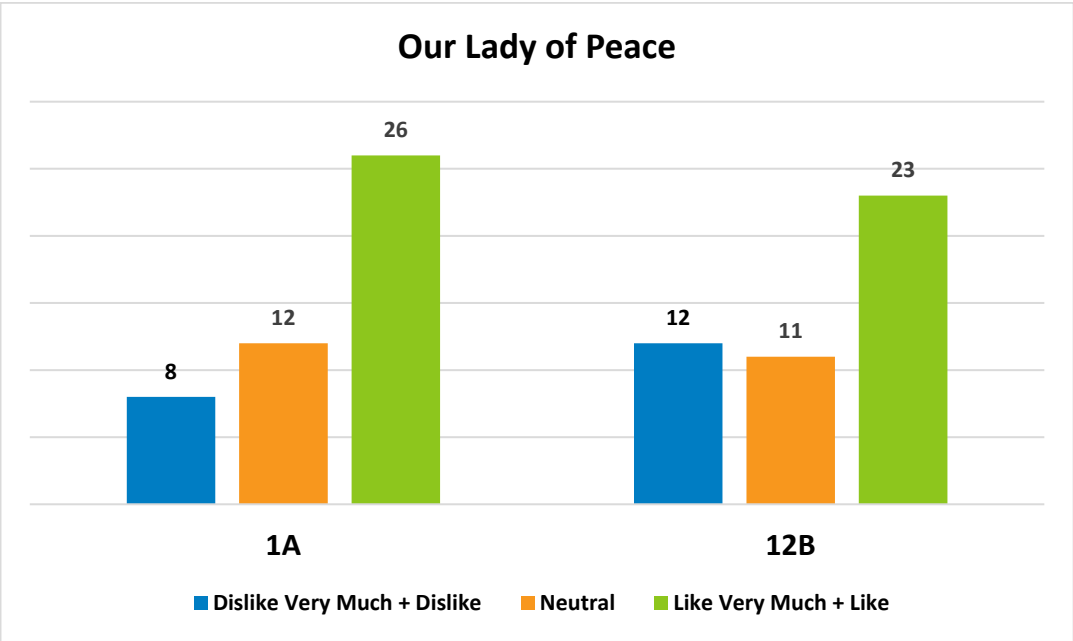


Figure 3. St. Andrew Preferred Options

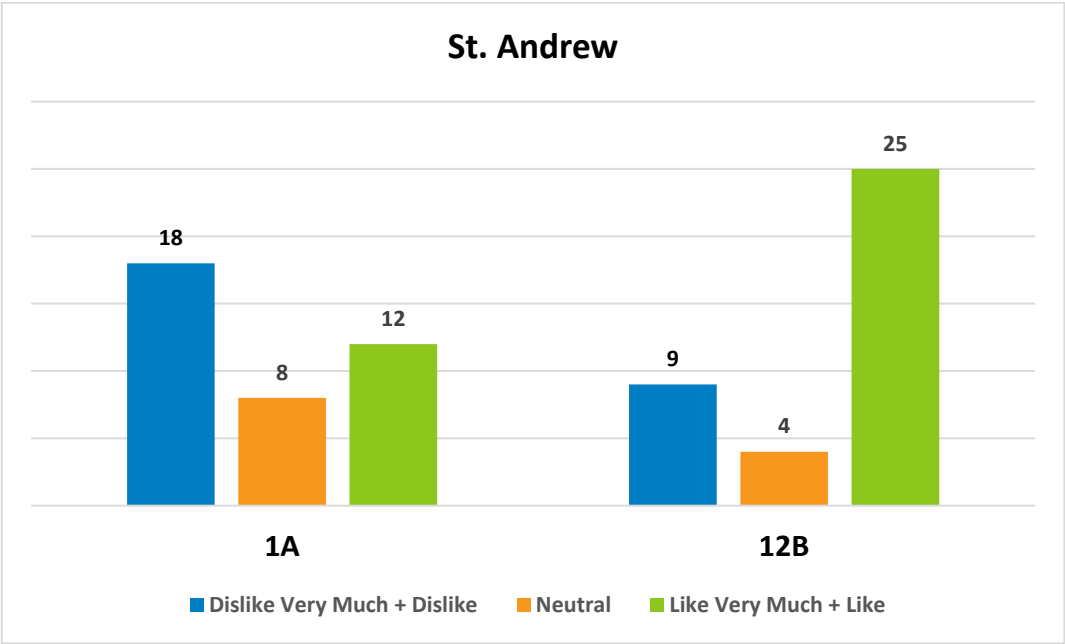


Figure 4. St. John Preferred Options

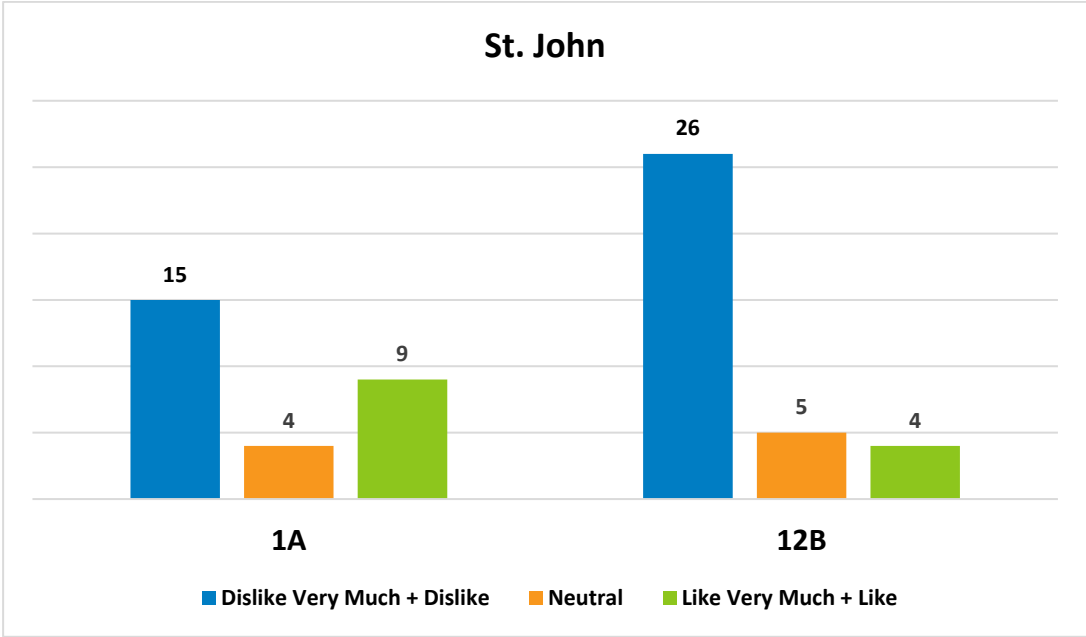


Figure 5. St. Margeurite d'Youville Preferred Options

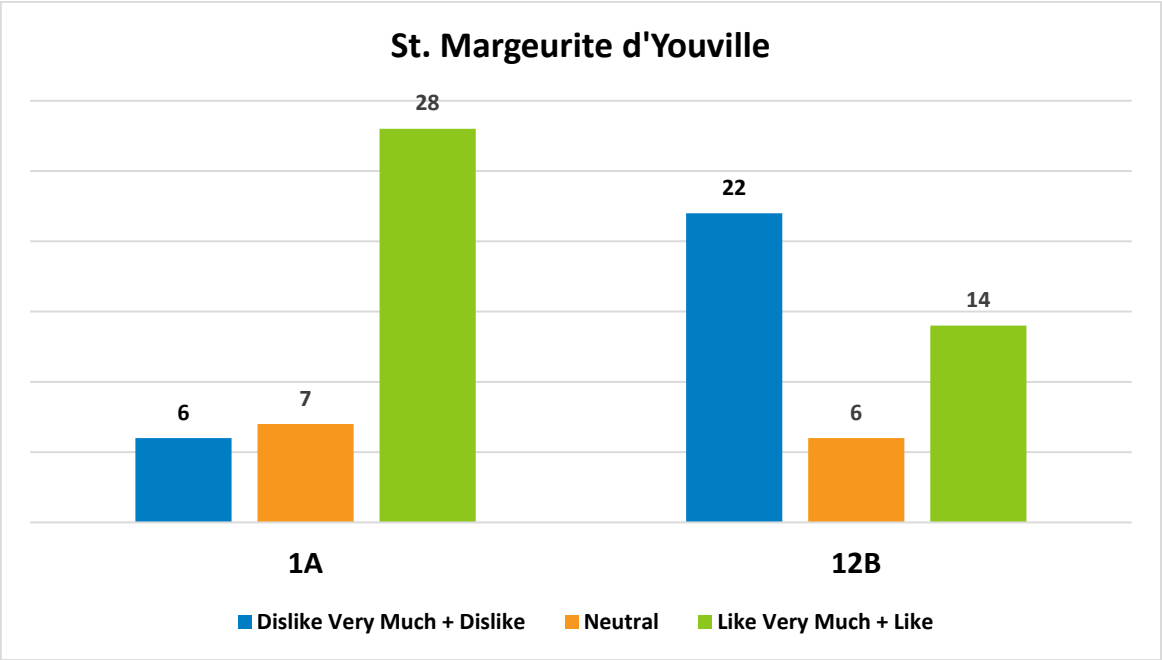
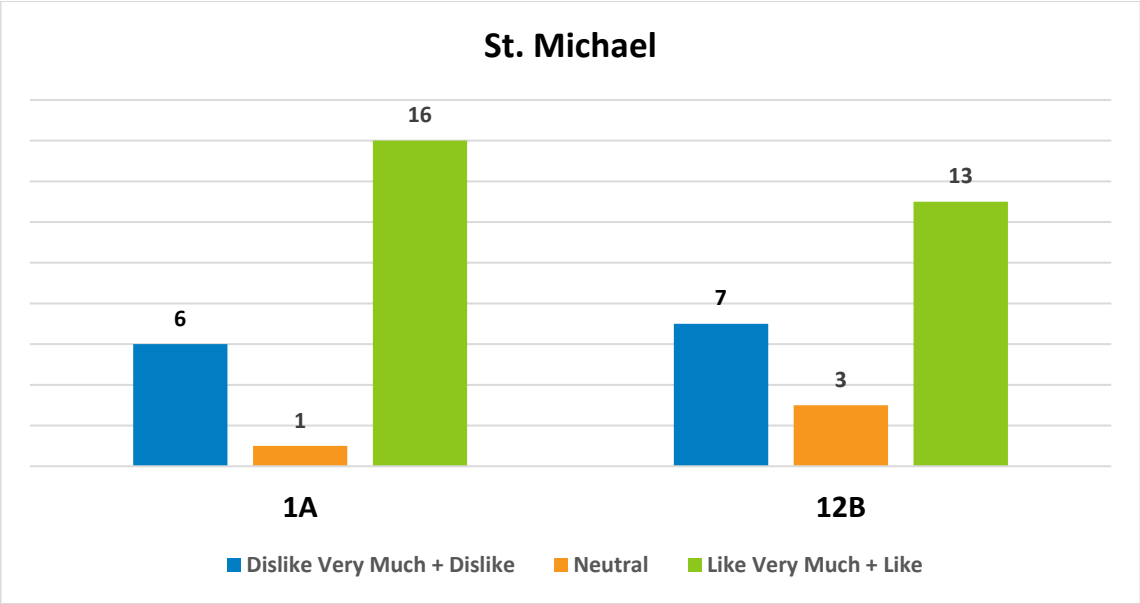


Figure 6. St. Michael Preferred Options



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 accommodate the new recommendations and with the driver shortages the companies has parents who rely on busing 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 Johnâ€™s is built surrounded by a wonderful community.

ï,§ I do not know the numbers for this â€™ but the special needs students in the structured learning program at St Johnâ€™s will have an extremely different time with change and transition.

ï,§ I understand the political nature of St Michaels â€™ as it is currently beside a Church; but I strongly urge you to consider St Johnâ€™s site as the choice for the renovated school.

ï,§ St Michaelâ€™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 â€™ but will still be a zoo within the area.

ï,§ Sixth line is a single lane (with no stop sign or lights â€™ at the intersection when trying to turn â€™ especially left). By adding St Johnâ€™s population into the mix â€™ 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 â€™ I vote for St Johnâ€™s to be the site of choice for the Renovation option.

â€¢ If moving the site to St Johnâ€™s is not an option and will stay at St Michaels:

ï,§ We reside in the T25 area and will only consider going to the St Michaels 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 â€™ as we reside in the T25 area. I will only consider sending my child to the new build on St Michaelâ€™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 Andrewâ€™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 it's 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).

I like the fact that it is a new school and there is early french however wish it was starting at grade 1.
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
I have been actively participating in this process as a parent. Thank you for conducting a thorough, fair, and transparent process.
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.
Should it be deemed that our best chance at getting provincial funding be the renovation option, I would also support that decision.
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. Michael's. 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.
I wanted to make sure either way during transition time, students study and activities will not be interrupted.
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.
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.
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.
a new school allows for it to be built in a new location and not affect the school during a renovation.
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. Michael's smaller, but again, we are happy with both options and are thrilled St. Michael's will continue to exist, in some form. Thank you!
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 too heavy on Sewell Drive. Better for the children to have friends within walking distance.
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.
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.
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.
The options will address the school and community's needs. It would be 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 be able to come back to the known environment (friends, siblings & community) to the next school cycle (eg 6th grade). Thanks

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.



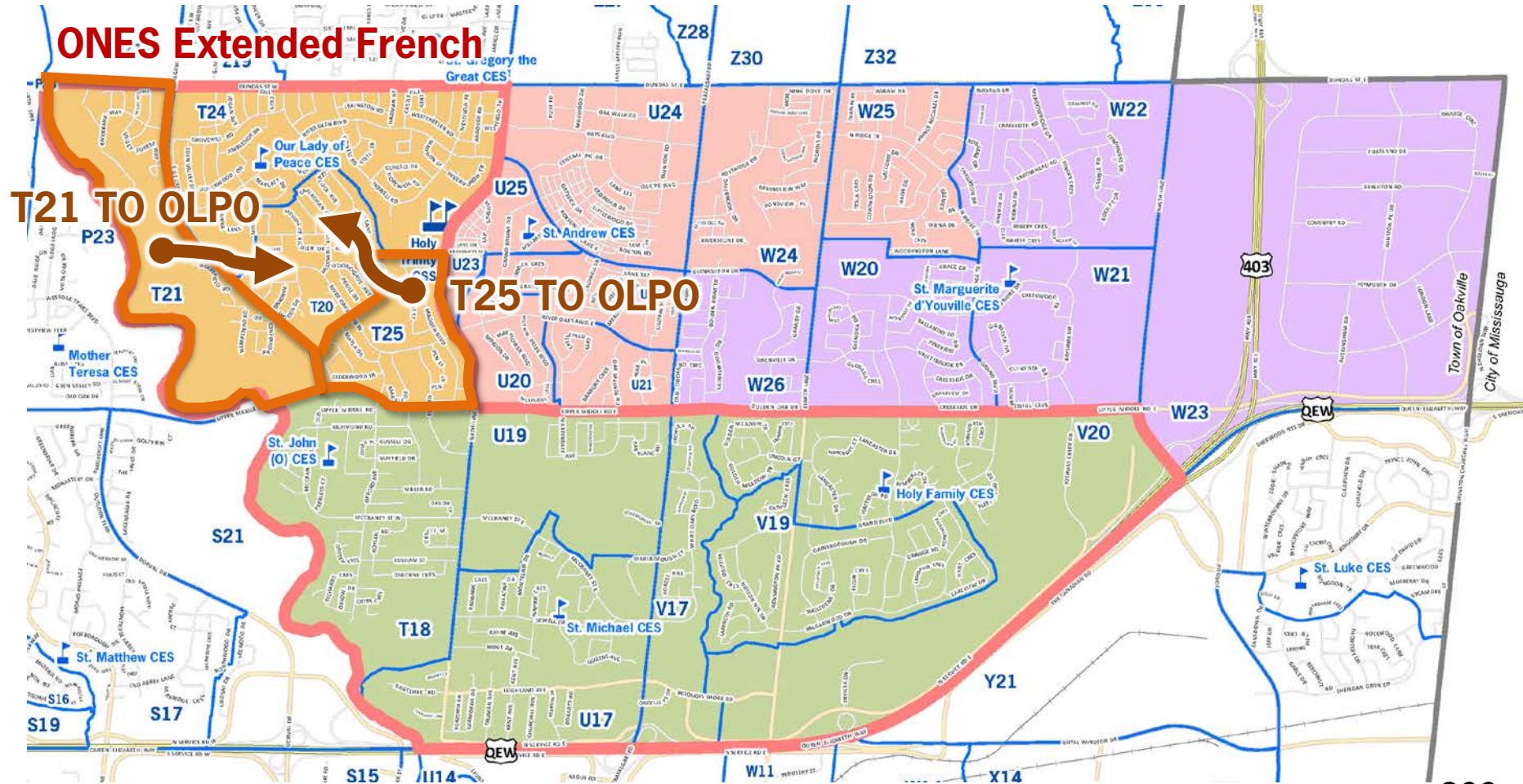
**Pupil Accommodation Review
Final Staff Report**

OAKVILLE NORTHEAST

APPENDIX N

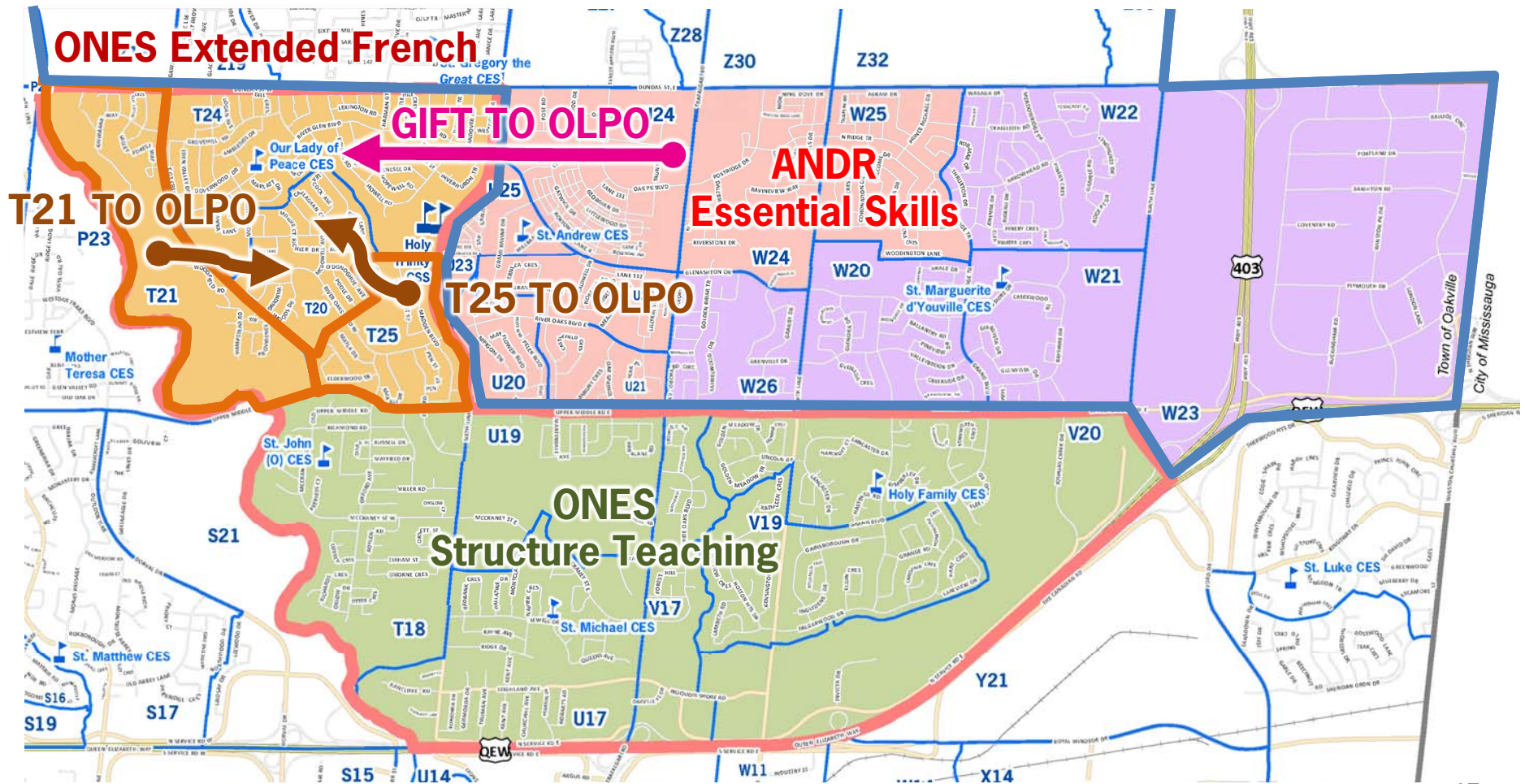
Option 1: 3 Into 1 School + Extended French

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)



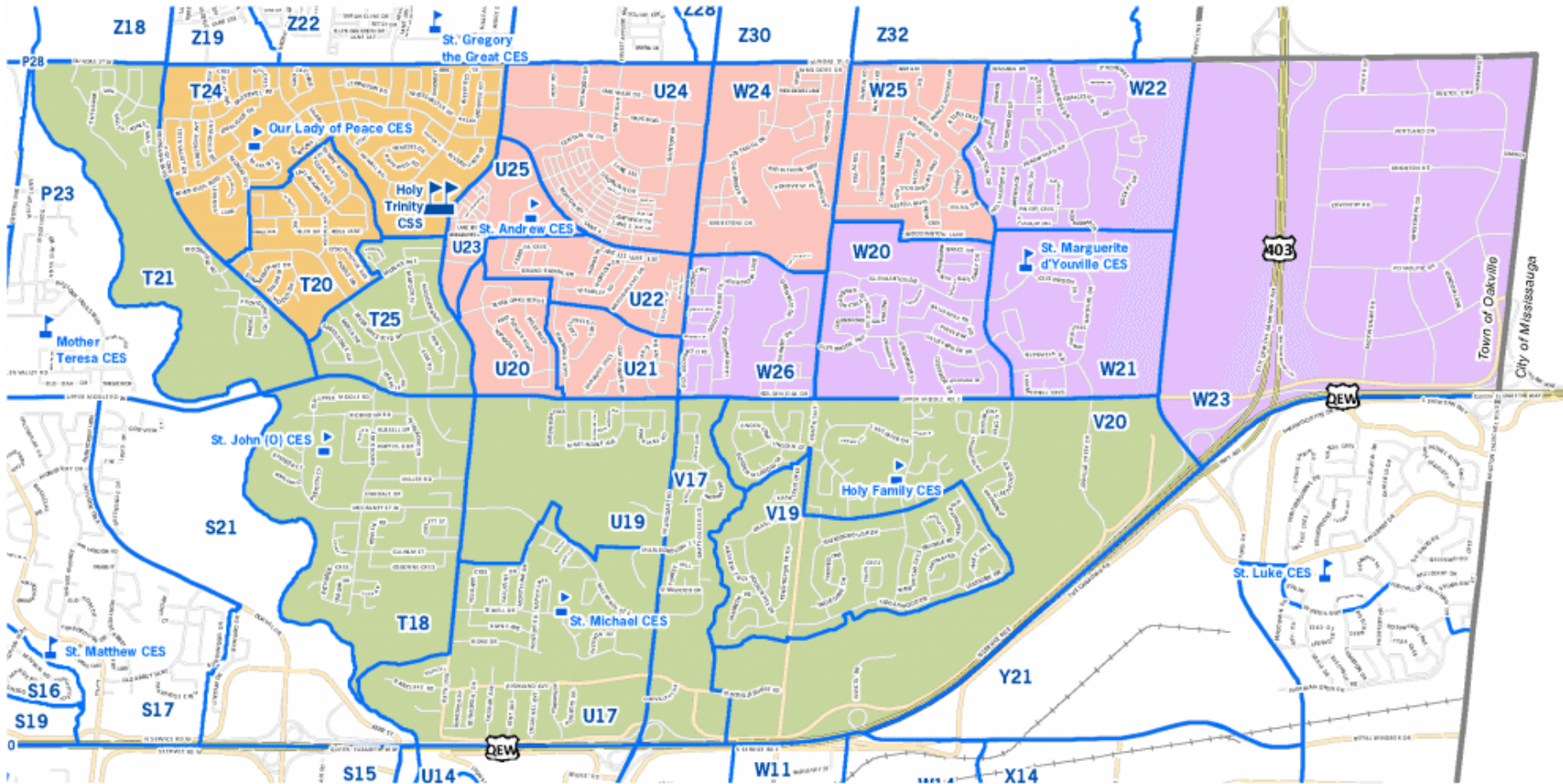
Option 1A: 3 into 1 + ExtFI + Gifted

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)



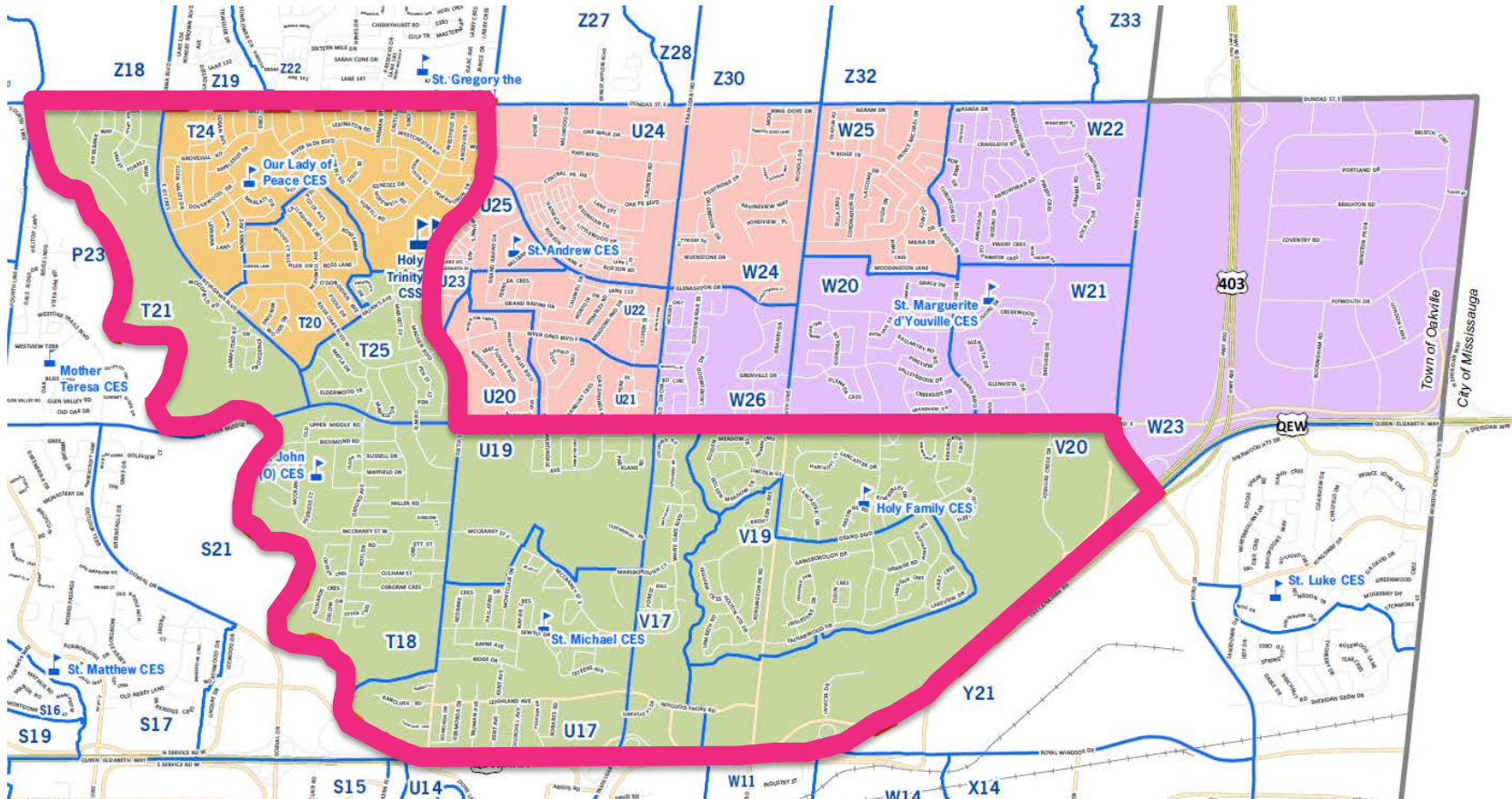
Option 2: 3 Into 1 School

Consolidate 3 schools into 1 facility and introduce the Structured Teaching program at the newly constructed 550 pupil place Oakville Northeast CES (ONES)



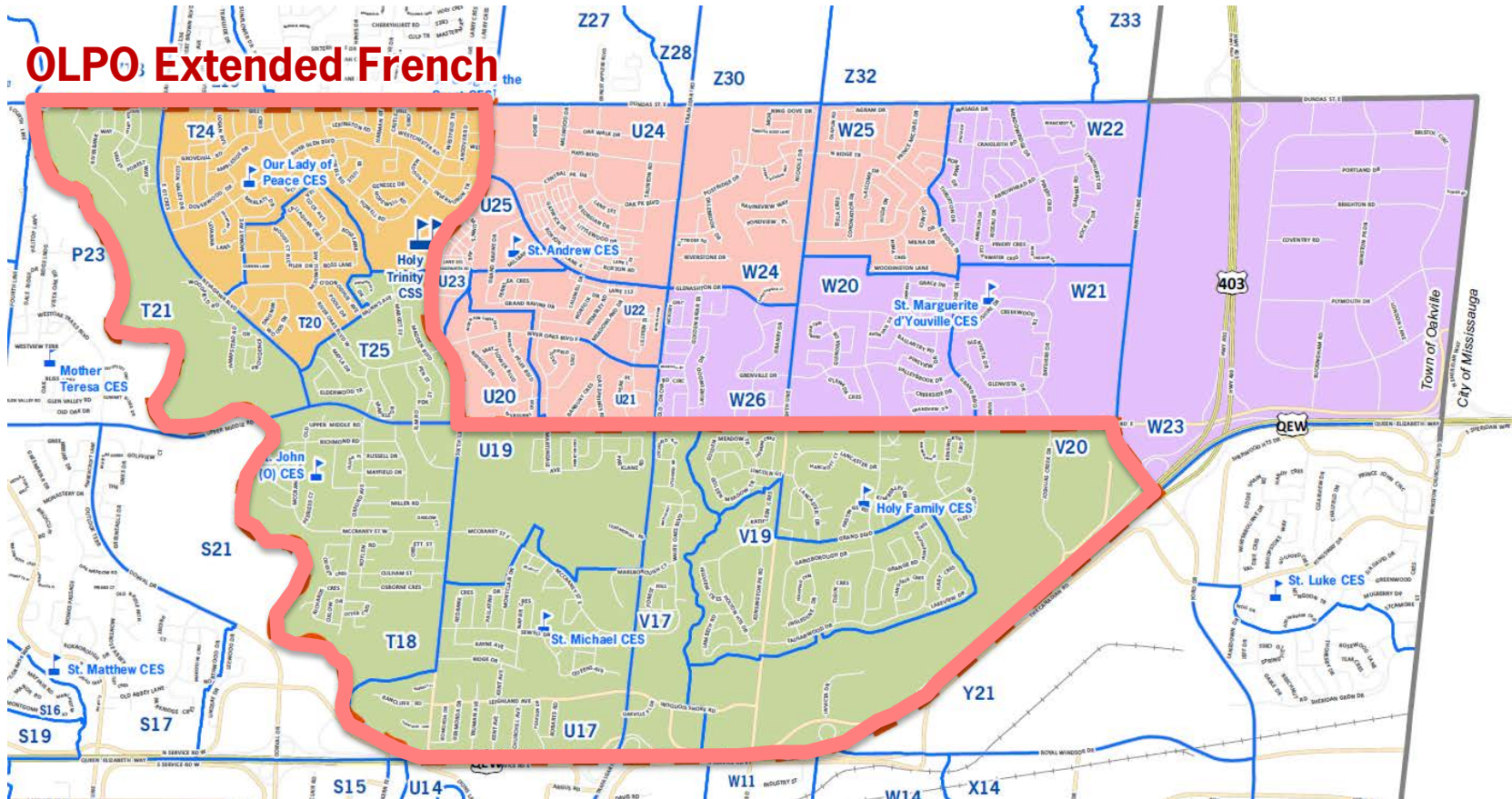
Option 3: 3 Into 1 School + Extended

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.



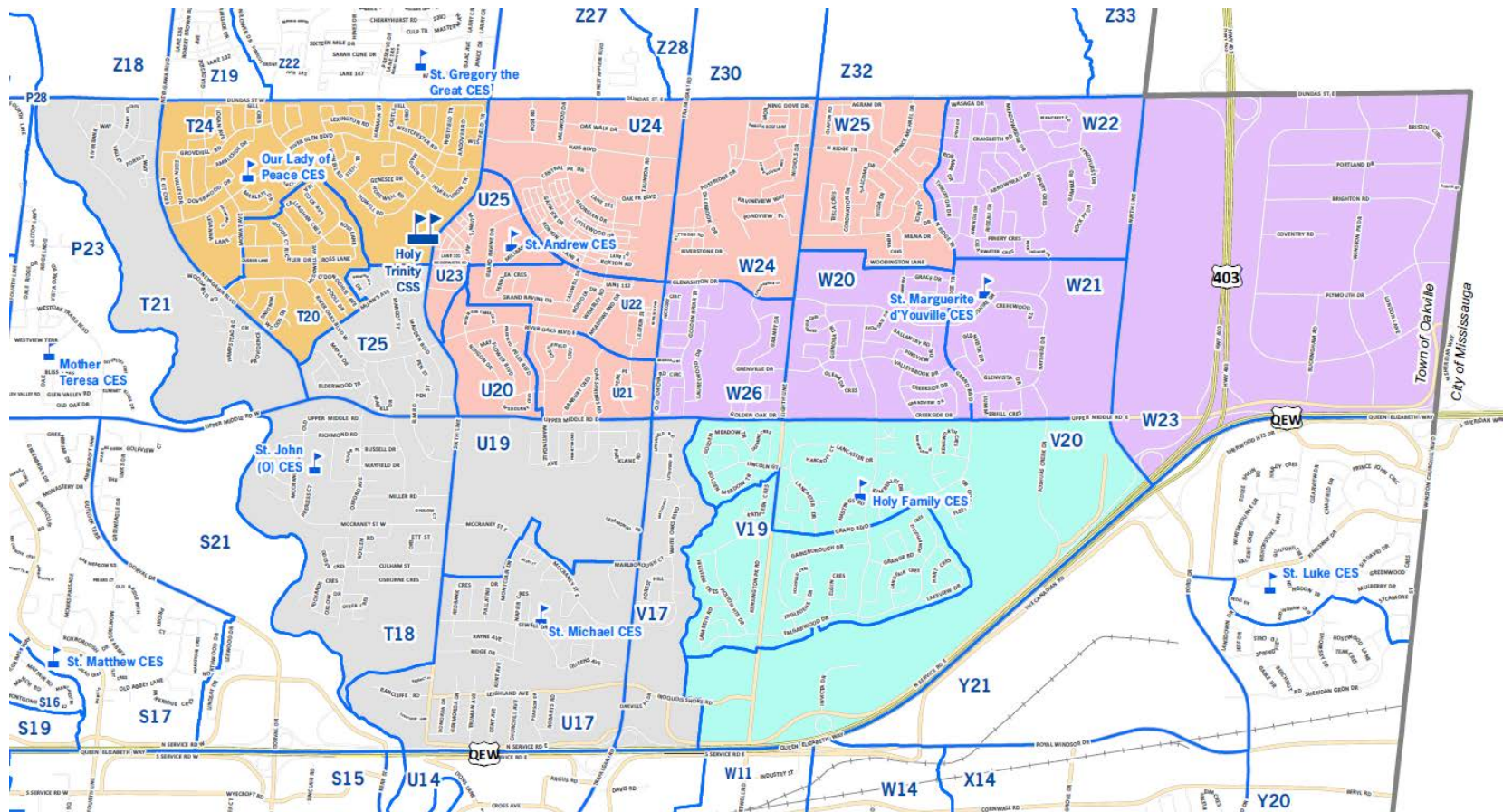
Option 4: 3 Into 1 School + Extended

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.



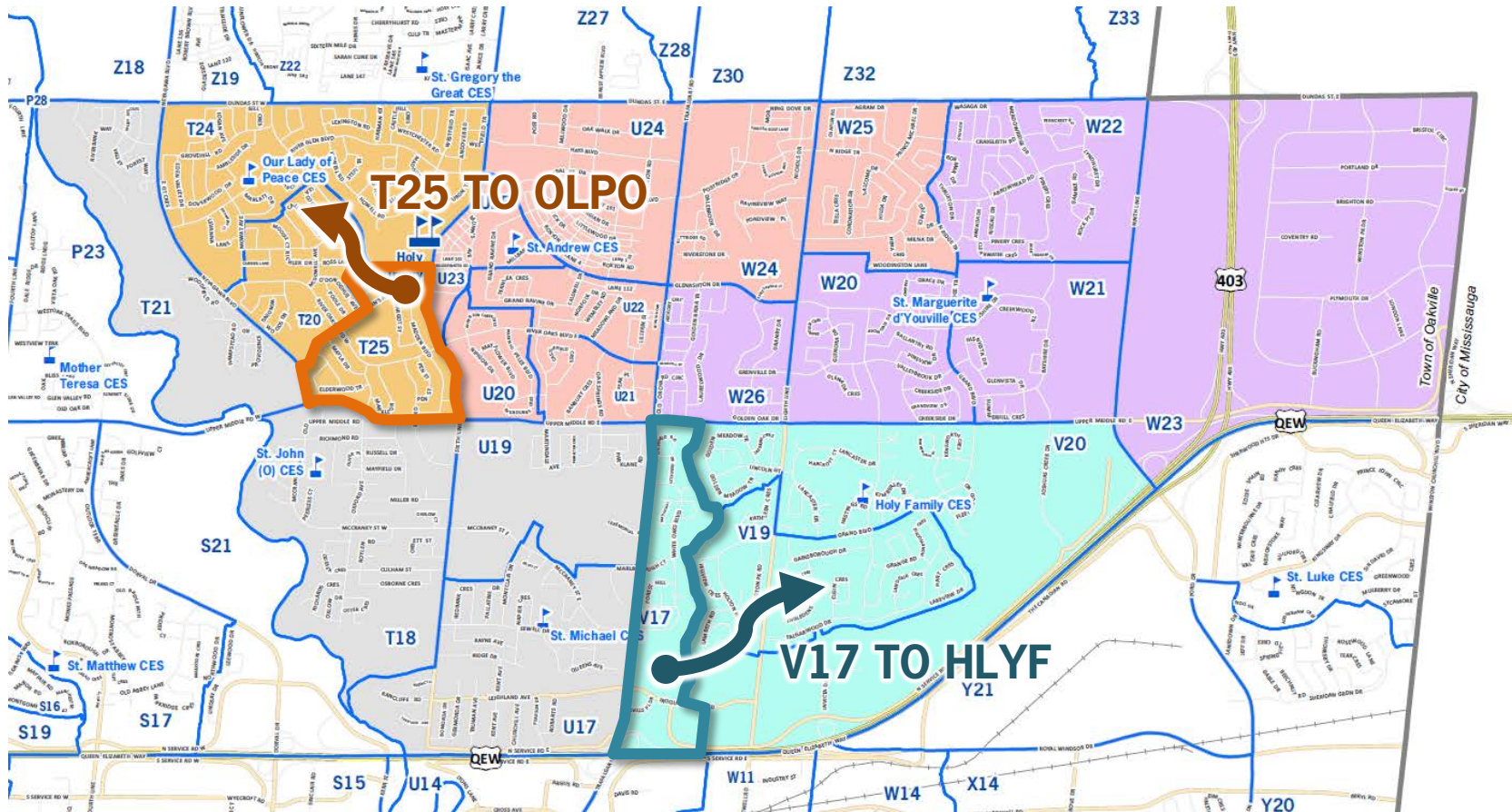
Option 5: 2 School Into 1

Consolidate St. Michael and St. John into 1 facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



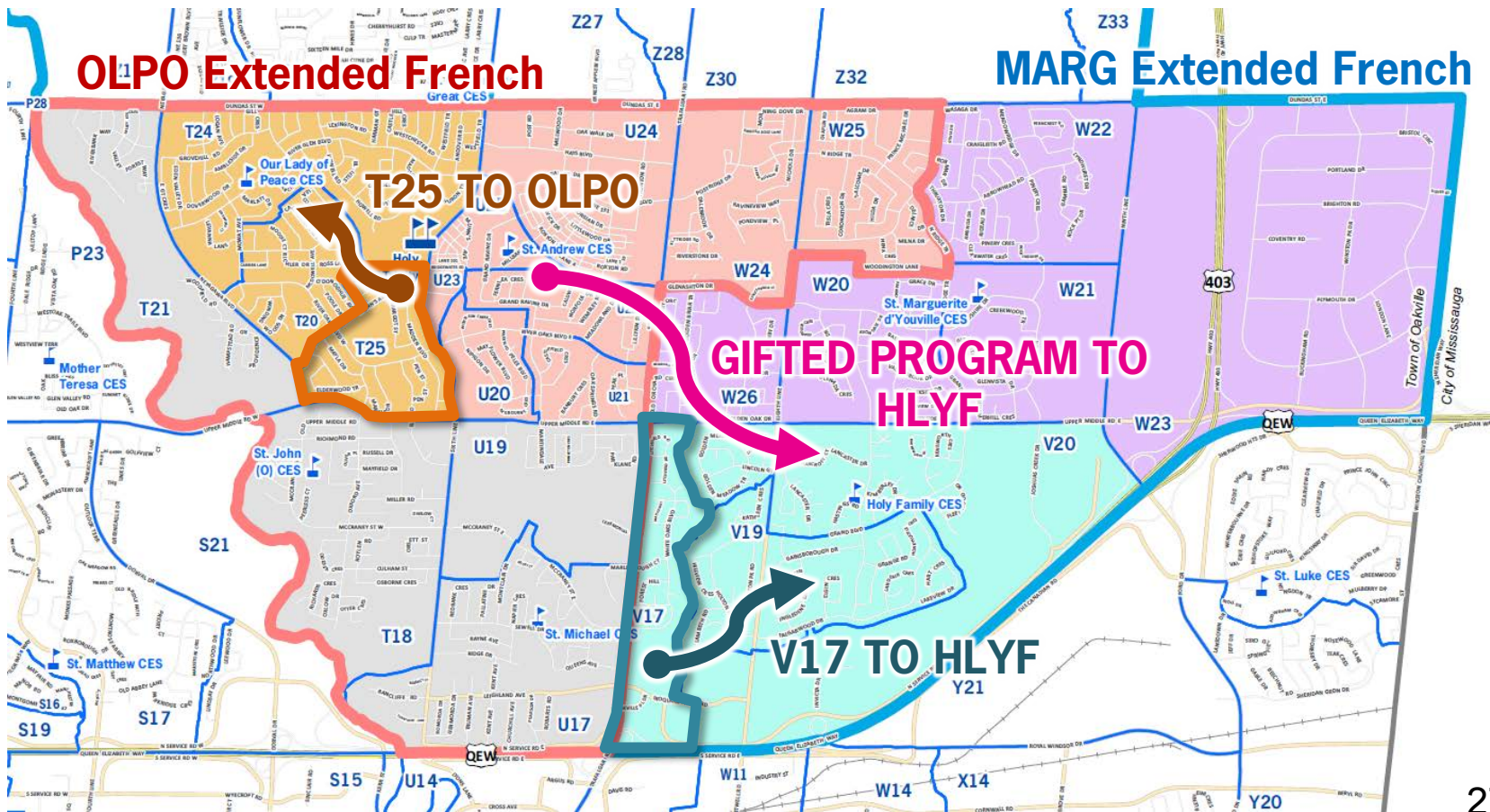
Option 6: 3 Schools Into 2

Consolidate St. Michael and St. John into 1 facility, with boundary changes. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



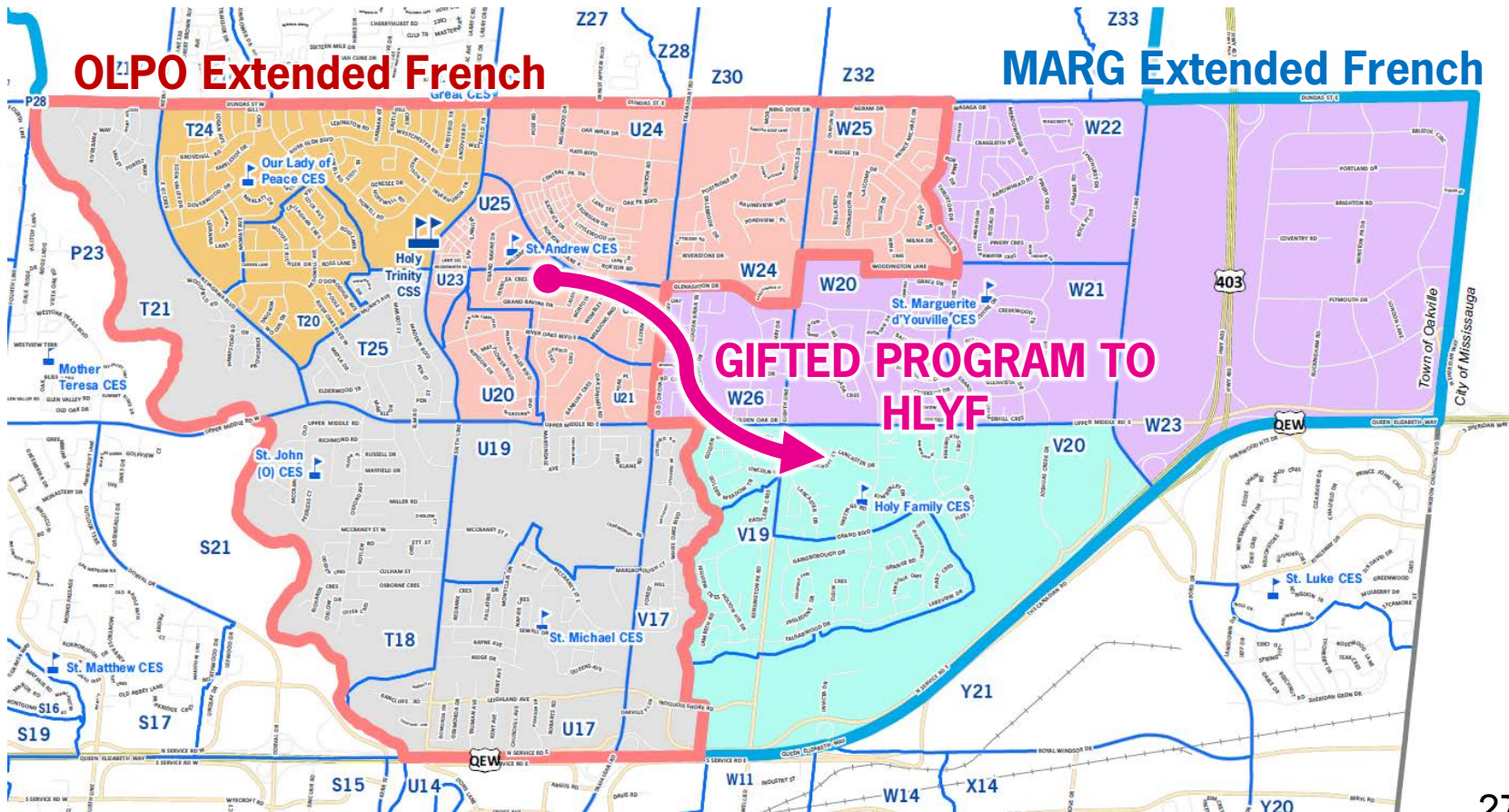
Option 7: 3 Into 2 Schools + ExtFI + GIFT

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.



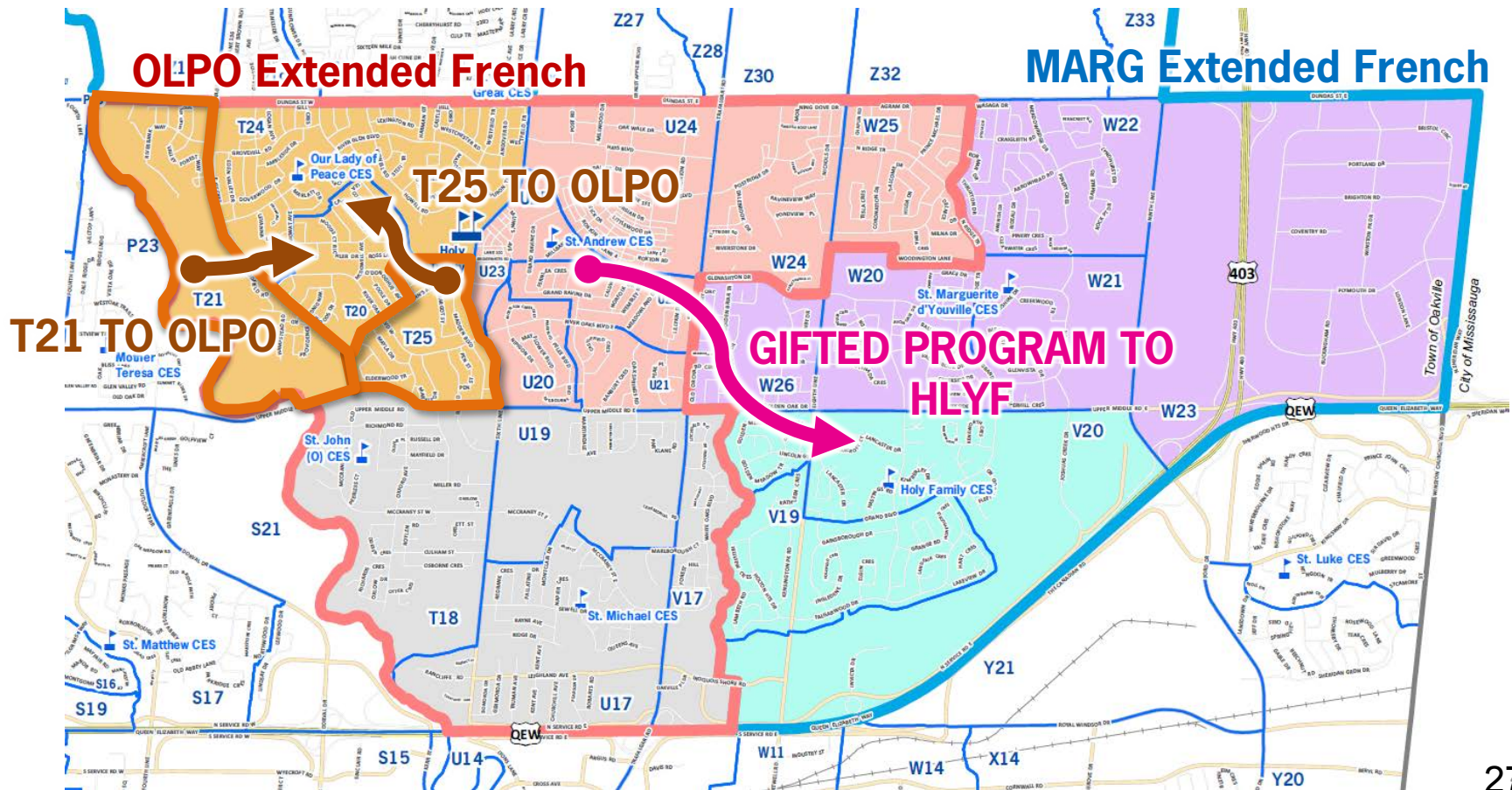
Option 8: 3 Into 2 Schools + ExtFI + GIFT

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.



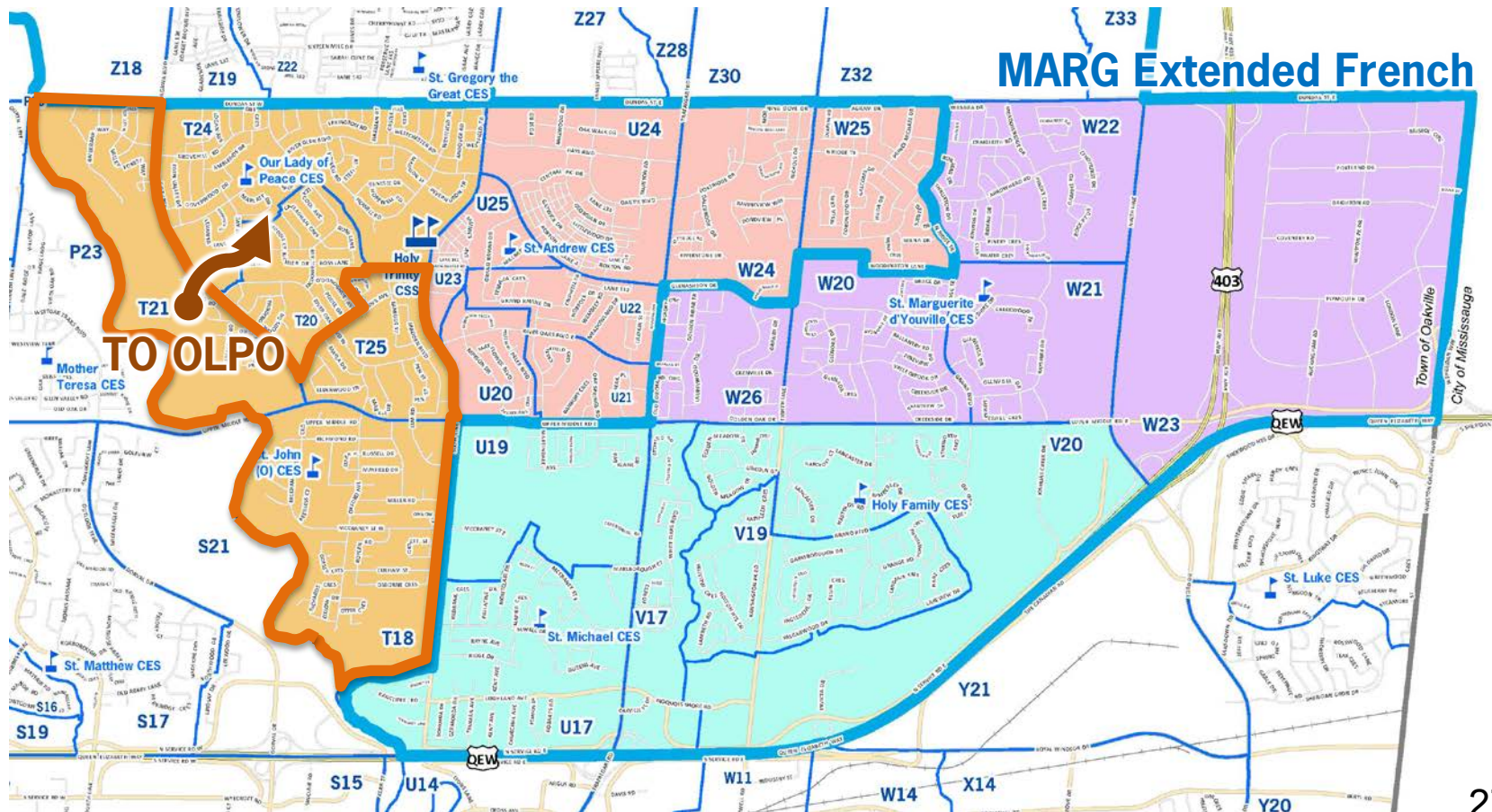
Option 9: 3 Into 2 Schools + ExtFI + GIFT

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.



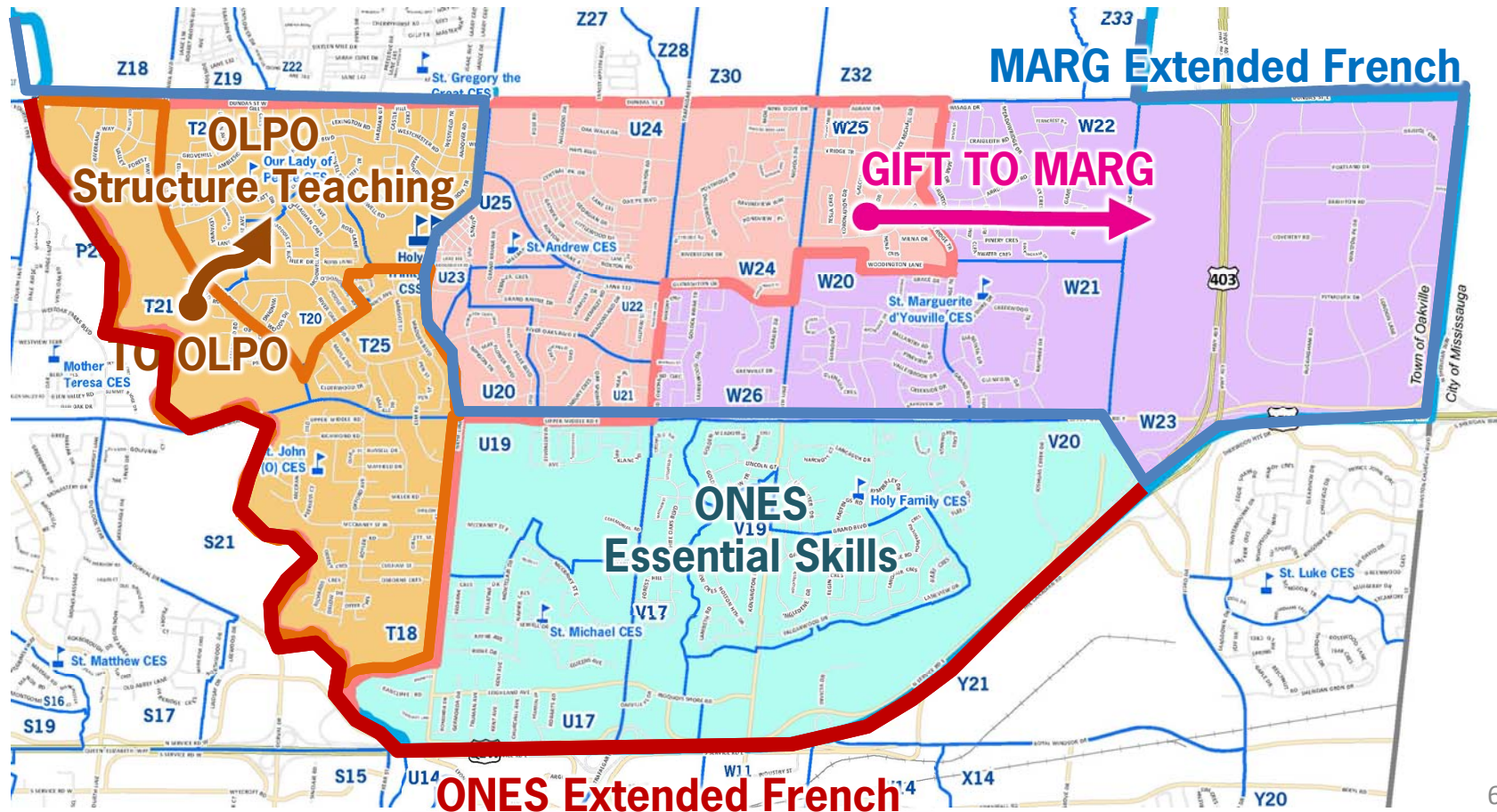
Option 10: 4 Into 2 Schools

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.



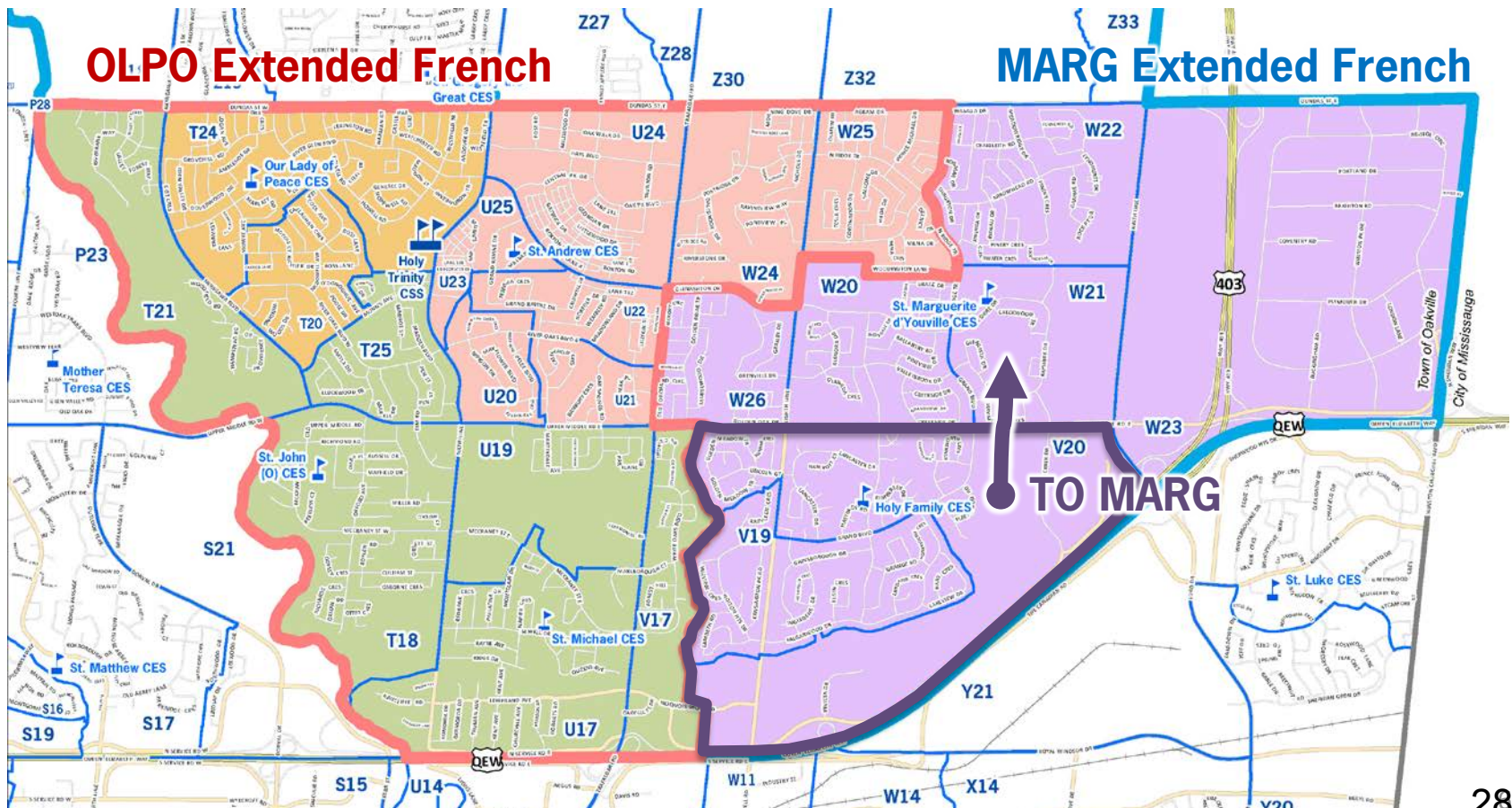
Option 11A: 4 Into 2 Schools + ExtFI + GIFT

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.



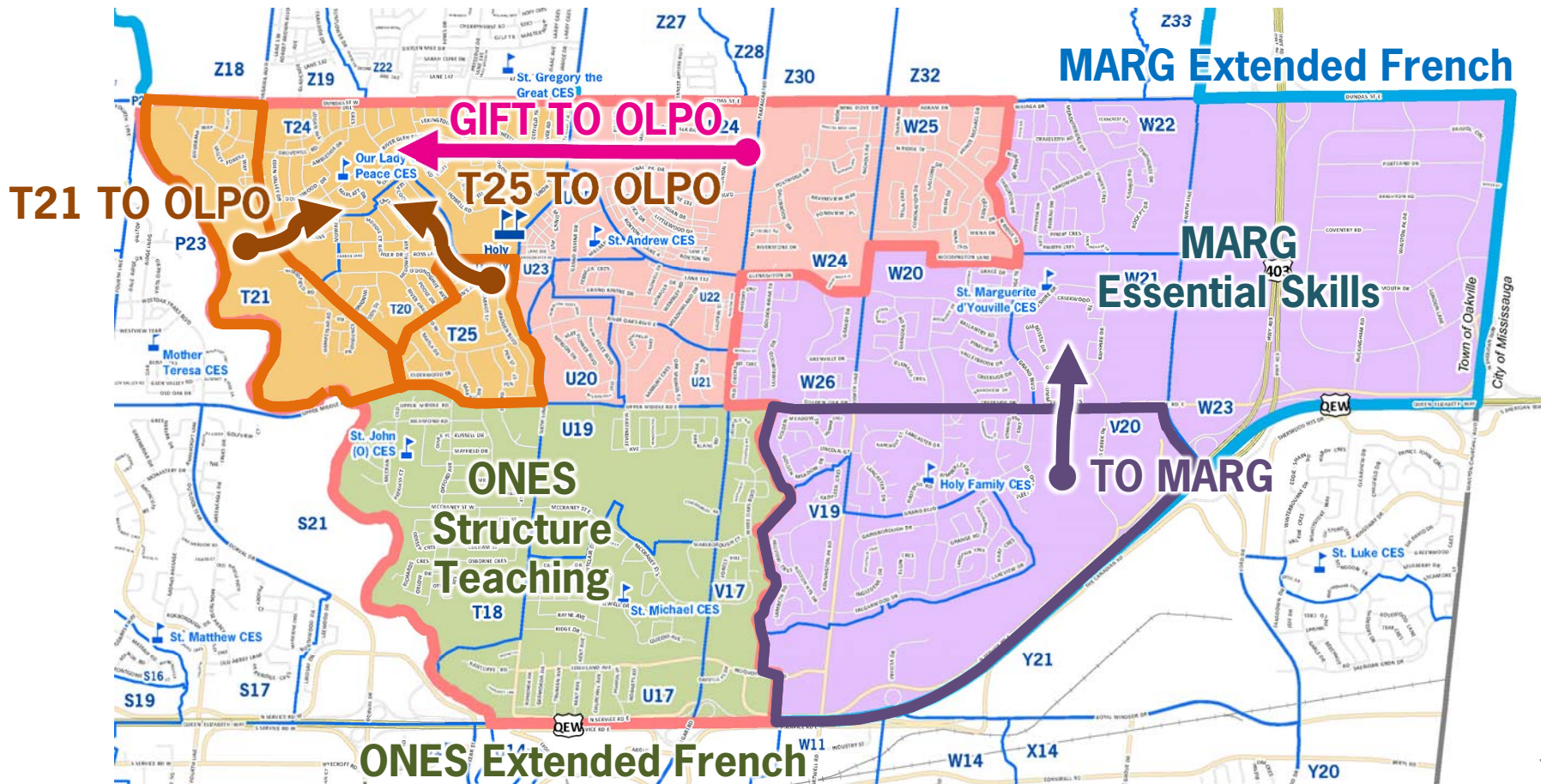
Option 12: 4 Into 2 Schools + ExtFI

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.



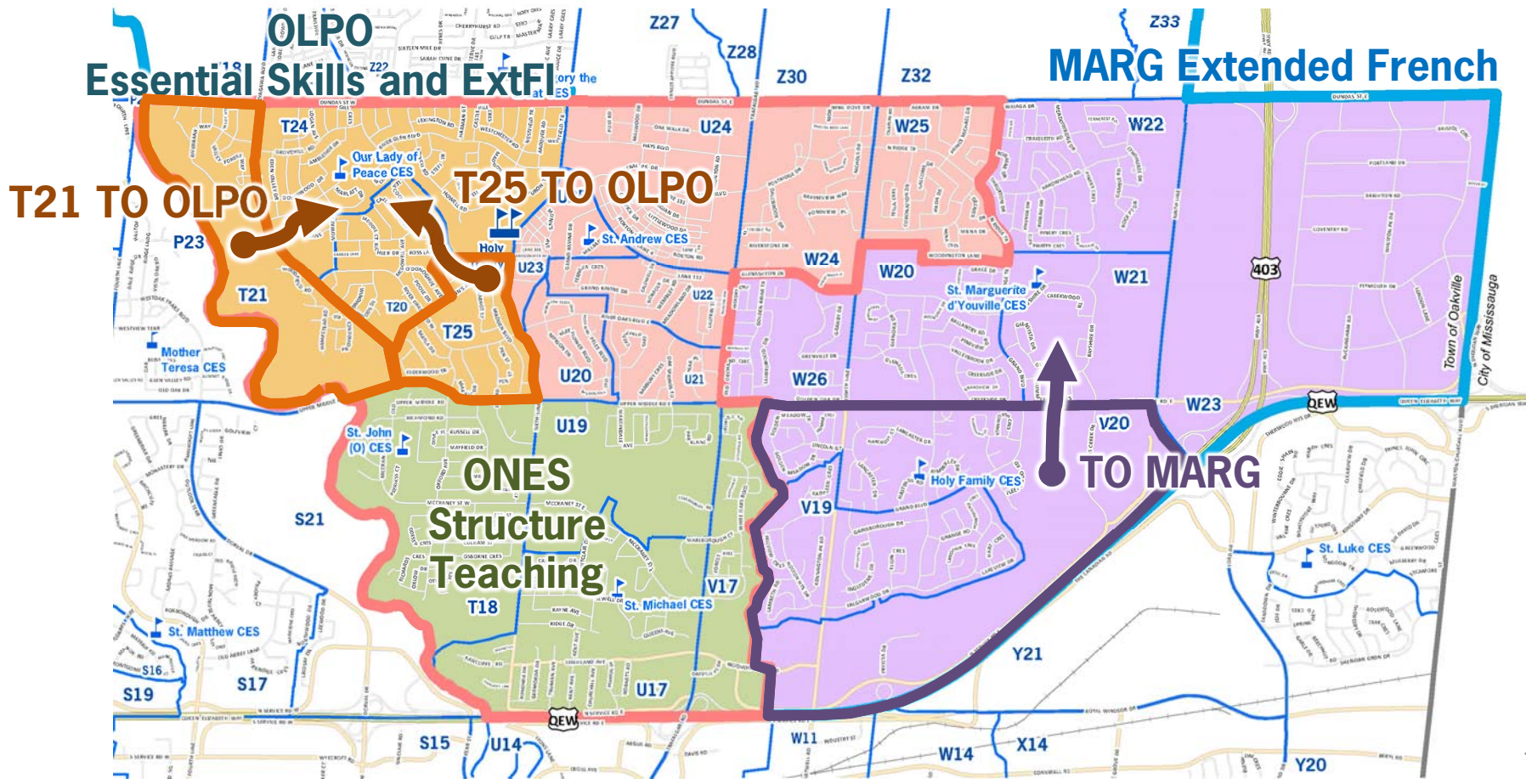
Option 12A: 4 Into 2 Schools + ExtFI + GIFT

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

REGULAR BOARD MEETING

Extract of Delegations

Date: Tuesday, February 21, 2017
Time: 7:30 pm
Location: Holy Trinity Catholic Secondary School

5. Delegations

- 5.1 Oakville Northeast Pupil Accommodation Review (M. Peros, N. Plastich) 3 - 4
- 5.2 Oakville Northeast Pupil Accommodation Review (M. Bilbao) 5 - 6
- 5.3 Oakville Northeast Pupil Accommodation Review (M. Dytnerki, P. Vavasour) 7 - 21
- 5.4 Oakville Northeast Pupil Accommodation Review (P. Schmitchen) 22 - 23
- 5.5 Oakville Northeast Pupil Accommodation Review (J. Angas-Courtney, T. Moretto) 24 - 24
- 5.6 Oakville Northeast Pupil Accommodation Review (A.M. Bellissimo, A.F. Gilligan, R. Norman) 25 - 38
- 5.7 Oakville Northeast Pupil Accommodation Review (J. Kerr, E. Polak) 39 - 60
- 5.8 Oakville Northeast Pupil Accommodation Review (N. Silveira, F. Zelano) 61 - 72
- 5.9 Oakville Northeast Pupil Accommodation Review (B. Bernal, M. Bolland) 73 - 81
- 5.10 Oakville Northeast Pupil Accommodation Review (B. Perry) 82 - 83

5.1 Oakville Northeast Pupil Accommodation Review
(M. Peros, N. Plastich) 3 - 4

Hello My Name is Nancy Plastich and Maia Peros.

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. We are here to delegate to the board of trustees on the **topic of Community Impacts of Option 12B.**

St. Maguerite d'Youville School:

St. Marguerite d'Youville is a school with the current building capacity of 585 students. The projected enrollment is shown to steadily decline over the long-range horizon 2028. The consolidation of the 2 schools would result in a total population at the school of 652 students in the year 2021, well beyond the capacity of the building. We have heard from the St. Marguerite d'Youville community and the comments include concerns of over-crowding, increase traffic congestion and decreased usable play-space.

We ask the board to consider that the public open house comments expressed by the St. Marguerite d'Youville community including some of the following concerns:

"...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."

"...not a fair distribution of the students in the area. Holy Family students in either option are being forced to give up their walk to school in favour of bussing."

"...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."

Both school communities have stated concerns about the consolidation through public consultation. We believe that this makes for an unhealthy beginning not unlike an arranged marriage of the schools with little consideration for the students, teachers and neighbourhoods it affects. The Trustees should note that the meeting minutes of Accommodations Review Committee (ARC) on January 16, 2017 state that ARC representatives of the Holy Family and St. Marguerite Schools voted **against** Option 12B.

Timeline Considerations:

We recognize that over time, the population of these schools may decline and that consolidation of the schools may be a possible solution. However, we feel that trying to solve a potential problem 15+ years into the planning horizon is too uncertain, has too many unknowns and will cost taxpayers with today's money. This seems like a a poor use of resources. Eventually, the numbers at either school may decline to a point where Holy Family could simply slide into St. Marguerite without the need to renovate the school. In the fullness of time, **Option 12B will become a zero-funded option.** Please don't decide to close the doors of Holy Family today when we really do not have enough information.

Other Community Impacts:

We would also like the Trustees to note that development north of Dundas Street continues without signs of slowing down. The Minto and Shieldbay Developments located east of Trafalgar Road, north of Dundas Street will be pulling building permits in 2017. Where will these students attend school until schools in their own neighbourhoods are complete? Please note that there is no current development application for a school in these communities however land has been set aside. Is it possible that some of that overflow will be directed to St. Marguerite, further exhausting the capacity of the school? We think so.

Lastly, we would like to bring the Trustees attention to a petition in opposition of closing Holy Family School which has been signed by 300+ parents. This was sent to the Director's Office and the online petition can be found at

<https://www.change.org/p/save-holy-family-catholic-school-oakville-on>. Comments include remarks such as:

"This is a great school and should be kept. Our Son went to Sr Marguarite and the parking and traffic is crazy in the morning and after school. To add more syltudents here will only make what's already congested worse."

"...It is important to have a Catholic School in our area. Please reconsider the option for keeping Holy Family!"

"The Falgarwood District is changing. Settled in the 70's, many elderly residents are selling and new families are moving in..."

In Summary, we are asking the Trustees to respect the voices of the communities affected by Option 12B and please vote to stop the closure of Holy Family School.

5.2 Oakville Northeast Pupil Accommodation Review (M. Bilbao) 5 - 6

Hello, my name is Martin Bilbao and my wife and I have children currently enrolled at Holy Family Catholic School.

I am asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. I am here to delegate to the board of trustees on the topic of *Proximity of Other Elementary Schools*.

The Facts:

- Holy Family Catholic School is flanked by two neighbouring elementary public schools: Sheridan Public School which is located 200m away and Falgarwood Public School which is located approximately 300m away from Holy Family School.
- In order to better understand the expected community impact as a result of Option 12B, a survey and petition was conducted by a group of school representatives. The result of this survey indicated that 91% of families asked would move their child/children to the nearby public school. (Parents responded yes to the following statement: *If Holy Family is closed, I will move my child to the local public school.*)
- The best predictor of future behaviour is past behaviour! In 2013, the school board changed the secondary school boundaries and Holy Family was directed from Holy Trinity to St. Thomas Aquinas High School. In 2013, 16 out of 29 students **left the catholic school system** to attend Iroquois Ridge High School instead of St. Thomas Aquinas. That trend continued until the boundaries were changed back to Holy Trinity in 2015/2016. This is evidence that the Falgarwood Community strongly supports the schools in the neighbourhood.
- The result of this survey demonstrates that the convenience of a local school outweighs that of continuing in the Catholic School system.
- Community feedback that supports this view, includes:
 - *"I'm signing because Holy Family School is an important part of our Falgarwood community and the closing of it would result in the elimination of our catholic community."*
 - *"Holy Family is an important part of the Falgarwood community. The closure of this school would push families to attend public schools that happen to be in our backyard resulting in the disappearance of our catholic community."*
 - *"This school has been in my parents neighbourhood my siblings walked to school and now my nieces and nephews walk to the school. It is a valued centre of community."*

In Summary:

We are asking Trustees to turn down Option 12B (with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville), continuing to allow Holy Family Catholic School to be an integral part of the Falgarwood community. By doing so, we believe we will be giving parents the convenience they seek, while providing our youth the benefits of a Roman Catholic education.

5.3 Oakville Northeast Pupil Accommodation Review (M. Dytneriski, P. Vavasour) 7 - 21

Delegation to the Board

Consolidating Holy Family into St. Marguerite: Financial and Enrollment Concerns

Slide 1 – (Mike)

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite D'Youville. We are here to delegate to the board of trustees on the topic of utilization, enrollment and financial concerns. Our daughters currently attend Holy Family, and we know our concerns are shared by many of the other parents and members of the community. Unfortunately, I was not able to attend the initial public meeting due to illness, but I have attended every meeting since then and have participated in the online surveys. I have and will continue to be strongly opposed to the closing of Holy Family.

The most important reason for keeping Holy Family open relates to the educational experience and safety of our children, but there are other delegations that will address those matters.

Slide 2 – (Pete)

We acknowledge that throughout the review area of Oakville Northeast, there are enrollment concerns and this PAR processes is necessary; however, the need to immediately consolidate Holy Family is not clear. Holy Family is an energy efficient building with a strong Facility Condition Index (FCI). As is illustrated in the School Information Profiles dated September 2015, Holy Family is projected to have the lowest FCI, over the next 10 year period, of the 6 schools in the review area. A variation of option 12B will accomplish the board's objective of reducing underutilization in the area, and reduce capital costs without adversely affecting ongoing operating costs.

We would like to present option 12C:

- Consolidate St. John and St. Michael, with the proposed boundary changes and introduction of extended French at Our Lady of Peace.
- Keep Holy Family operating and moving the gifted program to it from St. Andrew.

Slide 3 – (Mike)

Option 12C provides that the option to consolidate Holy Family into St Marguerite can remain open for future consideration. Nobody wants our children to go to a school with a 3 grade split, but the numbers are not at that point, and are not projected to be. If the populations continue to decline, consolidating Holy Family into St. Marguerite may not even require an addition, just some re-working of boundaries. If however, populations are higher than expected, then

portables will be required. Option 12C will eliminate the capital cost portion of option 12B. In Option 12B, the long-term cost savings are attributed more towards the consolidation of St. John rather than Holy Family. While option 12B illustrates a savings on transportation due to boundary changes, 12C will reduce the transportation costs further. Moving the gifted program to Holy Family will also reduce portable costs at St Andrew. 12C protects against the chance that the enrollment projections are wrong.

Slide 4 – (Pete)

As can be seen in the “Historic v.s. LTCP Enrollment Projections”, over the past 4 years, actual enrollment for Holy Family has been higher by as much as 29 students (a 13% difference) than previously projected. In fact while the total area projections are fairly accurate, individual school populations are difficult to predict and it makes sense to leave room for flexibility rather than lock into a renovation that is not necessary and costly. Any cost savings of option 12B could be hampered by increased portable costs. Consolidating St. John into St. Michael will reduce the review area’s On-The-Ground Capacity (OTG) count to 2,199. Based on the enrollment projections, over both 5 and 10 year periods the utilization would be within the optimal range of 90% -125% the majority of the time using option 12C.

Slide 5, Part 1 (Mike)

Are the renewal numbers presented in Table 26 of the Staff report to the Board on February 7th 2017 correct? As can be seen in the appendix, the School Information Profiles illustrate different numbers. The 5 year renewal costs for St. John is lower in Table 26 by almost \$1.8 Million than the School Profile, but the 10 year numbers seem correct. The 5 and 10 year renewal amounts for St. Michael that are illustrated on the School Profile are listed as 10 Year and 15 Year numbers on Table 26. The 5 year renewal number for St. Michael illustrated on Table 26 is identical to the 5 year number listed for Holy Family on the School Profile.

Slide 5, Part 2 (Pete)

The major costs for Option 12B result from the addition to be built on St. Marguerite. Assuming Table 26 is correct, the majority of the long-term benefits on the other-hand will be realized by consolidating St. John, not Holy Family. Other than costs, major considerations should be the disruption to the students during construction; these types of projects usually experience delays to some degree or another. Due to property layout at St. Marguerite, the addition is likely to take up prime playground space.

Slide 6 (Mike)

As can be seen in Table 26, projected transportation costs go down in option 12B, from the status quo, even after busing all of the Holy Family students to St. Marguerite is factored in. This is due to boundary changes and proposed program changes. These cost savings can

increase dramatically by keeping Holy Family open and not having to bus all of these students. By moving the gifted program to Holy Family, portable costs can be greatly reduced if not eliminated as the majority of the portables in the review area are at St. Andrew. The cost savings illustrated likely don't take into account ongoing costs of maintaining a vacant property, insurance costs etc.

Slide 7 (Pete)

Enrollment projections illustrate that reducing the OTG portion represented by St John, along with the gifted program change, will allow for optimal utilization across the review area.

Eliminating the Capital Cost of the St. Marguerite renovation and greatly reducing transportation costs and portable costs all strongly favour keeping Holy Family open

This option provides flexibility if future enrollment is significantly different than projected

Thank you.

Delegation to the Board Regarding The Closure of Holy Family

Financial and Enrollment Concerns
Presented By Mike Dytnerki
& Pete Vavasour

PAR

- ▶ There is a clear need to go through the PAR process across sections CE04 & CE05
- ▶ A variation of option 12B that was presented by the staff can accomplish the board's goals better than the version presented
- ▶ Option 12 C proposes:
- ▶ Consolidate St. John into St. Michael and implement the proposed boundary changes
- ▶ **Do not** consolidate Holy Family into St. Marguerite; rather, move the Gifted program from St. Andrew to Holy Family

Arguments for Option 12C

- ▶ Provides future options regardless if actual enrollment is similar, lower or higher than projected
- ▶ Eliminates the capital cost of option 12B
- ▶ Long term cost benefits of option 12B, are more from the closure of St. John rather than closing Holy Family
- ▶ Keeping Holy Family open saves thousands in transportation costs
- ▶ Option 12C reduces portable costs at St. Andrews

T_{SB} Historic vs. LTCP Enrolment Projections

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.

CE04

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	ACT/PROJ	251	237	220	217	212	214	212	213	211	210	203	207	209	207	207	207
		LTAP	222	213	199	192	190	183	179	175	176	179	176	176	177	178	179	179
St. John (O) CES	303	ACT/PROJ	200	189	161	150	145	130	130	130	131	124	124	126	125	124	123	123
		LTAP	193	188	180	176	177	170	169	169	173	168	166	166	167	168	165	165
St. Michael CES	268	ACT/PROJ	224	205	212	208	194	186	182	180	180	177	178	179	177	181	179	179
		LTAP	243	244	242	242	235	230	225	226	228	223	224	228	232	237	227	227
TOTAL AREA COUNT	888	ACT/PROJ	675	631	593	575	551	530	524	523	523	511	506	512	511	511	509	509
		LTAP	658	645	621	610	602	583	573	570	577	570	566	570	576	583	571	571
Difference in Student Count			17	-14	-28	-35	-51	-53	-49	-47	-54	-59	-60	-58	-65	-72	-62	-62

CE05

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	ACT/PROJ	475	447	420	405	398	393	380	380	384	388	386	378	381	378	375	373
		LTAP	476	460	438	436	436	440	440	453	452	456	452	450	449	449	449	449
St. Andrew CES	585	ACT/PROJ	763	789	775	768	753	741	717	709	692	664	654	637	627	616	608	601
		LTAP	735	723	706	687	679	660	645	659	657	648	654	663	673	684	694	694
St. Marguerite CES	539	ACT/PROJ	609	593	580	535	497	482	457	450	430	418	415	405	408	409	404	400
		LTAP	605	570	557	524	489	480	456	450	437	432	427	425	424	424	424	424
TOTAL AREA COUNT	1614	ACT/PROJ	1847	1829	1775	1708	1648	1616	1553	1540	1505	1470	1455	1420	1415	1402	1387	1374
		LTAP	1816	1753	1701	1647	1604	1580	1541	1562	1546	1536	1533	1538	1546	1557	1567	1567
Difference in Student Count			31	76	74	61	44	36	12	-22	-41	-66	-78	-118	-131	-155	-180	-193

OAKVILLE NORTHEAST

TOTAL AREA ENROLMENT COUNT	2502	ACT/PROJ	Historic Enrolment			Cur	5 year projection					10 year projection					10+ year projection	
			2013	2460	2368	2284	2199	2146	2077	2063	2028	1980	1961	1932	1926	1913	1896	1882
		LTAP	2474	2398	2322	2257	2206	2163	2114	2132	2123	2106	2099	2108	2122	2140	2138	2138

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 CEO4 Review Area Cost (\$)		\$7,608,271	\$2,399,814	\$14,458,938	\$16,985,347
St. Marguerite 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

Source: Staff Report to Board on Feb 7 2017

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

Source: Staff Report to Board on Feb 7 2017

Conclusion

- ▶ Enrollment projections illustrate a need to consolidate one school only
- ▶ Eliminating the capital cost of the addition, and reducing transportation costs and portable costs all strongly favour Option 12C
- ▶ This option provides flexibility if future enrollment is significantly different than projected as the second part of 12B can be implemented down the road.

Appendix

2015 School Information Profile Excerpts

ST. JOHN (O) CATHOLIC ELEMENTARY SCHOOL

1480 Mansfield Drive, Oakville, L6H 6C7

GENERAL INFORMATION	
SFIS ID	8127
Year of Construction	1969
Panel	Elementary
Grades Served	JK - 8
Ministry On-the-Ground Capacity	303
Functional Building Capacity	303
Site Area (Acres)	6
Building Area (sq. ft.)	38,266
Hard Surface Play Area (sq. ft.)	19,368
Grass Play Area (sq. ft.)	155,912
Number of Parking Spaces	80
Number of Portable Classrooms	0
Site Capacity for Portables	8

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

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 6,882,680		
	5 year	10 year
Facility Condition Index	57.34%	62.84%
Renewal Needs	\$ 3,946,270	\$ 4,324,901

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

SCHOOL UTILITY USAGE		
Electricity	156,268.93	kWh
Natural Gas	415,051.17	ekWh
Water/Sewer	1,464.56	m ³

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

ST. MICHAEL CATHOLIC ELEMENTARY SCHOOL

165 Sewell Drive, Oakville, L6H 1E3

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

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

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 6,161,190		
	5 year	10 year
Facility Condition Index	52.52%	62.72%
Renewal Needs	\$ 3,235,797	\$ 3,864,093

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

SCHOOL UTILITY USAGE		
Electricity	144,405.31	kWh
Natural Gas	448,421.18	ekWh
Water/Sewer	1,456.38	m ³

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

HOLY FAMILY CATHOLIC ELEMENTARY SCHOOL

1420 Grosvenor Street, Oakville, L6H 2X8

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

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

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 7,126,140		
	5 year	10 year
Facility Condition Index	21.51%	33.74%
Renewal Needs	\$ 1,532,484	\$ 2,404,666

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

SCHOOL UTILITY USAGE		
Electricity	221,472.63	kWh
Natural Gas	247,818.26	ekWh
Water/Sewer	2,399.66	m ³

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

ST. MARGUERITE D'YOUVILLE CATHOLIC ELEMENTARY SCHOOL

1359 Bayshire Drive, Oakville, L6H 6C7

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

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

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 10,690,570		
	5 year	10 year
Facility Condition Index	15.69%	42.03%
Renewal Needs	\$ 1,677,264	\$ 4,493,574

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

SCHOOL UTILITY USAGE		
Electricity	438,610.64	kWh
Natural Gas	439,529.80	ekWh
Water/Sewer	4,416.82	m ³

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

5.4 Oakville Northeast Pupil Accommodation Review (P. Schmitchen) 22 - 23

Hello My Name is Paul Schmitchen.

I am asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite D'Youville. I am here to delegate to the board of trustees on the topic of programing changes.

Our Personal Experience with the Gifted Program:

My wife and I have two boys, Joshua and Luke. Luke attends Holy Family in Grade 2. Our son Joshua is currently enrolled in Grade 6 of the Gifted Program at St. Andrew. He started the gifted program in 2015. Today, Joshua enjoys the gifted program. He's been challenged to think outside of the box with the support of great teachers. However, the transition from Holy Family was slow and stressful. We attribute his difficult transition to the large size of St. Andrew's School and the sheer contrast with the tight-knit school such as Holy Family. As a result, he experienced anxiety adjusting to the program and the new people in his classroom. It has taken our son over 12 months to be comfortable in a school of nearly 800 strangers.

In a very large school, such as St Andrews, the children in the gifted program can be relatively isolated from the overall population. Despite some forced integration with the regular track program, which consists of one class per day, getting to know and feel comfortable with these kids has been difficult. Our son is introverted which is not uncommon with gifted children. However, I believe that running the gifted program at a smaller school would enhance these children's ability to integrate into the new program and new school. We can offer these kids an environment to thrive socially and academically without adding undue stress of a large facility. In a small school, the children in the gifted program share one or two classes every day with virtually all of the kids in their grade.

The Facts:

- St. Andrew's population is well above the On-The-Ground building capacity. In fact, in 2015, it was at 132%; simply busting at the seams. This issue results in portables and increased traffic congestion in the area. These issues are ignored in Option 12B.
- It is important for the Trustees to recognize that according to the Oakville Northeast PAR Scatter Map Information Package dated November 3, 2016, Holy Family School sends more students to the Gifted Program at St. Andrew's than any other school, including St. Andrew's itself. Our kids represent the younger demographic (years 5/6) which means they will mature in the program whereas most of the students from St. Andrew's School are closer to graduation. This suggests that the program would be sustainable at Holy Family.
- Holy Family School's available capacity could house the Gifted Program at our facility. While we recognize that bringing Gifted to Holy Family does not change the population of regular track kids, it does increase the overall utilization of the building to **92%, achieving the "optimal school utilization" of between 90-125%.**

- The Gifted kids (not currently at St. Andrew's) are bussed into St. Andrew's School and therefore would not be affected by busing to Holy Family School.

In Summary:

We are asking the Trustees to support bringing the Gifted Program to Holy Family School. While we understand that this does not change the population in the regular track program, we believe it will have the following benefits:

- A. Increase utilization to 92% over time. This is optimal!
- B. Locate the Gifted Program in the school that contributes to it the most.
- C. Give introverted children enrolled in the Gifted Program the best social and academic environment to accelerate learning and personal growth.

5.5 Oakville Northeast Pupil Accommodation Review
(J. Angas-Courtney, T. Moretto) 24 - 24

Good Evening Trustees,
we are Jen Angas-Courtney and Tony Moretto,

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. We are here to delegate to the board of trustees on the topic of Transportation and Walkable Communities. The cost of transportation is covered in detail under a separate delegation. We will be speaking to the impact of closing a school in a walkable community.

We urge you to consider the benefits of a walkable, sustainable, catholic school in our community. We offer the following:

1. Energy Conservation and Environmental Stewardship - The School Board makes great motherhood statements like "energy conservation" and "stewardship" but we would like to see the Trustees uphold those principles by refusing to close a sustainable school in a walking community.
2. Health and Wellness - Promoting a healthy lifestyle is part of the catholic education. These days children struggle to get the minimum level of activity required to sustain a healthy lifestyle and establish good habits into adulthood.
3. Holy Family School is a walking community. This community attracts new families because of their walkable schools. If Holy Family is closed, many of the residents may value the benefits of a walkable school community over a catholic education.
4. The inconvenience of busing is a major barrier for parents and many parents have expressed this concern through the public open house or survey comments. The idea of busing children and the added time to catch a bus creates another layer of stress to an already hectic routine. This may be a barrier too big to overcome for some parents and as a result, they may prefer to remain in the Falgarwood Community.
5. Reliance on a bus in the winter can be unpredictable. Again, this adds another layer of frustration to the morning commute to work.

We ask you to consider the implications of busing students out of a walkable community in conjunction with the other delegations submitted in support of keeping Holy Family School open.

Thank you for your kind attention to this matter,
Jen

5.6 Oakville Northeast Pupil Accommodation Review
(A.M. Bellissimo, A.F. Gilligan, R. Norman) 25 – 38

Delegation 1: Support for the New Build

We, the representatives of St. John's, enthusiastically support the new build. Our community realizes that status quo is no longer an option and is eager for positive change. To be a viable elementary school, we need all three school communities south of Upper Middle Road to participate. While some may think that 550 students is a large population, this is not a large school but an ideal size by both Ministry and school board standards. A new build of this size provides better and more diverse opportunities for students. There is a wider variety of options for co-curricular activities, multiple classes of the same grade, and the proposal to include the Extended French program would bring this in-demand special stream to the area south of Upper Middle. With a new build, opportunities for additional special programming will open up. Innovative programs such as Early French Immersion and STEAM would make the school and the surrounding community more attractive to parents. Building a 21st Century School facility and forging a new identity is an exciting opportunity for our children today and a legacy for future students. The creation of the Oakville North East School is the best answer for these three school communities moving forward.

With the existence of multi-class grades, there will be numerous opportunities for students in each grade to learn curriculum with children in their own age group. The benefits of such a classroom makeup cannot be overstated. The delivery of curriculum and the time that the classroom teacher can devote to a single grade class allows for more time and flexibility addressing the needs of individual students and the class as a whole. In recent years due to declining enrollment, split classes have become the norm and not the exception. Three grade split classes are a real possibility for St. John

School. Low student enrolment numbers have unfortunately lead to multiple problems for many students and their families. Here is one example: One entire grade was made up of 11 boys and 1 girl. This is a problem for the social development of all of the children in this situation. That little girl, in Grade 1, had no choice but to seek out and create friendships with the girls in Grade 2. There were boys who did their best to play with her and include her in their games at recess. However, she had no other girl in her classroom to identify with on a daily basis. The unification of three school communities statistically eliminates such scenarios.

A definite benefit of the new build is the Extended French Program. The proposed addition of an Extended French program would align programming with Holy Trinity high school within its family of schools. This will fulfill the need for Catholic French Programming south of Upper Middle Road. Additionally, it will address the issue of cross boundary students attending a secondary school that is not their home school. For example, former St John's students attending St Matthew's for French will likely attend French at Loyola as cross boundary students in order to stay with their peers. Extended French in this new school will keep students in their appropriate School Family and foster growth at Holy Trinity.

The new build will increase the opportunities for extra-curricular activities; a larger student body is conducive to a variety of activities such as Clubs, Sports, and all the options that have not been available to our small school. The real possibility of fielding competitive teams is essential for the well-rounded development of children. The

chance to represent your school is a dream for students yet a missed opportunity for those who have graduated from under populated schools. In a larger school, co-curricular programs can once again become viable. Many schools in the Halton Catholic School Board already have these options, the existence of which they take for granted. It is time to rectify these issues for St. John, St. Michael, and Holy Family and unify them together to create multi-class grades and divisions.

The Oakville North East School (ONES) is an opportunity to build a state of the art facility which is up to standard for 21st Century Learning. This provides students with the technology and adaptive environment conducive to 21st Century skills and competencies. Providing a physical learning environment that is flexible to the needs of the students and allows innovation in the classroom is crucial for our young learners. The new ONES building is an opportunity for the HCDSB to be leading edge in innovative and modern learning and to execute the Board's vision of the 21st Century Learning philosophy which embodies creativity, collaboration, communication, and critical thinking.

The new build will be an inspiring testament to all stakeholders, including: parents, educators, the diocese, and the community at large. The existing school buildings south of Upper Middle Road are past their expected serviceable life span. The HCDSB has done an exceptional job of maintaining the current facilities, but it is no longer feasible. The survey results indicate there is positive support from parents of all of the affected schools. Voices of all 3 communities are well represented and the significant majority, 47.5% indicate that they liked or very much liked option 1A.

This new build offers the potential for additional programming and initiatives. The ONES is the option to implement and grow these programs. Imagine an elementary school in our Board that cultivates the Arts; such as drama and music and provides creative space designed to optimize a student's exposure to the visual and physical arts. STEM programming allows for state of the art science labs and technology that support the learning for our young technological innovators in the fields of Science, Technology, Engineering, and Mathematics. The next progression would be the creation of a facility that seamlessly adapts to the emerging STEAM program, which provides not only the emphasis on Science, Technology, Engineering and Math but also the Arts and humanities. The new build offers the potential to incorporate other initiatives such as an Elite Athlete Program and a Special Elementary Arts Stream to feed into Holy Trinity's Arts Program. This will provide our children the foundation they need to discover and develop their unique God-given talents.

Additionally, creating a school that enhances a connection with nature complete with school gardens and outdoor classrooms will emphasize to our Catholic youth that they are the stewards of creation, the caretakers of the world God created for all people.

The new build supports this vision.

In today's fast paced and dynamic world, we need our child to adapt and embrace change. We respectfully ask the same of our trustees, to use that same courage we ask of our children to make the brave move to bring these communities together.



Support of Option 1A

St. John School Delegation,

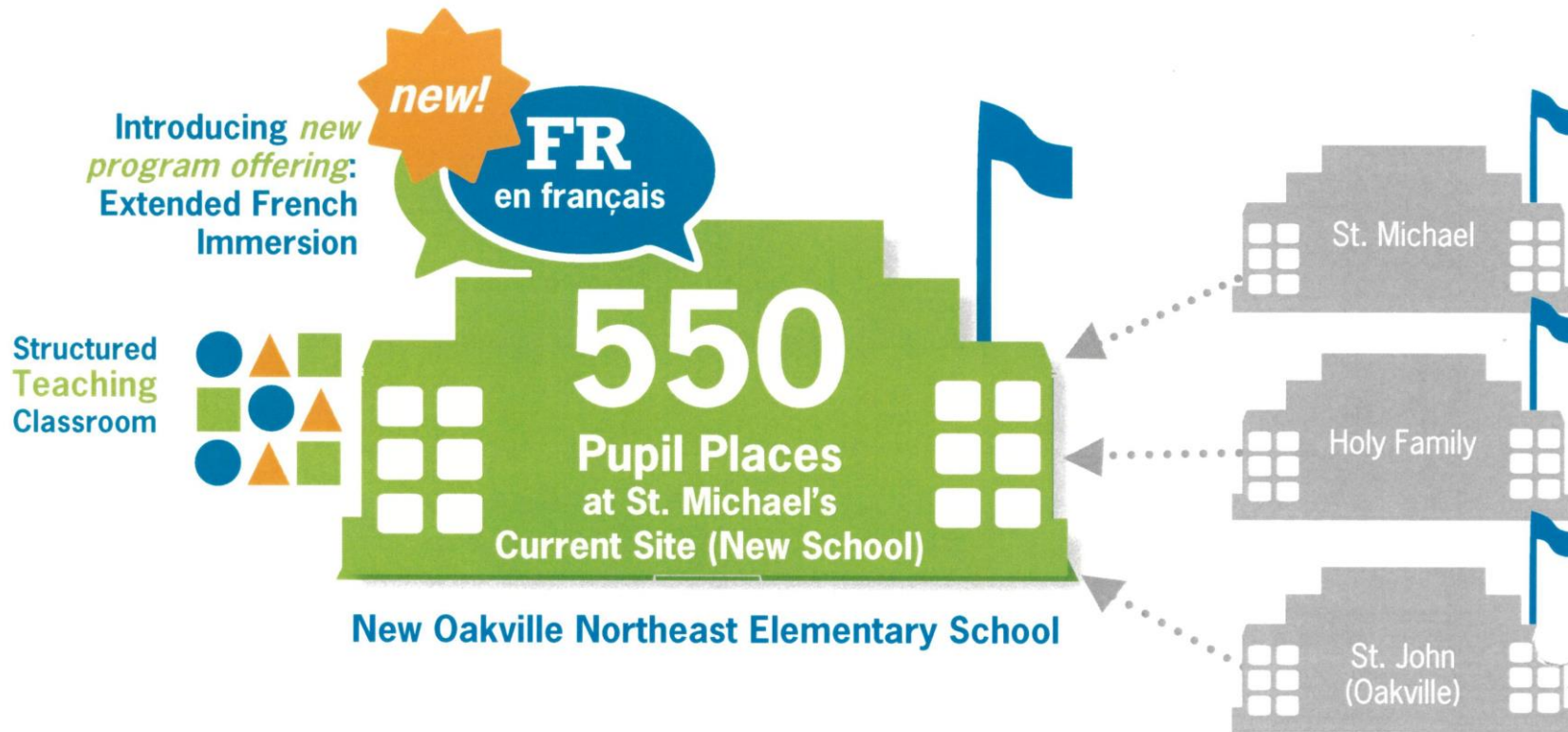
Presented by: Rula Norman,

Anna Bellissimo and

Anne-Frances Gilligan

Feb. 21, 2017

Option 1A



Grade Composition

- ▶ More opportunities for single grade classes
- ▶ Fewer Split Classes
- ▶ Diversity in the Classroom
 - ▶ Gender Balance



Extended French Program

- ▶ Align Programming with Holy Trinity Catholic Secondary
- ▶ Fulfill the need for French Programming south of Upper Middle Road
- ▶ Student Retention in the Holy Trinity Family of School



Extra Curricular

- ▶ A variety of Activities, Clubs and Extra Curricular Activities
- ▶ Competitive Teams can be fielded



21st Century Learning

- ▶ Build a State of the Art Facility
- ▶ 21st Century Skills and Competencies
 - ▶ Creativity, Collaboration, Communication and Critical Thinking
- ▶ Flexible Environment to Encourage Innovation and support Modern Learning



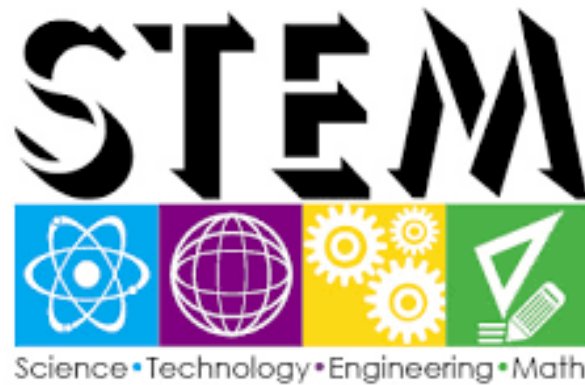
Existing Schools

- ▶ 45+ years old-Beyond their lifespan
- ▶ Survey Results indicate positive support for Option 1A New Build
 - ▶ 47.5% of respondents support Option 1A
 - ▶ Voices of all the school communities affected were well represented

How Much Do You Like	Frequency	Percent
Option 1A?		
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%

Potential for Additional Programming

- ▶ STEM
 - ▶ Science/Technology/Engineering/Mathematics
- ▶ STEAM
 - ▶ Science/Technology/Engineering/Arts/Mathematics
- ▶ Elite Athlete Program
- ▶ Elementary Arts Program



Conclusion

- ▶ Change is inevitable
- ▶ Option 1A is the best path forward
- ▶ Courage



Thank you

5.7 Oakville Northeast Pupil Accommodation Review
(J. Kerr, E. Polak) 39 - 60

Delegation: Site Selection

Presented by Elizabeth Polak and Jennifer Kerr

This delegation understands that a compromise had to be made when selecting a site for option #1A. We understand that selecting St. Michael school was an understandable decision only because it is located in the middle of the CEO4 zone. This delegation however, argues that the St. John site is a superior site and that it should at the very least be selected for option #12B (i.e. the renovated option, merging St John and St Michael schools). We strongly urge the Trustees to amend the motion and to designate St. John school site for the renovated option (#12B).

Land Size & Facility

St. John school has 6 acres of land, while St. Michael school has 4 acres of land. It would be more effective to accommodate a school population of 350 to 550 students on the additional 2 acres of land available at the St. John site. It would provide more space for students during recess, allowing for an environment optimal for each division within the elementary school, as well as for space designated for our existing Structured Teaching Program (as per option #12B). Utilizing more space during recess would avoid unnecessary congestion and as a result, increase safety for the children.

St. John school has an On the Ground Capacity (OTC) of 303 students, while St. Michael school has an On the Ground Capacity of 268. For 2016, enrolment between the two schools is 358 (as provided by ARC material), and the projected enrolment for 2026 is 305. If St. Michael site is chosen for option #12B, the school will be significantly over capacity even in ten years'

time, while at St. John it would be at maximum capacity. St. John school has Building Area of 38,266 sq. ft., while St Michael has 30,140 sq. ft. St. John school has 88 parking spots, while St. Michael has 73. St. John school has 8 classrooms, 2 Kindergarten rooms and a teacher's Resource Room, while St. Michael has only 6 classrooms, 2 Kindergarten rooms and NO resource room (all other rooms are the same).

These statistics show that St. John school is better suited to accommodate higher student population at the outset. Currently there is no need to resort to the use of portables. If the school population should grow due to additional programming, or for any other reason, St. John school property has sufficient space to accommodate that growth, whether by placing portables or by building an extension to the existing structure. St. John site offers 50 % more land than St. Michael site, and a multitude of options. St. John site is ready to accommodate option #12B, as well as the potential to accommodate option #1A.

Within the city limits, all property owners know that the value of a property lies in the land. The value of St. John school is in the six acres that it possesses and what those six acres allow the school board to create today and in the future. These six acres give the Halton Catholic School Board (HCDSB) the flexibility and creativity to conceive and construct a building to meet the needs of 21st century learning today and to adapt and innovate in the future.

Additionally, the St. John site is more conducive to incorporating Biophilic design. The idea of connecting people to nature has become one of the most innovative design trends of modern architecture. Research has proven that our attention span and cognitive functioning improves when we come into contact with nature. Study after study has supported the fact

that Biophilic educational spaces result in improved performance and well-being of students and staff members. St. John's 6 acres of lush green space, foliage, and connection to natural walking trails is a rare find in today's urban educational spaces.

Access

Public Consultation Meetings have revealed that staff **feels** that "the narrow entrance to St. John school" is a site limitation and therefore ARC recommends St. Michael site for option #12B. This delegation argues that access to the property is not a limitation, not an issue, and not a concern. As mentioned above, St. John school has been built for a population of 303 students and has 88 parking spaces, that is significantly more than St. Michael site. Moreover, St. John school has had experience with overcapacity in the past, and has had at least 6 portables on site (circa 1988 to 1994). This means that a significant number of students had to be bussed in, and many more parents dropped off and picked up their children than would be the case if option #12B would be implemented. When the school board made decisions to build St. John school at its existing location, and then again to expand it and place 6 portables on site, the narrow entry and exit point to the school property was not an issue. On those two occasions neither staff, nor the school board, **felt** that access to the property was a limitation. As history and comparable data show, there already is sufficient space for school-bus access, for drop off and pick up, as well as for parking at St. John school site to accommodate large student and teacher populations.

St. Michael school has been designed as a smaller school on a smaller property than St. John school. The implementation of option #12B at St Michael site will bring the school to over

capacity for at least the next ten years, and there will be significant traffic congestion associated with that increase. The access point for school busses and drop off is not any more practical, convenient or safe for students, teachers and staff than it is at St. John site. Whether there are two one-way driveways, or one two-way driveway makes no difference on the flow of traffic in and out of the school. [show maps of access points] With that in mind, St. John access point (entry/exit) is similar to many schools in the area where they have one entry and one exit point.

Traffic

The consolidation project will inevitably increase traffic in the school area. St. John site is nestled in a residential area where there is low traffic flow, limited to two schools and residential area [show map]. School related traffic can be pointed in a specific direction to improve the flow. In contrast, St. Michael site is located on a feeder street amidst four other schools, two Churches, and residential community.

College Park Transportation Study, conducted by the Town of Oakville, measured traffic in the area. The final report was issued in Jan 2016 and recommended the implementation of various solutions. The study shows that main roads as well as feeder roads are experiencing heavy flow of traffic during peak hours, and that there is particularly heavy congestion around the school systems, and that a five-year collision history documents 27 collisions in College Park; all of them either on Sixth Line or East of Sixth Line (TR p.6). To address these issues, the study recommends improving bicycling network, approaching school boards to implement “Active and Safe Routes to School” program, and relocating school guards in order to lower congestion (TR p.i, p.ii). It should be noted that since these concerns and recommendations

have been addressed, a new school is in the process of being added in the community (French high school scheduled to open in Sept. 2017) and will put additional pressures on the transportation system. Increasing St. Michael school population will add to that traffic congestion even more.

Furthermore, it should be noted that according to the Transportation Study “No comments concerning St. John’s Elementary School have been received to date. No operational or safety issues were identified during the field investigations or in-office review. Therefore, no recommended improvement options are proposed at this time” (TRp.70). Meanwhile, the Transportation Study identified excessive speeds in the area of St. Michael school as an issue of concern, and that is despite pre-existing speed bumps along Sewell Drive. Considering that an independent Transportation Study, conducted on behalf of the Town of Oakville, found no limitations or any evidence of concern regarding St. John school, the trustees and the school Board should feel confident that St. John site is a suitable site to host option #12B as well as #1A. Facts show that there are no issues with access to the school property, traffic, or safety with respect to St. John site and that option #12B can come to fruition on St. John grounds.

This delegation has presented overwhelming evidence, supported by reliable data, that indicates that St. John school is the superior site, and that St. John site should be nominated for option #12B as well as for option #1A. St. Michael site offers limited and complicated access to the school, and has no benefits over the St. John site. Option #12B would not be well suited for our students, and we can not support this option at the proposed site. We will support option #12B only at St. John site.



Site Selection

St. John School Delegation,
Elizabeth Polak and Jennifer Kerr
Feb. 21, 2017

Choose St. John Site

- ▶ Land Size & Facility
- ▶ Access
- ▶ Traffic

Land Size & Facility

▶ **St. John School (1969)**

- ❖ 6 acres of land
 - ❖ On the Ground Capacity of 303
 - ❖ 2016 enrolment - 150
 - ❖ Building area - 38,266 sq.ft.
 - ❖ Parking - 88 spaces
 - ❖ 8 classrooms, 1 Resource Room
-
- Combined enrolment in 2016 is 358
 - Projected combined enrolment for 2026 is 305

▶ **St. Michael School (1964)**

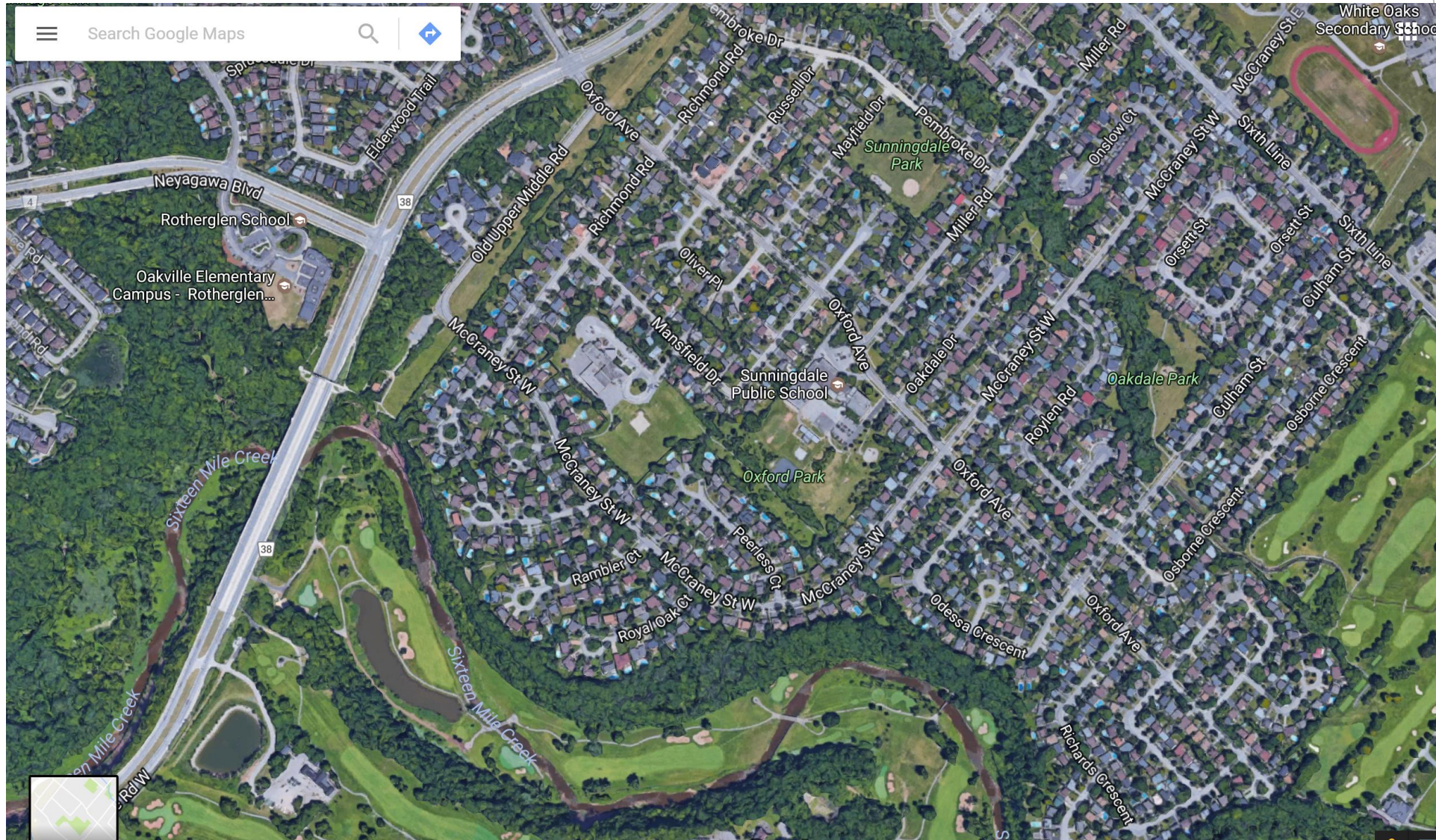
- ❖ 4 acres of land
- ❖ On the Ground Capacity of 268
- ❖ 2016 enrolment - 208
- ❖ Building area - 30,140 sq.ft.
- ❖ Parking - 73 spaces
- ❖ 6 classrooms, no Resource Room

Land Size & Facility

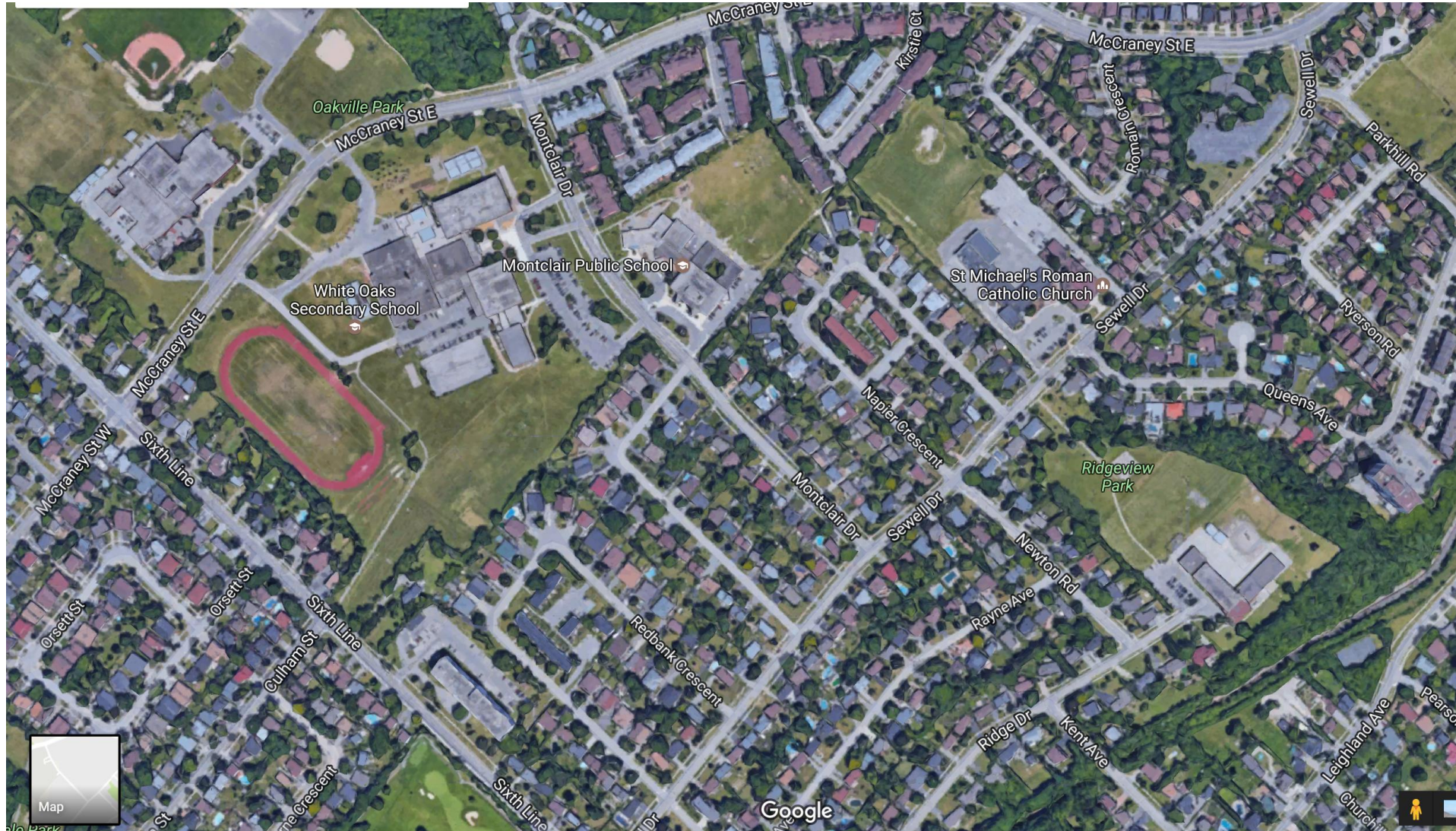
St. John School

- ❖ Land allows for innovating 21st century design
- ❖ Recess space & learning space optimal for each division within the elementary school system
- ❖ Brick & Mortar facility ready to accommodate projected enrolment
- ❖ Potential for greater future use, and for school expansion
- ❖ More conducive to incorporating Biophilic design

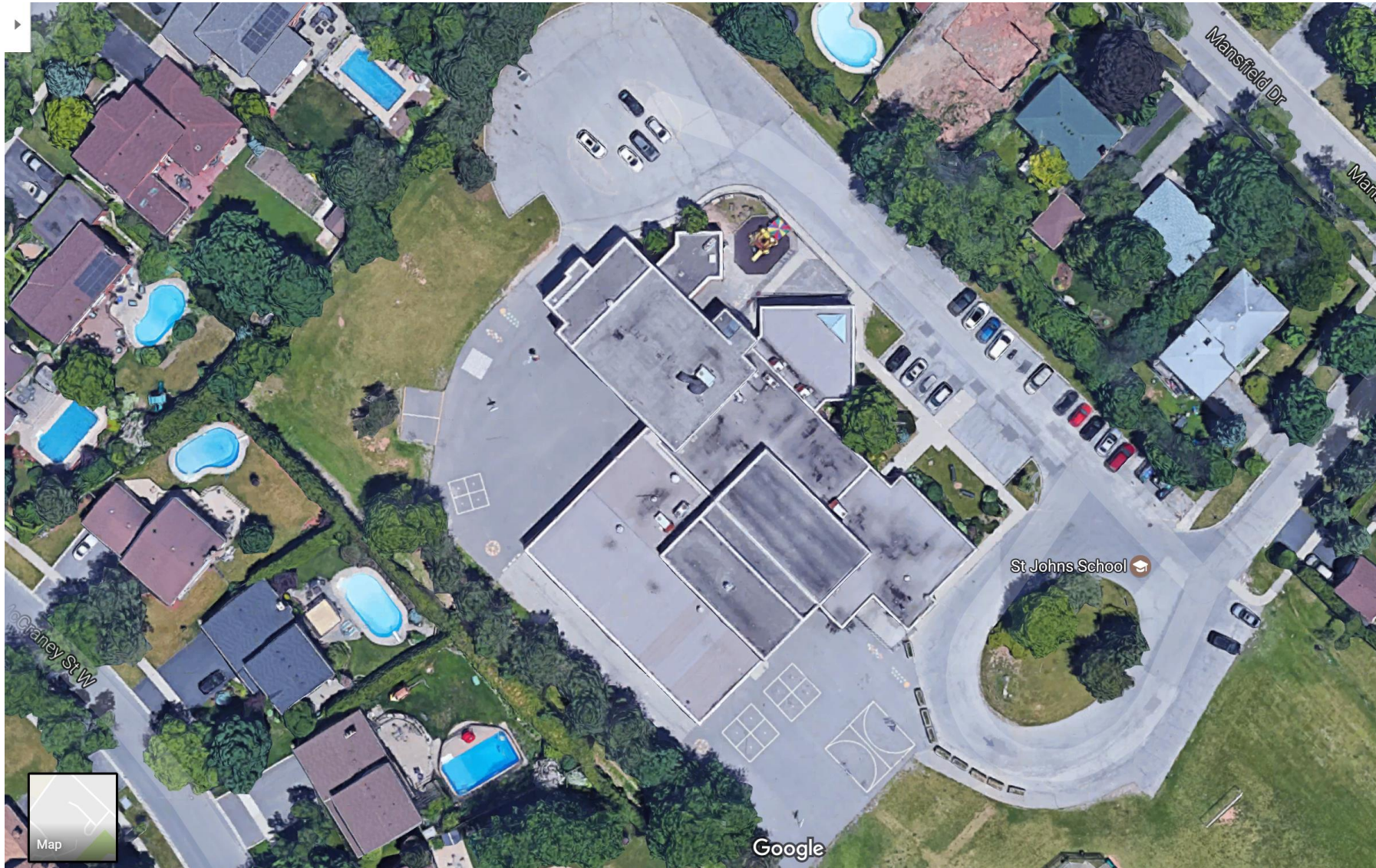
St. John: Biophilic Design Potential



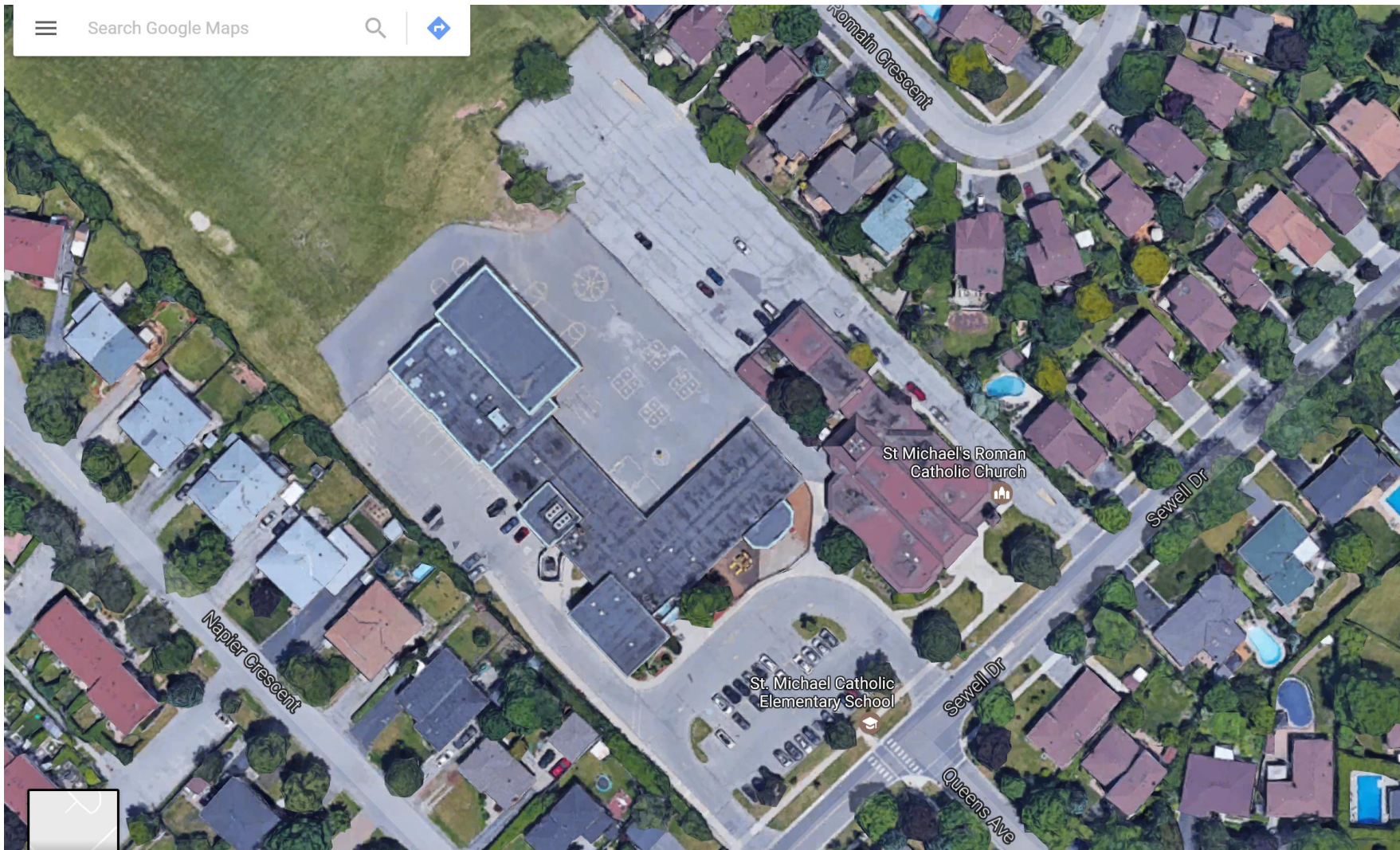
St. Michael: No Biophilic Design Potential



Access: St. John School



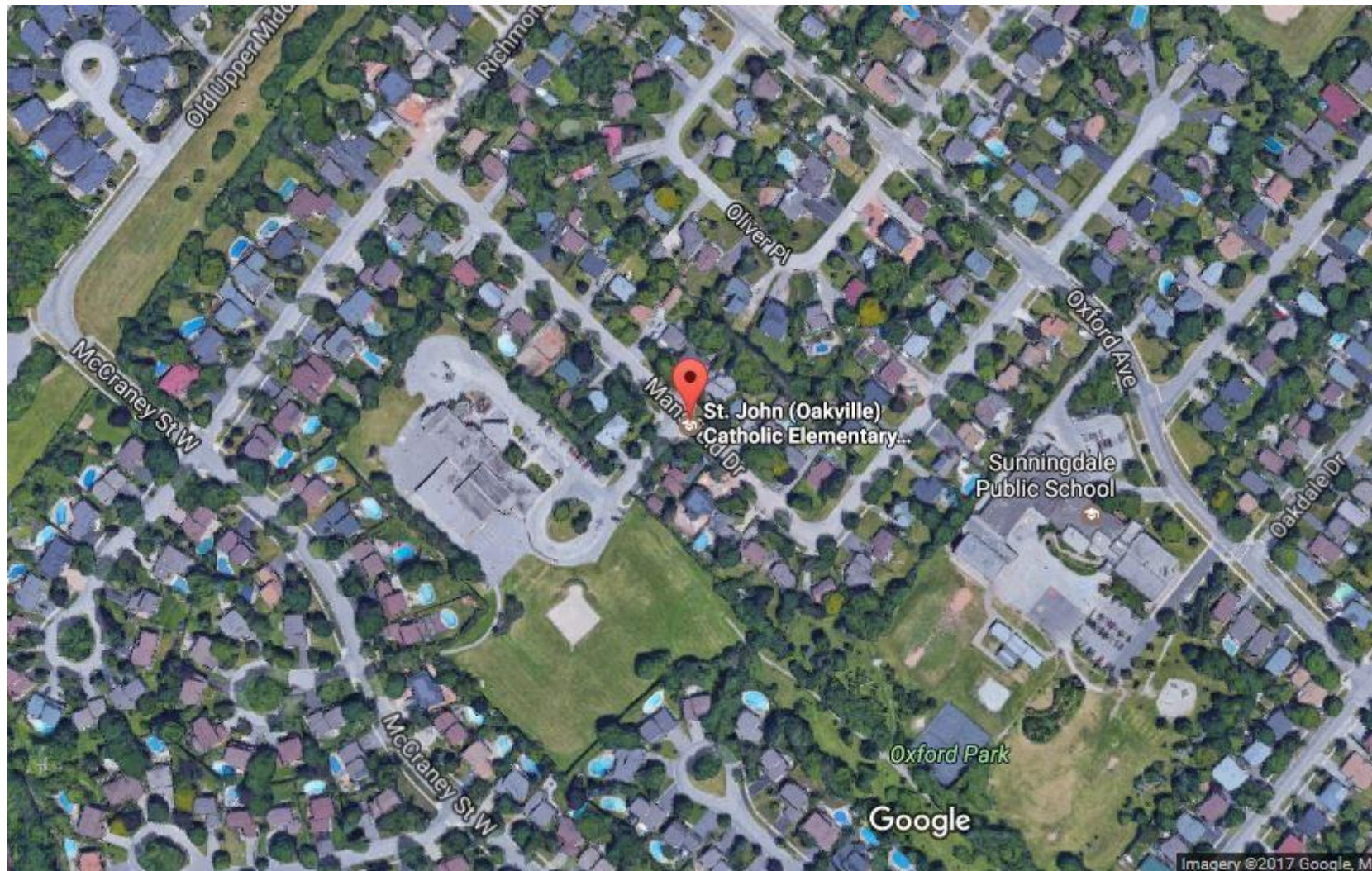
Access: St. Michael School



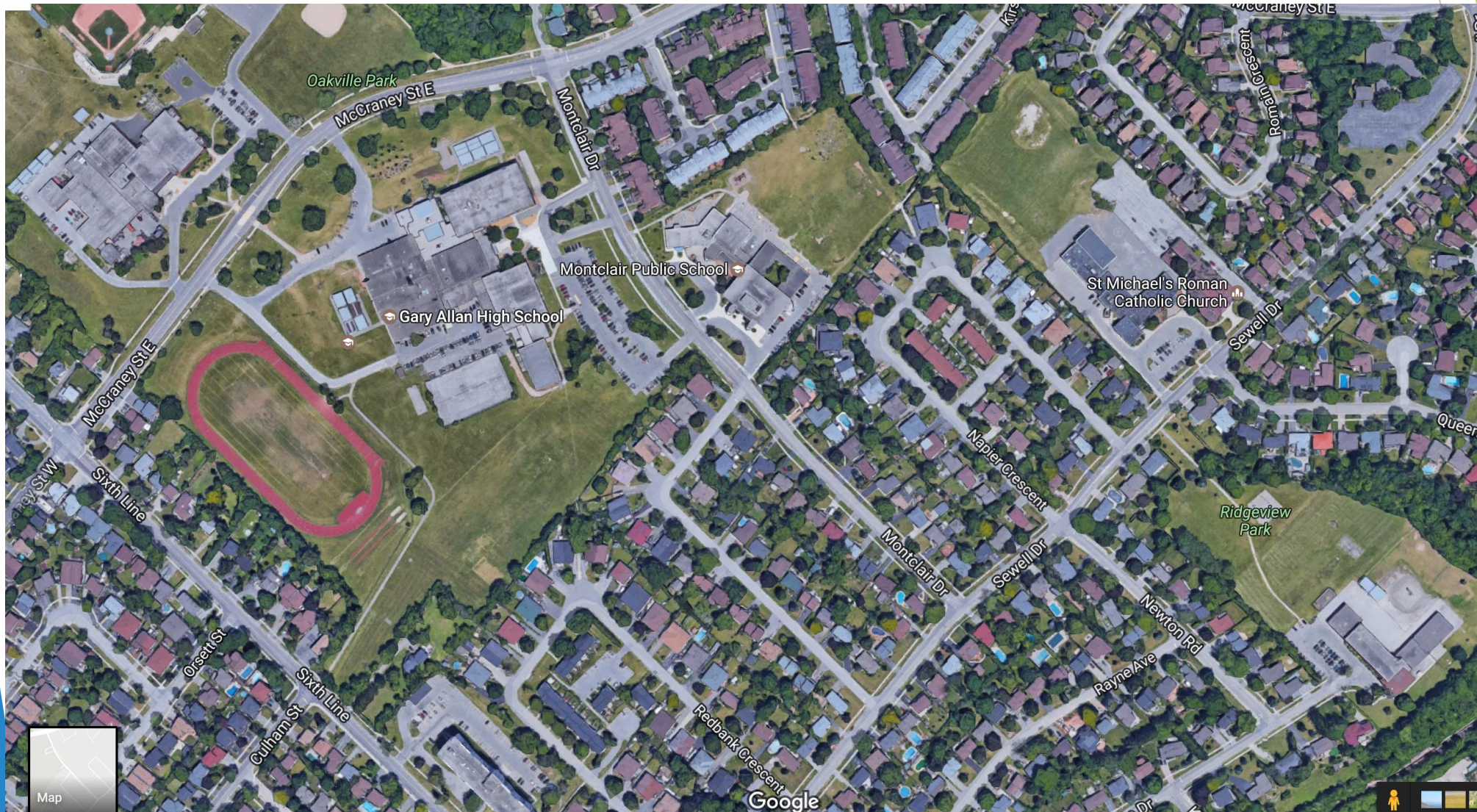
Traffic

- ▶ St. John school is in quiet residential area
 - ❖ 1 other school in the area
 - ❖ Sunningdale Public School
 - ❖ Local traffic
- ▶ St. Michael is in a busy area with heavy traffic
 - ❖ 4 other schools in the area
 - ❖ White Oaks High School
 - ❖ Montclair Public School
 - ❖ École Elementaire Du Chene & École Secondaire Gaétan-Gervais
 - ❖ New high school scheduled to open in Sept 2017
 - ❖ Local traffic
 - ❖ 2 Churches

Access: St. John School



Traffic: 5 schools, 2 Churches



Traffic

- ▶ **College Park Area Transportation Study** commission by the Town of Oakville
 - ❖ Study completed in 2015 with data covering a 5 year period
 - ❖ Final report released in Jan. 2016
- ▶ **Purpose:** to identify traffic related issues and recommend solutions
- ▶ Source: <http://www.oakville.ca/assets/general%20-%20residents/CollegePkFinalReport.pdf>

Traffic

► Collision Review

- ❖ 27 collisions in the area On/East Of Sixth Line, On/South of McCraney St. (Source: TR p.6)
 - ❖ 3 collisions at the St. Michael school area
- ❖ 4 collisions West of Sixth Line
- ❖ No collisions around St. John School area

(Image Source: TR p.2)



Figure 1: Study Area

Transportation Study

▶ St. John school

- ❖ “No comments concerning St. John’s Elementary School have been received to date. No operational or safety issues were identified during the field investigations or in-office review. Therefore, no recommended improvement options are proposed at this time” (Source: TR p.70).
- ❖ No issues related to the entrance of the school
- ❖ No issues/concerns with traffic in the area
- ❖ No recommendations were issued

St. Michael school

▶ Issues of Concern

- ❖ St. Michael Elementary School “**Excessive speeds**” (Source: TR p.7)
- ❖ No mention of St. John school in this section

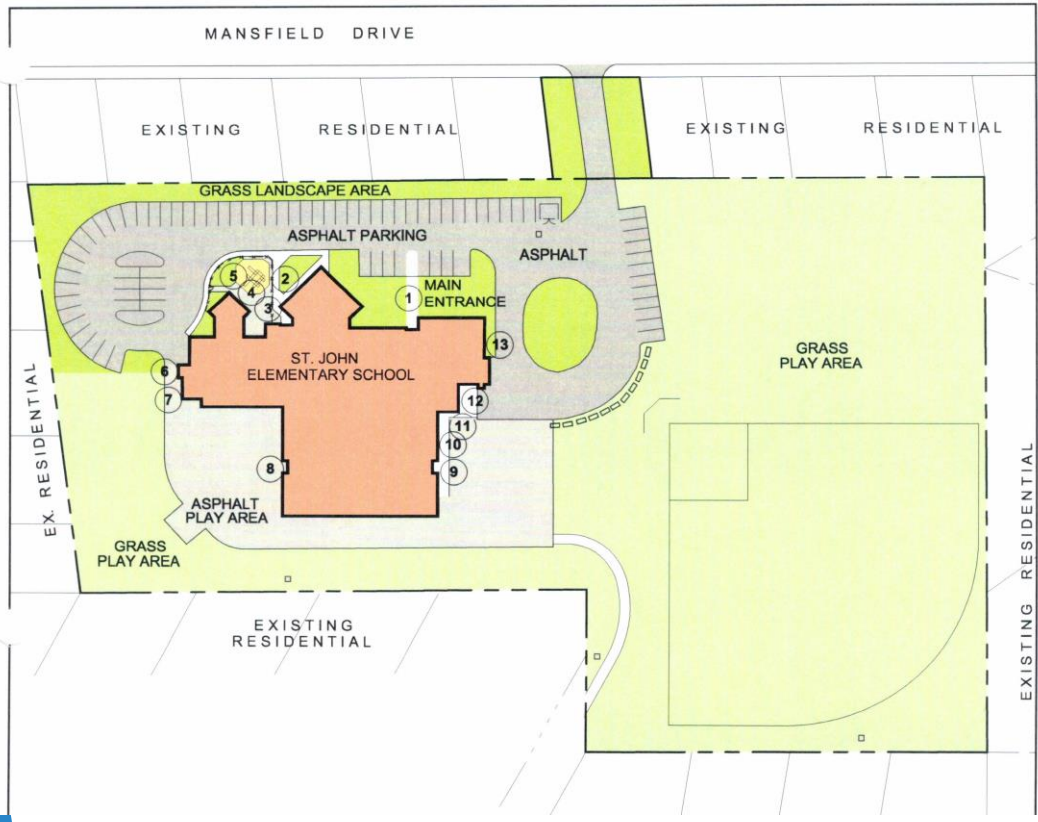
▶ Other Concerns Specific to St. Michael School

- ❖ “Traffic control violations at the intersection of Sewell Drive and Napier Crescent/Newton Road;
- ❖ Operational issues with on-street parking in close proximity to speed humps on Sewell Drive;
- ❖ Lack of transit stops on Sewell Drive;
- ❖ Inadequate traffic control at the intersection of Sewell Drive and Parkhill Road;
- ❖ Lack of reflectors on speed humps on Sewell Drive” (Source: TR p.32)

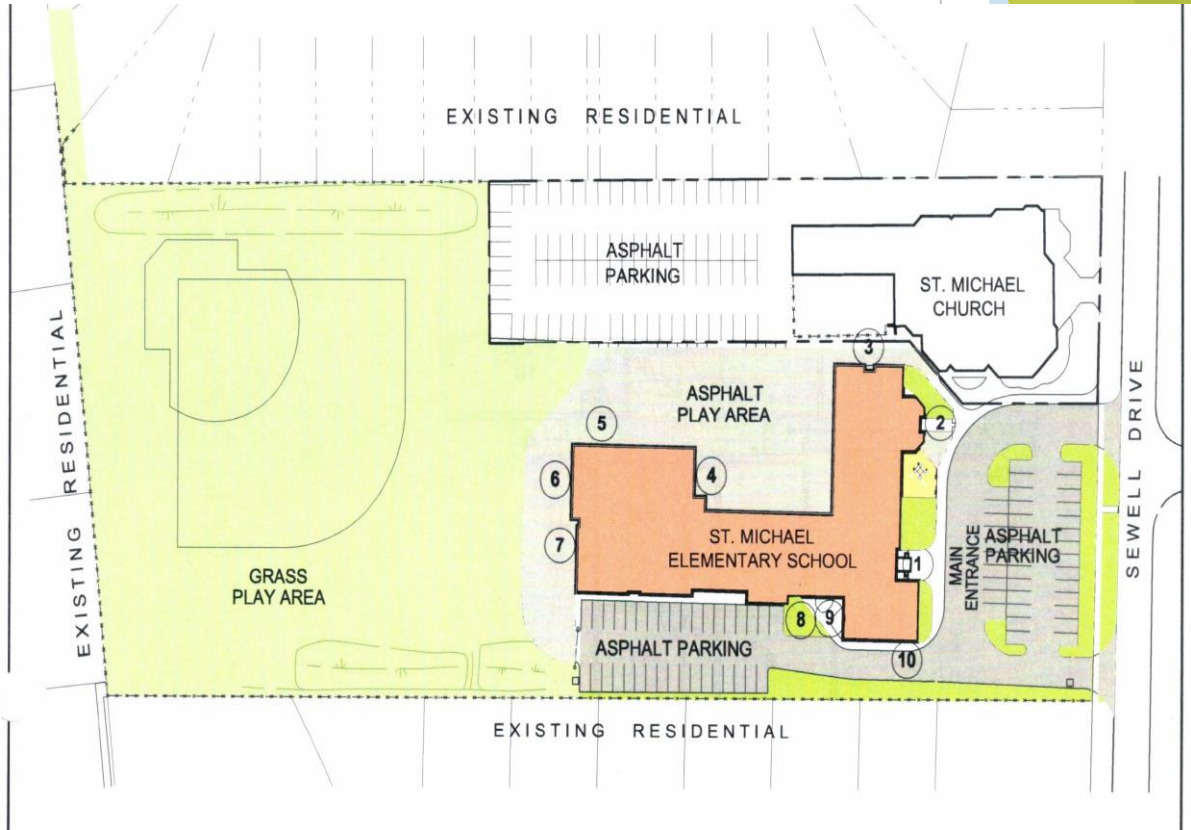
Conclusion

- ▶ St. John School site is the better & optimal site
 - ❖ More land
 - ❖ Larger existing building facility
 - ❖ In touch with nature
 - ❖ A community school, not a community of schools
 - ❖ Safer for students getting to/from school
 - ❖ No congestions, no traffic and no complaints
- ▶ **St. John School site should be chosen for the New Option (#1A)**
- ▶ **St. John School site must be chosen for the Renovated Option (#12B)**

St. John School



St. Michael School



5.8 Oakville Northeast Pupil Accommodation Review
(N. Silveira, F. Zelano) 61 - 72

Respected Members of the Board and Oakville Trustees:

Good evening!

The St. John School community is optimistic about the possibility of a state-of -the-art New School Option (#1A), because the new school will offer a modern infrastructure with 21st century learning and introduction of new extended French Immersion program, meeting the evolving needs and expectation of our future learners.

This is further supported by the survey results of the PAR School Communities where **47.5%** of online respondents (SchoolPlanning.hcdsb.org January 25th meeting survey results) are in favour of the New School Option (#1A).

We are here to propose French Programming for the Renovated School Option #12B.

The proposed Renovated School Option (#12B) combines students from St. John including the Structured Teaching Classroom and St. Michael into a Renovated School on the current St. Michael School site with boundary changes. This option places two school communities into one existing building that has outlived its natural life cycle of 40 years.

The focus of this delegation is to **emphasize** the non-sustainability of student enrollment and student retention at the school, in the absence of a special program in particular, a French program. From the recent survey results, **43.16%** of online respondents were not in favour of the Renovated School Option (#12B) (SchoolPlanning.hcdsb.org January 25th meeting survey results).

We strongly recognize the need to consolidate the 2 Schools from a financial perspective, emotional well-being, overall social development and involvement in extra-curricular activities that can only be achieved through higher enrollment numbers.

Within the vicinity of St. John, there are Public Elementary Schools (2 of which offer Extended French and 1 offers Core French at Gr 1 and Gr 4 respectively). In addition, within the CE04 (College Park boundaries) the École élémentaire Du Chêne offers French programming through Conseil Scolaire Viamonde (French Board) and more recently, the Viamonde Board has

received **\$12.9 million from the Ministry of Education** for a new building in Oakville for École Secondaire Gaétan-Gervais, which will be a new French-language middle and secondary school slated to open September 2017. This new French School will provide improved facilities and enhanced learning opportunities for 392 students in Oakville from Grades 7 to 12.

This area south of Upper Middle is becoming a hub for French education. The introduction of Catholic French programs such as Early French Immersion or Extended French will give Catholic families in the neighbourhood an option and make our School more attractive within the Community at large.

As it relates to St. John school, declining student enrollment occurs in 2 stages related to the lack of French programming. A significant number of parents elect to transfer their children from St. John School at Grade 1 in favour of early French Immersion offered through the Public board at a neighbourhood school. A large percentage of parents also transfer their children in Grade 5 to the Extended French program offered at a Catholic School outside of their current school boundaries. This also impacts overall enrollments because these same families choose to transfer siblings to keep their children together at a single School. **Currently, there is no Catholic elementary school that offers French programming in North East Oakville, south of Upper Middle Road.**

Student enrollment projections over a 10 year period for the combined St. John and St. Michael student population under the Renovated School Option will still yield a small school with the same **systemic issue** that each of these Schools independently face today due to lack of a French program in the Catholic system, South of Upper Middle Road.

When families select a neighbourhood, their main considerations are the proximity to a School, programs offered at the School and the school reputation. The Renovated School Option implemented as is will not hold any appeal to new families that settle in these neighbourhoods. The combined School will continue to witness student attrition and declining

enrollments at Gr 1 and Gr 5, with families leaving the Catholic Education system for French programming with the Public Board.

This delegation strongly recommends Early French Immersion starting in grade 1 or Extended French programming beginning in grade 5. The PAR presents an opportunity to fulfill the desire for local Catholic families to enrol their children in a Catholic school that is in their neighbourhood and also offers French programming, rather than reaching out to a public-school system or cross boundary school to fulfill those desires. To keep up with our Public and French Board counterparts, French programming south of Upper Middle Road in the CEO4 boundaries is necessary. The St. John School community does not want a temporary solution. It wants a long-term solution with student retention and sustainability.

Thank you for your attention and support.



Additional Programming for Option 12B

St. John School Delegation

Presented by:

Nitya Silveira &

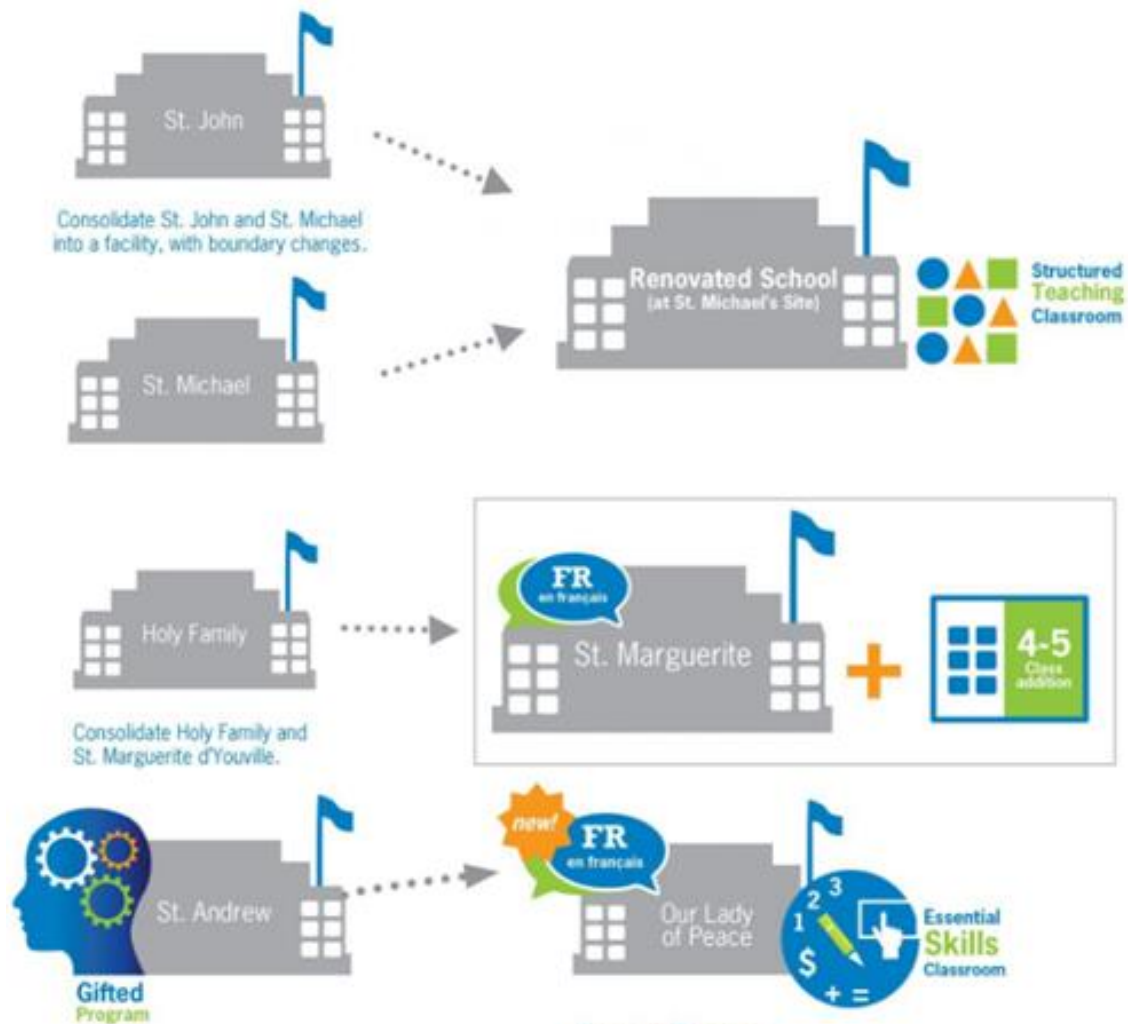
Filomena Zelano

February 21, 2017

New School Option (#1A)

- ▶ State of the art modern infrastructure
- ▶ 21st century learning
- ▶ Extended French Immersion
- ▶ Support from Online Survey Respondents

Renovated School Option 12B



Boundary Changes:

Areas T21 and T25 (currently in St. John boundary) will be directed to Our Lady of Peace. Grandfathering will be available for current students residing in T21 and T25.

Survey Results

How Much Do You Like	Frequency	Percent
Option 1A?		
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%

How Much Do You Like	Frequency	Percent
Option 12B?		
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%

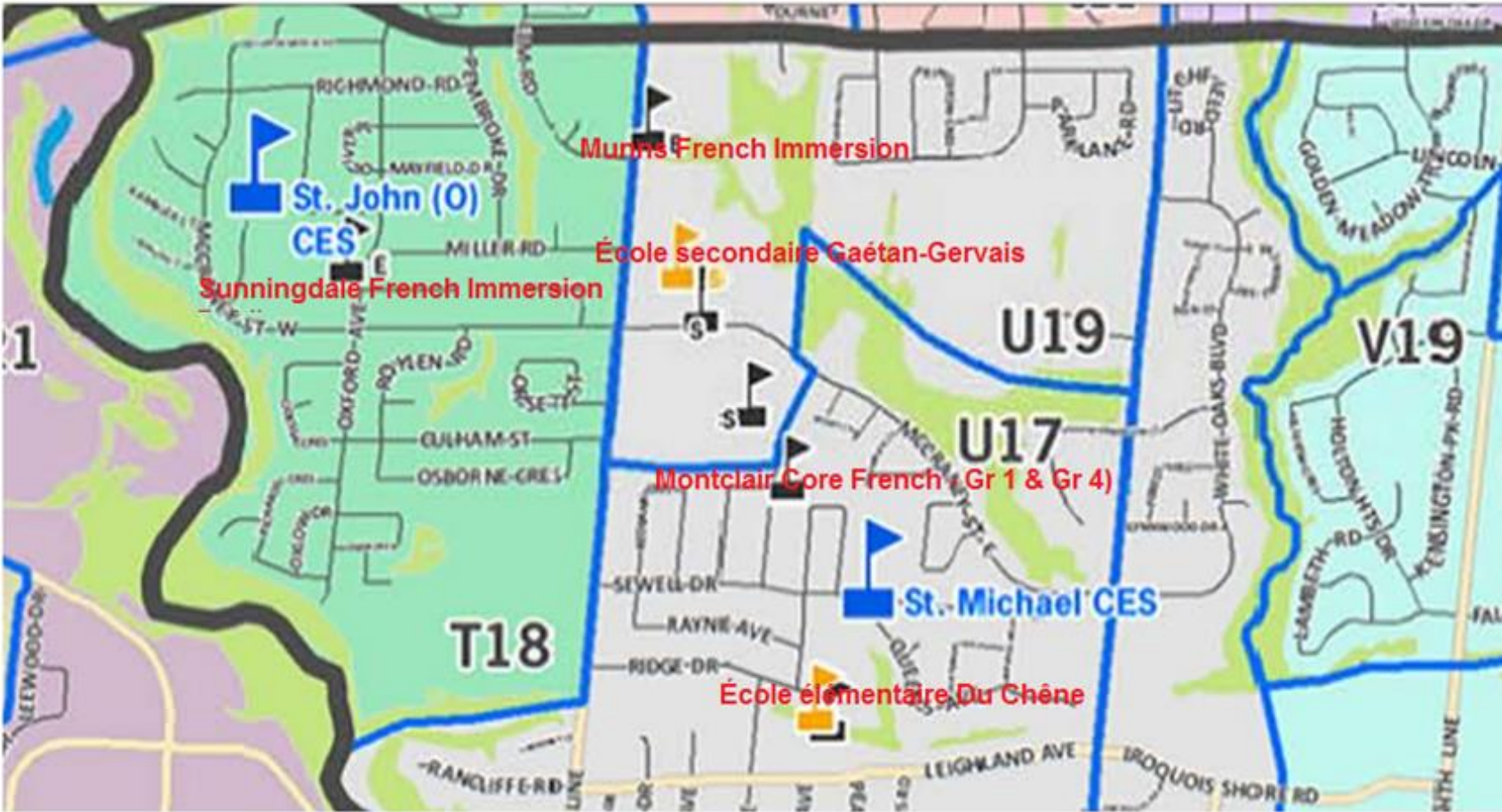
Consolidate two schools

- ▶ Financial Perspective
- ▶ Children's emotional well being and social development
- ▶ School competitiveness
- ▶ Extra-curricular activities

French Programming in the Area

- ▶ Elementary Schools
 - ▶ Sunningdale Public School
 - ▶ Munns Public School
 - ▶ Montclair Public School
 - ▶ Ecole Elementaire Du Chene
- ▶ Middle & Secondary School Opening Sept 2017

The French Hub



Declining Enrollment

- ▶ Students leave St. John at two stages
 - ▶ Grade 1 to Early French Immersion in the Public Board
 - ▶ Grade 5 to Extended French offered in the Catholic Board
- ▶ Currently there is no Catholic Elementary School that offers French Programming in North East Oakville, South of Upper Middle Road

Summary

- ▶ Long Term Solution is Imperative
- ▶ Catholic French Programming South of Upper Middle Road
- ▶ Student Retention
- ▶ School Sustainability

5.9 Oakville Northeast Pupil Accommodation Review
(B. Bernal, M. Bolland) 73 - 81

Pupil Accommodation Review 2017

St. Michael and St. John – United Delegation

February 21, 2017

Presenters: Monica Bolland (St John), Benjamin Bernal (St Michael)

Our school communities stand together to show that we recognize that change is needed. We support the intention to enhance the existing educational experience for our children now and in the future. Having a larger population of students and families will enrich the intellectual, social, physical, and spiritual development of our children.

We identify the following key elements for the successful implementation of the accommodation process: School Population, Traffic and Transportation, and Programming.

School population

Both the new build and renovation options have benefits with an increased number of students and families. While having a small school has many advantages, it also has challenges that are overcome with a larger student population.

This year's early registration process to date has yielded **16** students for St. John's, **12** for St. Michael's, and **12** for Holy Family. Together, these numbers create a significant class of JKs. This is evidence that combining the schools is beneficial and gives us hope for the future education of these students.

A community with more students and teachers creates:

- ✓ The opportunity for children's increased intellectual development and support of their learning by appreciating diverse learning styles and similar/common interests, talents, and hobbies. The children themselves will have the opportunity to find like-minded learners in a larger community.
- ✓ The opportunity for children to increase their social skills with the expansion of the school community. Exposure to other students and their families provide for more social interactions and the probability of numerous and diverse friendships.
- ✓ The fact that greater numbers of pupils create the opportunity for them to choose friends and not be limited to one or two friendships by the reality of low enrollment.
- ✓ The opportunity to reduce the occurrence of split classes to aid in more natural social development and thus avoiding 3 grades-in-one classes.

- ✓ The opportunity for children's increased physical growth through the greater availability and participation in sports' teams, clubs, and extracurricular activities.
- ✓ The opportunity for children to increase their spiritual growth by experiencing more examples of Christian living.

Traffic and Transportation

There will be a major impact on transportation congestion when the school population increases. Challenges need to be considered and overcome especially for those students who currently walk to school and for the families that drive, but also for the students that take the school bus.

We feel it is important to consider expanding the capacity and the quality of bus services to overcome the traffic and congestion challenges, which in turn may promote increased bus use and decrease individual car traffic.

We would like the Board to concretely address the following questions, as they are key for a successful change:

- How can elementary students safely cross major streets and high school campuses?
- How much effect does the staggering of the bell times actually have?
- How can the bus routes and schedules be adapted to cover the school boundaries and busy streets?

All of these congestion issues need to be addressed in more detail.

Programming

The New Build (1A) option brings much-needed programming into our school community and we greatly appreciate this.

However, the Renovated Option (12B) does not address special programming to bring added value to the school and the surrounding community. We feel strongly that additional programming **must** be offered to our students. Without extra programming offered south of Upper Middle, we will lose students to the programming offered in our neighborhood Public Board. Today, the Public Board in the area offers elementary and secondary French programming.

Additionally, if we do not offer some special programming, at best, we may keep the enrolment numbers steady but over time our numbers will likely become critical once again.

We appreciate that tonight's meeting is not to determine programming options, but we want to convey that we strongly feel that if the Renovated Option is put in place, that it must include Special Programming.

We would like the Board to seriously consider programs that are already offered in other areas of Oakville in our Catholic schools, such as Extended French, Early French Immersion, and Gifted Programming.

We also urge the Board to consider exciting new possibilities for both the new build and the renovated option. Programs such as an Elite Athlete Program, an Arts Program consisting of Drama, Dance, Visual Arts, and Music, and/or a Science and Technology program such as STEM (Science, Technology, Engineering, and Math). A final consideration would be a STEAM program; one that combines Science, Technology, Engineering, and Math with the Arts. This is a great opportunity for the HCDSB to become the leader in Ontario propelling our students from the Information Age to the Innovation Age.

Conclusion

We recognize the challenge to address the need to enhance the current education conditions of our communities. We strongly request a change that includes added-value programming. This would really make a difference in supporting enrolment in the long term while building a stronger school community for our Catholic families.

Regardless of the outcome, we understand that our communities will be joining together in one building and look forward to our children learning and growing together in our faith. We will continue our spirit of cooperation and mutual respect for the uniqueness of each school's culture and needs in line with our Christian values.

Thank you for your consideration and ongoing support.



PAR 2017




St. John and St. Michael

Presenters:

Ben Bernal

Monica Bolland

Need for Change

- Enhance the educational experience for our children in the short and long term
- Enrich the development of the children in our care:
 - ✓ Intellectually
 - ✓ Socially
 - ✓ Physically
 - ✓ Spiritually
- Critical factors for a successful change:
 -  Transportation
 -  Population
 -  Programming

More Population has Benefits, Opportunities, and Challenges

- Increased intellectual development and support of their learning styles
- More social interactions and the opportunity to build more diverse friendships
- Greater number of full same grade classes
- Greater availability and participation in sports' teams, clubs, and extracurricular activities
- More examples of Christian living to aid their spiritual growth

Traffic and Transportation

- Major impact on transportation needs and traffic congestion
- Quality of the bus services key to serve the expanded community
- Topics that need to be addressed in more detail:
 - ✧ Safe crossing at major streets and high school campuses
 - ✧ Staggering of the bell times effect
 - ✧ Bus routes and schedules to cover new boundaries

Programming Options

- Programs already offered in Oakville:
 - ✓ Extended French
 - ✓ Early French Immersion
 - ✓ Gifted Programming
- Consider exciting new possibilities:
 - ✓ Elite Athlete Program
 - ✓ Arts Program (Drama, Dance, Visual Arts, and Music)
 - ✓ STEM (Science, Technology, Engineering, and Math)
 - ✓ STEAM program (Science, Technology, Engineering, and Math with the Arts)

Propel our students from the Information Age to the Innovation Age!

Conclusion

- We recognize the challenge to address the need to enhance the current education conditions of our communities
- We strongly request a change that includes added-value programming

We will continue our spirit of cooperation and mutual respect for the uniqueness of each school's culture and needs, in line with our Christian values.

Thank you!

5.10 Oakville Northeast Pupil Accommodation Review
(B. Perry) 82 - 83

Thank you for the opportunity to come here this evening and talk about such an important and emotional issue.

As parents, we all know that the closing or moving of a beloved school is a difficult decision. We want what's best for our children, including the convenience of a school close to home and the loving community that thrives there. We don't want to see that end.

Let me say briefly how lucky and blessed we are to have the Catholic school system. It provides our children with a worldview in which to look at, assess and make decisions on right and wrong in their lives. Most importantly it creates a feeling of a loving community. Having had children in the other school system, I can tell you the sense of belonging is much much stronger here.

Anyway, I want you to consider three reasons why the best option for our children is 12b. I base this on the fact that having a church beside our children's school is an incredibly important key to the happiness and future happiness of our children.

Firstly, a church beside our children's school gives them a safe catholic place to be everyday. If you look around, you will see that safe places to practice our faith are shrinking. They are now confined to our homes, and church and school property. These last two are both under almost daily attack from people who want to end the catholic school system. These are powerful forces against us. And it's not right. Millions of Catholics have built Canada and continue to do so. We are the ones volunteering at shelters that the church and its members run. We've built hospitals, schools and even universities in many places. Nevertheless, we are being forced into the wilderness. Our children need a strong catholic centre, a place to go that's safe, somewhere to be proud of who they are, what we've done and what we and our children will do in future. We need to let them know, that although society is less and less appreciative towards us, at the very least, we have a school and church to go where their beliefs are accepted and loved. A church and school side by side is this centre of safety for them.

The second reason that having a church beside a school is a key to our children's happiness is that it is a daily reminder of who they are.

I think almost all parents will agree that there are lots of distractions in this world for our children. Many of them are not good or healthy. The list is long. YouTube, Facebook, movies, commercials on tv, even ads at the bus stop do not represent our values. In fact, outside our homes, our church and school are the only place our children are reminded of what's right and wrong in a society that tells them nothing is wrong and everything you do is good.

Once, several years ago, I was on a bus in Toronto. The majority of the young people, all teenagers, on the bus were dressed inappropriately for their age, they played their music loud, they talked loud and aggressively and were disrespectful of the other passengers. I don't know if any were catholic or not. Anyway, at one stop another young teenage got on and sat near the other teenagers who paid him no mind. He wasn't disheveled or rude to the other passengers. He just sat there quietly and confidently. There was something different about him. A few

minutes later I found out what was different. As we passed a Catholic Church, he made the sign of the cross, something many people do as acknowledgement that the Eucharist, the Body of Christ is inside that building. As soon as he did this, all the other teenagers turned silent as if reminded to behave. They did not make fun of him nor did they continue to be aggressive to the rest of the passengers. In fact, the rest of the trip they were quite quiet. That young boy acted as a role model for them. He wasn't ashamed nor was he afraid to show his faith. That boy was a product of the catholic school system, as evidenced by his catholic uniform. This is the power just the mere presence of a church can have on others. A church beside our school can give all of our children this strength, confidence and joy. It reminds them of who they are and what they believe in and to be proud of it. Our world needs people like that boy and our children desperately. A church beside a school can do that.

The third reason it's important to have a church right beside our school, option 12b, is because it gives our children daily access to God and to God's house.

The elementary school years can be a wonderful, happy and loving period in the life of our children. But it can also be a time of difficulty when our children need to talk to God. Studies show that we are built to seek a higher power and a love that is perfect, that is beyond human love. Our brains are hard wired to seek God. Studies also show that those who have a strong faith lead much happier lives. We need to give this gift to our children. They need a place to direct this need. That place is God's house. By having a church right beside their school our children can develop confidently knowing that God loves them and that God is literally just a few steps away from them. It's like going to a friend's home. They are always welcome. No matter how difficult or wonderful life gets for our children, they will know they always have a place to go to recharge or calm their stressful soul or just to express gratitude to God for what they have.

To the families of St. John, I know this is an emotional. You've built an incredible and loving community there. Option 12b will not end that. It will just expand it. Your community will grow even bigger and stronger by the addition of more children, and a church, at the st mikes property.

Therefore, I urge you to support option 12b because you will be giving our children and incredible and lifelong gift.

May God bless all of you and help you make the right decision.

Thanks.



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX P

1. Transition Planning

Based on community consultation feedback, there were questions pertaining to Transitional Planning if approvals were granted. Matters of most interest pertained to the formulation of the Transition Committee and their roles and responsibilities; the staff recommended Transition Plan and how the committee can provide comments; and when the Committee would be established. These matters are covered in full within the draft “Template Terms of Reference for Transition Committee” – attached at the end of this document.

The following sub-sections provide an overview of what could be expected after approvals are granted. It should be noted that the following is preliminary, and the terms of reference in draft format. Additional details would be provided once Board approvals and Ministry funding approvals thereafter are granted.

1.1 Required Approvals

Before a transition committee is established, the Board of Trustees must first approve staff’s recommendation or part thereof. At that point in time, members of staff will be appointed as Core Resource Members and Staff Resource Members of the Transition Committee to begin preliminary works in developing the draft Transition Accommodation Plan.

The Core Members of the Transition Committee, comprised of members of the school community, will be established after all necessary approvals have been granted for the project. The need to wait for approvals (either Board or Ministry) is to ensure that those involved are representatives from the communities that have a stake in the process at the time of approval and implementation date.

Core Resource Members and Staff Resource Members of the Committee will be responsible for creating the Initial Transition Accommodation Plan that will be provided to the Core Members of the Transition Committee for review and commenting in an advisory role, to inform the development of a Final Transition Accommodation Plan – both are defined in Section 1.0 of the Terms of Reference.

1.2 Establishment of the Transition Committee – Terms of Reference Synopsis

As mentioned previously, the full Transition Committee will only be established once the Board of Trustees approves an accommodation plan option and once Ministry Funding is approved and made available. In absence of these approvals, the implementation of the accommodation plan shall not occur.

As mentioned previously, staff has developed a Template Terms of Reference for the Transition Committee, which outlines the mandate of the committee, membership of the committee, roles and responsibilities, and the meeting of the committee.

As outlined in Section 2.0 of the Terms of Reference, the Transition Committee will have an advisory role. 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.

The Transition Committee is tasked in providing feedback with respect to the Initial Transition Accommodation Plan. The plan would include as a minimum (but is not limited to) the following:

- | | |
|--|---|
| <ul style="list-style-type: none">• Information on the timing of the transition plan• Information on selected holding school (if required)• Information on portable classroom needs (if required)• Information on proposed school organizational structure and class composition (solution dependent upon timing of Ministry funding)• Information on School transportation needs and bell times | <ul style="list-style-type: none">• Information on moving logistics to holding school• Strategies for student integration with new school community• Dynamics of home to school parish connections• Information on proposed class compositions• Strategies for student Integration with new school community• School finances, purchased equipment, and future purchases |
|--|---|

The Transition Committee will also be tasked in taking a lead role in providing recommendations to the Chair to the matters listed below:

- | | |
|--|---|
| <ul style="list-style-type: none">• Community building and transition activities• School closing event(s) – in collaboration with staff• Selecting the new school name (in accordance with Board policy and procedure)• School uniform and logo (in accordance with Board policy and procedure) | <ul style="list-style-type: none">• Coordination of school academic resources distribution (if required)• Teams, clubs, and extra-curricular activities during transition year• Recommendations for School Generated Funds (SGF) purchases for new school (in accordance with Board policy and procedure)• Other items as identified by the Transition Committee |
|--|---|

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 Initial Transition Accommodation Plan.

1.2.1 Membership of the Committee:

As outlined in Section 3.0 of the Terms of Reference, the following are the Members that the Transition Committee is to be comprised:

Core Members of the Transition Committee:

- at least two (2) parents representatives from each school involved in the decision;
- at least one (1) school council representatives involved in the decision;
- at least two (2) teacher representatives from each school involved in the decision
- the Principal or Vice-Principal of each school involved in the decision;
- one support staff member of each school involved in the decision
- Such other persons as appointed by the Director of Education.

Core Resource Members of the Transition Committee will include:

- Administrative assistant to the School Superintendent acting as chair; and,
- Superintendent of Facility Services Management or designate.

Staff Resource Members of the Transition Committee:

- Administrator of Planning Services or designate.
- Superintendent of Business Services or designate;
- Administrator, Strategic Communications or designate;
- Executive Officer, Human Resources or designate;
- Senior Administrator, Information Technology or designate; and,
- Halton Student Transportation Services (HSTS) representative.

Optional Members of the Transition Committee:

- at least one (1) and a maximum of two (2) grade 6 to grade 7 student representatives from each school involved in the decision;
- at least one (1) Priest and one (1) Pastoral Minister of each parish involved in the decision;
- representative of a Child Care Providers involved in the decision;
- Community representatives (i.e. not-for-profit organizations); and,
- Municipal Planning staff from the applicable municipality.
- Region of Halton staff

1.2.2 Role and Responsibilities of the Transition Committee

The Chair of the Transition Committee, appointed by the Director of Education, will facilitate the Transition Committee proceeding.

Core Transition Committee member are expected to provide feedback on the Initial Transition Accommodation Plan, and items listed in (but not limited to) Section 2.2 of the present Terms of Reference. Core Transition Committee member are also responsible in providing recommendations to the chair of the committee on the lead items listed in (but not limited to) Section 2.3 of the present Terms of Reference, which the final outcome will be added to the Final Transition Accommodation Plan.

Core Resource Members and Staff Resource Members are to provide the Transition Committee with copies of the Initial Transition Accommodation Plan, drafted by Board staff.

Board staff is also responsible for completing and presenting the Final Transition Accommodation Plan to the Transition Committee, which 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.

1.2.3 5.3.4 Meetings of the Transition Committee

As described in Section 5.0 and 6.0 of the Terms of Reference, the Transition Committee will hold at least one (1) orientation meeting and three (3) working meetings to discuss matters relating to the draft Transition Accommodation Plan matter described in Section 2.2 and the subject matters described in Section 2.3 of the Terms of Reference.

In the event that the Transition Committee believes additional meetings are required, they may choose with the approval of the Chair of the committee to hold additional working meetings as deemed necessary. Additional meetings will need to be cognizant of the project timelines to ensure a plan is in place prior to implementation of the Transition Accommodation Plan.

Once all feedback is gathered from the committee, the information will be used to inform the Final Transition Accommodation Plan that will be utilized for the implementation of the project. Prior to implementing the plan however, the Final Transition Accommodation Plan must be relayed to community stakeholders as information.

1.2.4 Preliminary Milestones for Transition Planning

The following provides a summary of the milestones anticipated for the Transition Planning phase of the **Oakville Northeast Pupil Accommodation Review** if it were to be approved:

1. Board of Trustees approves an accommodation plan for the review area;
2. Ministry of Education approves the proposed accommodation plan – if required;
3. Board staff completes the Initial Transition Accommodation Plan with updated timelines;
4. The Director of Education shall appoint a School Superintendent as Chair for the Transition Committee, which will identify the Core Members of the committee;
5. Once committee is established, an orientation session is to be held, which will have the purpose of:
 - a. Review and complete the Term of Reference
 - b. Brief members on their roles and responsibilities
 - c. Brief members on the contents of the draft Transition Accommodation Plan
 - d. Set future working meeting dates, and agenda items to be discussed at the inaugural meeting (future agenda set at following meetings)
6. All information gathered in working meeting collated and integrated in a Final Transition Accommodation Plan, which is to be presented to the Committee as information; and,
7. 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
8. Transition Plan implemented into action.

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]



**Pupil Accommodation Review
Final Staff Report**

OAKVILLE NORTHEAST

APPENDIX Q



ST. MICHAEL'S PARISH

181 Sewell Drive, Oakville, Ontario, Canada. L6H 1E3

Phone 905-844-7971

Fax 905-842-9869

Website: www.stmichael-oakville.org

E-mail: stmichaelchurch@bellnet.ca

Pastor: Fr. Jason Kuntz: pastor-stmichael@bellnet.ca

Pastoral Associate: Mr. Cristian Lecanda: clecanda@hamiltondiocese.com

The Board of Trustees
Halton Catholic District School Board
802 Drury Lane,
Burlington, Ontario.

To the Members of the Board,

I am writing in reference to the "Pupil Accommodation Review for Oakville Northeast." I am happy that both of the proposals currently before the board (New School Option #1A and Renovated School Option #12B) indicate that the St. Michael's school site will remain open. Nevertheless, I understand that arguments are being made to close St. Michael's school and build/renovate using the St. John's site.

As Pastor of both St. John and St. Michael schools, I ask that every effort be made to retain the school site adjacent to St. Michael's Church.

Having the School beside the Church makes visible the parish-family-school connection. It also facilitates participation by the students in parish life. Currently St. Michael's students are able to visit the Church for school liturgies, prayers and Church tours. In the past, Grade 7 students preparing for confirmation have joined the weekday congregation for morning Mass. The students of our other parish schools, while also having a positive relationship with the parish, are unable to visit the Church as frequently or conveniently.

I ask that whichever proposal is accepted by the board, the St. Michael's school site remain open.

In Christ,

Fr. Jason Kuntz
Pastor

ACTION REPORT

ITEM 8.2

PROPOSED

2017 KINDERGARTEN OUTDOOR LEARNING PLAYSPACE PROJECTS

PURPOSE:

To seek Board approval to proceed with the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects.

BACKGROUND INFORMATION:

At the February 21, 2017 Regular Meeting of the Board, staff presented the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects, Staff Report Item 9.1. The Staff Report recapped the benefits of environmental education and outdoor play for Kindergarten students, and summarized how the Proposed 2017 Outdoor Learning Playspace Project is in keeping with the Board's continuous improvement of school infrastructure to enhance and support student learning.

Sixteen (16) Kindergarten outdoor playspaces that were installed by the Board in the 2015-2016 school year. The Proposed 2017 Kindergarten Outdoor Learning Playspace Projects is the second phase of the Kindergarten Outdoor Learning Enhancement Plan. The remainder of the Board's Kindergarten playspaces are scheduled to be completed by September 2020.

Please refer to Staff Report Item 9.1 from the Regular Board Meeting of February 21, 2017 for additional information.

COMMENTS:

There is a growing amount of evidence that supports the connection between healthy child development and exposure to nature. Furthermore, there is great value in providing opportunities for children to engage with nature as it supports the overall and specific curriculum expectations. Outdoor play is an integral and essential part of the Full Day Kindergarten Program. The proposed kindergarten outdoor learning playspace projects include features that help develop gross-motor, fine-motor, sensory experiences, encourage social skills, creativity, collaboration, critical thinking and problem solving skills for students.

Listed below are the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects school locations:

Burlington

- Sacred Heart of Jesus School
- St. Elizabeth Seton School
- St. Timothy School

Milton

- Lumen Christi School
- Our Lady of Fatima School
- St. Peter School

Oakville

- Mother Teresa School
- St. Bernadette School
- St. Joan of Arc School
- St. John Paul II School
- St. Mary School
- St. Matthew School
- St. Vincent School

The design and implementation process for the Proposed 2017 Kindergarten Outdoor Learning Playspaces is very similar to last year's process. A Site Facilitation Meeting was held at each of the proposed thirteen schools with the school's appointed Steering Committee to assist in the selection of playspace pods and a layout concept for the school's Kindergarten outdoor learning playspace area. Based on the input received from the respective school's Steering Committee, a preliminary design and budget estimate for each school project was prepared. A second meeting was held with each of the respective school's Steering Committees to review their proposed Kindergarten outdoor learning playspace design and cost estimate. The school's principal and Steering Committee are in agreement with the proposed playspace design and budget for their respective school, and the contract construction drawings and tender documents are being prepared for competitive tendered bids.

In addition, to ensure accessibility to the greatest extent possible for all students, the Proposed 2017 Kindergarten Outdoor Learning Playspace designs will be reviewed with the Board's Special Education Department and with representative(s) from SEAC prior to tender.

Budget

Appendix "A" summarizes the budget estimates for each of the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects. The total preliminary budget estimated cost for Proposed 2017 Kindergarten Outdoor Learning Playspace Projects is \$2,025,000. This project cost will be funded from the Board's remaining Ministry of Education Full Day Kindergarten (FDK) allocation of approximately \$900,000, and the balance of the project costs will be funded from the Board's School Facility Renewal Reserve.

CONCLUSION:

The Full Day Kindergarten Program is a play and inquiry based curriculum. The program expectations clearly support the need for outdoor play, as it contributes to the development of gross motor, fine motor and sensory skills. The sensory and hands-on experiences offered through the proposed 2017 Kindergarten Outdoor Learning Playspaces, and the connection to nature, supports the development of the whole child - spiritually, socially, emotionally, physically, and cognitively. Providing a variety of opportunities for outdoor play connects children to nature and develops their appreciation of God's Gifts of creation. Furthermore, the naturalized playspaces provide engaging opportunities for children to observe, discover and explore the world around them, as they develop an understanding of stewardship and their role in the world.

The design and implementation process for the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects is very similar to last year's process. A consulting firm experienced in natural outdoor playspaces was engaged to assist with the development of the 2017 Kindergarten Outdoor Learning Playspaces, which is the second phase of the Kindergarten Outdoor Learning Enhancement Plan. The remainder of the Board's Kindergarten playspaces are scheduled to be completed by September 2020.

The Proposed 2017 Kindergarten Outdoor Learning Playspaces were developed and designed with input from representatives of the respective schools as well as Curriculum and Facility Management Services staff. The new Kindergarten Outdoor Learning Playspaces meet the Accessibility of Ontarians with Disabilities Act, 2005 (AODA) requirements and are compliant with the Canadian Standards Association (CSA) Standard: CSA Z614-14- Children's playspaces and equipment.

The total preliminary budget estimated cost for the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects is \$2,025,000. The 2017 Kindergarten Outdoor Learning Playspace Projects will be funded from the Board's remaining Ministry of Education Full Day Kindergarten (FDK) allocation of approximately \$900,000 and the balance of the project costs will be funded from the Board's School Facility Renewal Reserve.

RECOMMENDATION:

The following Resolutions are submitted for Trustee consideration and approval:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects.

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Ministry FDK School Capital Allocation, and the Board's Facility Renewal Reserve for the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects, and that the expenditures will not exceed \$2,025,000.

REPORT PREPARED BY:

J. STAPLES
CURRICULUM COORDINATOR, CURRICULUM SERVICES

S. ALLUM
MANAGER, ENERGY AND ENVIRONMENTAL,
FACILITY MANAGEMENT SERVICES

G. WATKINS
MANAGER, FACILITY MANAGEMENT SERVICES

R. MERRICK
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board			
Proposed 2017 Kindergarten Outdoor Learning Playspace Projects Preliminary Budget Estimate			
Expenses	February 3, 2017 Budget Estimate		
Burlington			
Sacred Heart of Jesus	\$105,000		
St. Elizabeth Seton	\$95,000		
St. Timothy	\$105,000		
Milton			
Lumen Christi	\$115,000		
Our Lady of Fatima	\$125,000		
St. Peter	\$110,000		
Oakville			
Mother Teresa	\$105,000		
St. Bernadette	\$125,000		
St. Joan of Arc	\$100,000		
St. John Paul II	\$100,000		
St. Mary	\$140,000		
St. Matthew	\$105,000		
St. Vincent	\$85,000		
Subtotal - Construction	\$1,415,000		
Site Preparation	\$90,000		
Professional Fees	\$215,000		
Contingencies (15%)	\$260,000		
Net HST (2.21%)	\$45,000		
Total	\$2,025,000		
Funding			
Ministry FDK Allocation	\$900,000		
Facilities Capital Reserve	\$1,125,000		
Total	\$2,025,000		

STAFF REPORT **ITEM 9.1**

**NORTHEAST BURLINGTON SCHOOL BOUNDARY REVIEW
FINAL REPORT AND RECOMMENDATION**

PURPOSE:

To obtain Board approval for the Northeast Burlington Elementary Schools attendance boundaries for the 2017-18 school year.

BACKGROUND INFORMATION:

1. Information Report 10.5 “Burlington Rural & Alton Community School Boundary Review”, from the February 7, 2017 Regular Meeting of the Board.
2. Information Report 9.1 “Burlington Rural & Alton Community School Boundary Review”, from the May 17, 2016 Regular Meeting of the Board.
3. Action Report 8.2 “Burlington Rural & Alton Community School Boundary Review”, from the June 7, 2016 Regular Meeting of the Board.

Additional background material including the presentations and minutes of the Advisory School Boundary Review can be found online – <http://www.hcdsb.org/Schools/BoundaryReviews/northeast-burlington-elementary-schools/Pages/default.aspx>

SCHOOL BOUNDARY REVIEW MILESTONES:

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

Completed Tasks:

Board Approves Northeast Burlington Catholic Schools Boundary Review Process	June 7, 2016
Inaugural School Boundary Review Committee Meeting	October 3, 2016
Second Advisory School Boundary Review Committee Meeting	November 7, 2016
Third Advisory School Boundary Review Committee Meeting	January 10, 2017
Interim Report posted Online	January 20, 2017
Community Information Meeting	January 31, 2017
Fourth (Final) SBRC Meeting	February 16, 2017
Staff Report to Board with SBRC Recommendations (This Report)	March 7, 2017

Upcoming Steps:

Delegations to the Board	March 21, 2017
Action Report to Board with SBRC Recommendations	March 21, 2017
Implementation	September 1, 2017

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 was 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 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 (map attached as Appendix B). There was discussion regarding staff's decision not to re-direct rural patches as no transportation efficiencies were identified.

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 detailing the process ([available online](#)), 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 to the Board if they wished.

The online survey closed on February 10, 2017 at which time the Research Department compiled the feedback into a summary report available in Appendix C. Feedback was grouped into major themes and shared with the Advisory SBRC at the fourth and final committee meeting held on February 16, 2017 at St. Christopher Catholic Elementary School.

Themes included: Site, Traffic Flow and Parking Lot Concerns; Class Sizes; Use of Portable Classrooms; Secondary School Enrolment and Other. The comments received raised issues that could not necessarily be resolved by modifying the recommendation, or did not pertain to the scope of the Boundary Review.

For example, the receiving schools (Sacred Heart of Jesus and St. Christopher Catholic Elementary Schools) expressed concerns about the impact of increased traffic around the school. Modifying the recommendation to address this concern would simply be redirecting that potential impact to another receiving school. The same can be said for concerns about portables as well as class sizes. The Committee selected the two receiving schools based on proximity to the new development, ability to accommodate the students and the positive impact on the schools’ English track programming.

This recommended boundary change maintains the status quo for Secondary boundaries. Secondary students from new development patch I39 wishing to attend Notre Dame would be able to apply for cross boundary attendance as set out in Operating Policy I-04 “Cross Boundary School Attendance Policy”.

The recommendations are expected to be given final consideration at the **March 21, 2017**, Regular Meeting of the Board, where the community will be given the opportunity to provide delegations.

CONCLUSION:

Board staff has reviewed the Advisory Committee’s recommendation and agrees with the implementation of new attendance boundaries as detailed in **Recommended Option 4a**.

RECOMMENDATION:

<i>RESOLUTION:</i>	<i>MOVED BY:</i>
	<i>SECONDED BY:</i>
<i>RESOLVED</i> , that boundaries presented in Option 4a be implemented for the 2017/2018 school year for all St. Anne, Sacred Heart of Jesus and St. Christopher Catholic Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by:	
1) Re-directing patch I36 from St. Anne CES to St. Christopher CES	
2) Re-directing patch I39 from St. Anne CES to Sacred Heart of Jesus CES.	

**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

Northeast Burlington School Boundary Review

Appendix A

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)

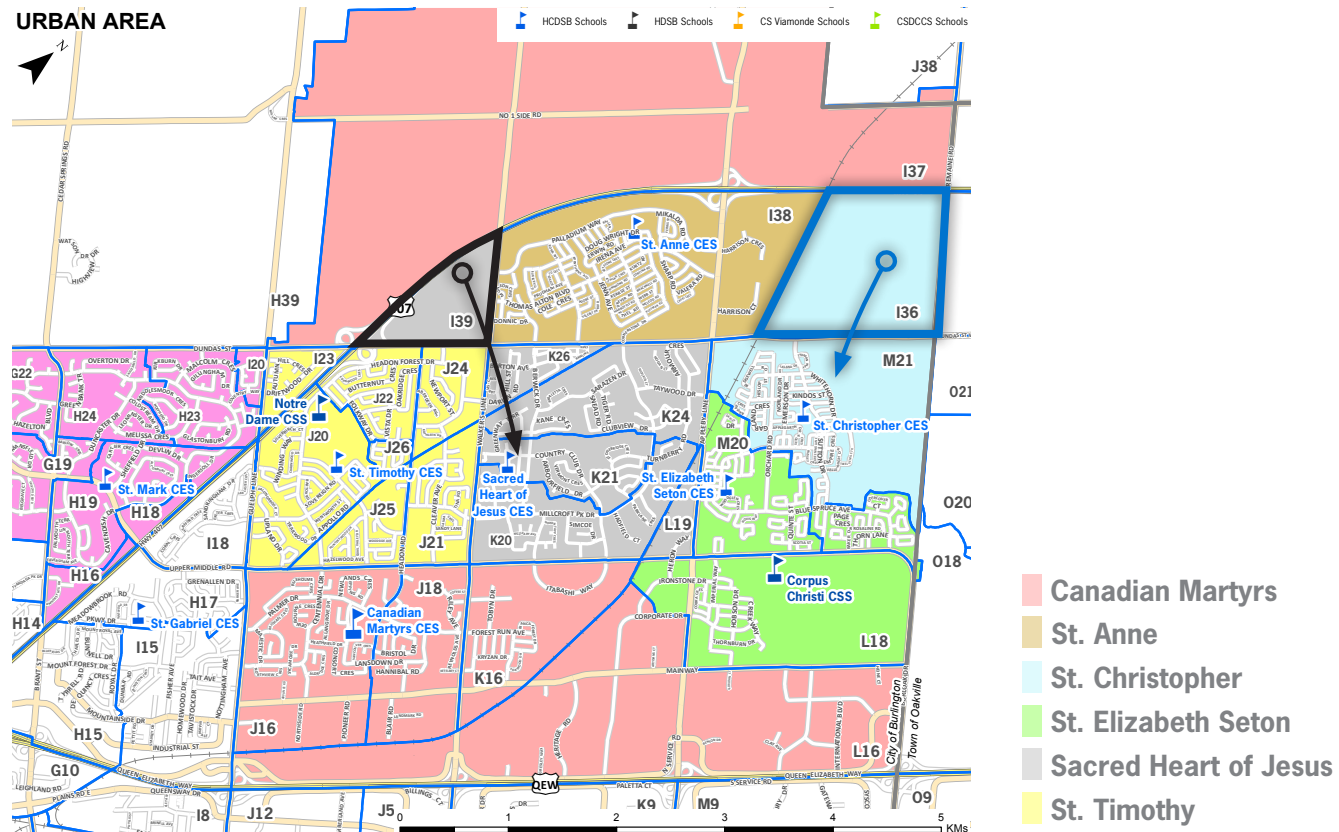
Notre Dame Catholic Secondary School

David Barton
Michelle Gregory-Brooks (alternate)

Northeast Burlington School Boundary Review

Appendix B

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

Northeast Burlington School Boundary Review

Appendix C

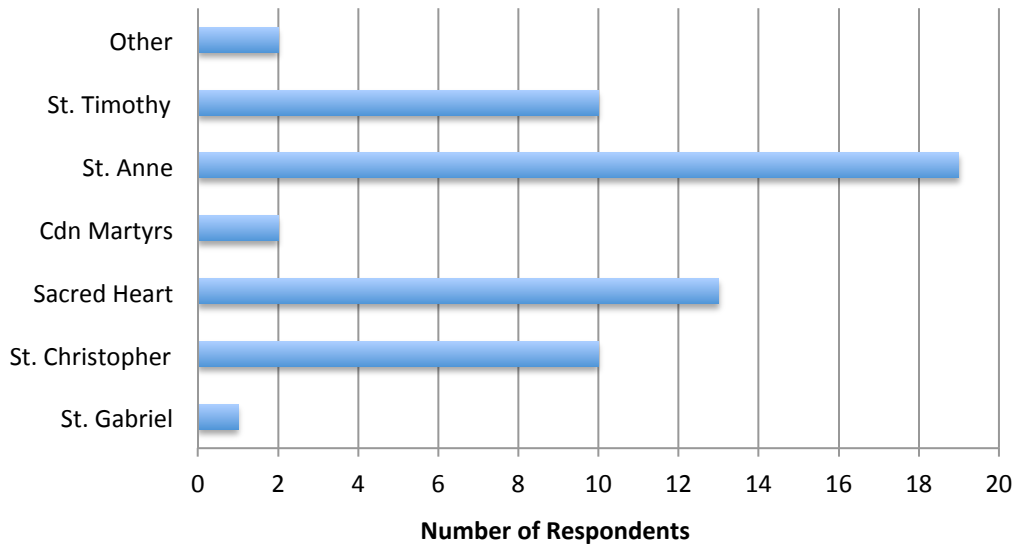
Burlington Boundary Review Survey Report February 10, 2017

Number of Survey Respondents: 63

Survey questions were developed by Sarah Galliher, Planning Officer. Initial survey items include identifying data of respondents, including name, street address, and postal code, which are available upon request.

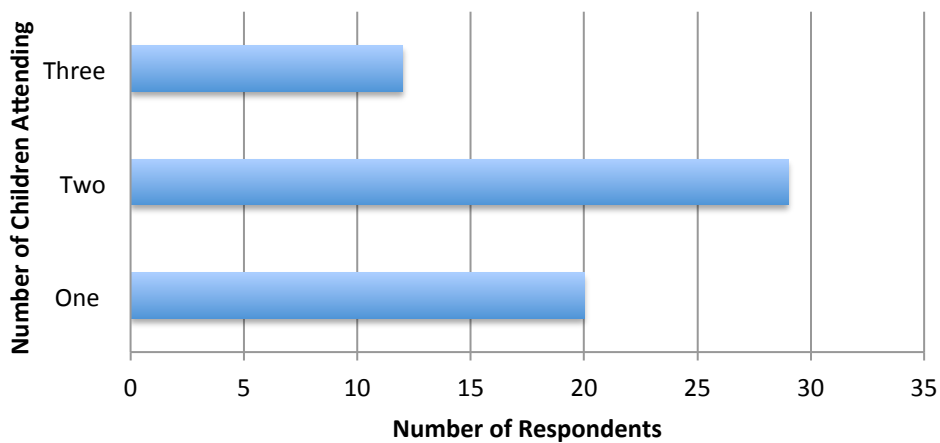
School Community Identification

Respondents were asked what school community they are a part of.



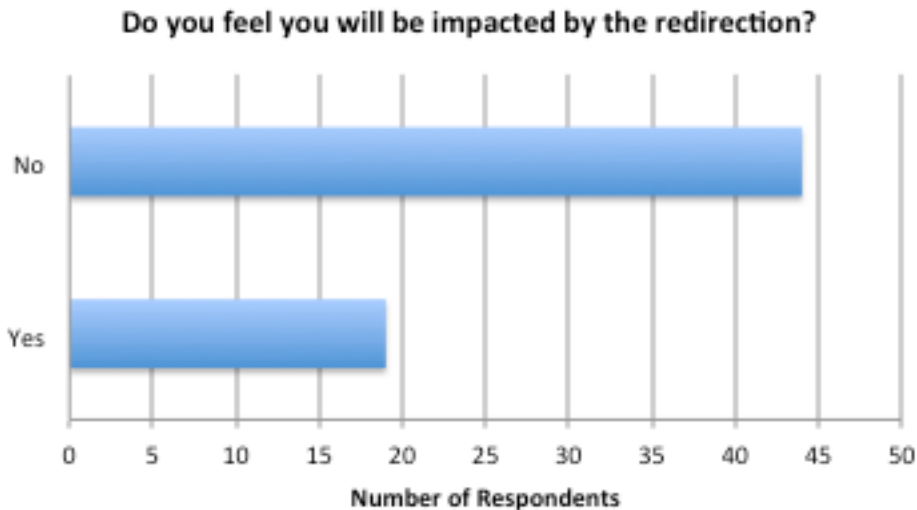
Number of Children Attending in Community

Respondents were asked to indicate how many children they have attending in the school community. Of 61 responses, 20 (32.79%) respondents indicated 1 child, 29 (47.54%) respondents indicated 2 children, and 12 (19.67%) respondents indicated 3 children.



Impact of Redirection

Respondents were asked to view a map of proposed Option 4a (redirection of new development in patch I39 to Sacred Heart of Jesus and redirection of new development in patch I36 to St. Christopher), and asked to indicate **whether they feel they will be impacted by this redirection**. Results indicate that of 63 respondents, 19 (30.16%) indicated YES and 44 (69.84%) indicated NO.



Respondents were asked if they answered YES to the above, to explain their answer (these responses have been edited for spelling and clarity, but not for content):

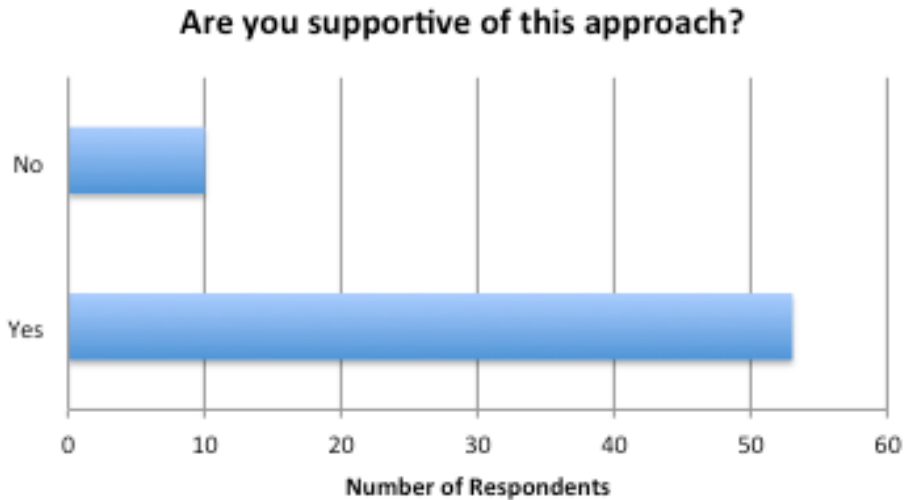
- More students at St. Christopher may compromise the learning environment of the classroom. The additional students will also bring additional traffic to the Orchard community.
- I think you should be directing at least half of the new students from area 139 to St. Timothy's. I'm not sure why Sacred Heart has to bear the burden of all the students from area 139. St Timothy's is directly south of area 139. I do not want my kids in portables.
- Our children's School which is currently operating at full building capacity will now be impacted with a number of portables to accommodate the redirection.
- Students should be going to the closest available school that can accommodate enrolment.
- Increased class sizes
- In a positive manner as it will keep enrolment at a reasonable level at St. Anne
- With the recent Early French programming coming up for possible elimination; it leads me to believe the superintendent had ulterior motive. Take out the EFI kids and then there is ample space for kids from new subdivisions. One of the main issues for EFI was transportation cost - with the redirection I would imagine there will be a high cost as well. I feel the impacted would be that they will move the EFI program to another school in a different area of Burlington where the numbers are low leaving us parents with multiple kids in different schools most likely in opposite ends of the city. More kids and new homes = new school.
- Thinking this will add portables to the school or put strain on classroom sizes. Also

since most of the new kids will be bussed into the school or driven, will cause increased bus and car traffic at pick up and drop off time

- With the addition of students means the school will become more packed however it sounds like there is room to accommodate so as long as that is the case and the classroom sizes don't increase or we get portables to accommodate then I think it makes sense.
- As my children attend St. Christopher it will affect them, in that there will be more children attending. I don't see this as affecting them in a NEGATIVE way, however, but find the wording of the question ambiguous. I think enrolment is declining so in terms of helping to hold on to assigned library/VP/Support staff etc it may be a positive impact to have children attend.
- It is increasing the feeder school population of Corpus Christi, while decreasing the population of Notre Dame. Notre Dame already has a small population and Corpus Christi will become larger.
- This potential change is the right move to alleviate the upcoming population pressure on St. Anne. This redirection will have a positive impact on my family and school community by not over-crowding and also not filling the school yard with portables. More portables means less space for the children to play.
- My children are currently in the EFI program offered at Sacred Heart of Jesus, I worry this redirection would affect the ability of the school to maintain having the EFI classrooms...
- There will be more students attending our school which will take it over the Functional Building Capacity. There are students living within the area closer than these students who are not included in our school yet these students living further away will be bussed to our school.
- I think there are enough kids at sacred heart. I felt over the years the quality in the education has diminished. We have better schools that are not part of the Catholic Community. You should focus more on the education the kids are receiving.
- If this doesn't happen St Anne will be even more overcrowded
- Too many children
- I just wont
- Because

Proactive Redevelopment

Respondents were asked: Are you supportive of the approach that has been taken in this Boundary Review to proactively redirect development areas to schools that can accommodate increased enrolment numbers prior to actual development occurring and families occupying the new homes? Of 63 respondents, 53 (84.13%) indicated YES, they are supportive of this approach, and 10 (15.87%) indicated NO, they are not supportive of this approach.



Respondents were asked if they were NOT supportive of this approach, to explain why they were not (these responses have been edited for spelling and clarity, but not for content):

- I don't think it is necessary until you are aware of actual numbers of catholic elementary students in these new areas.
- I believe that the redirect of area 139 to Sacred Heart in its entirety is ill advised. I suggest that it be split between St. Timothy and Sacred Heart to minimize the impact to Sacred Heart and the use of portables.
- I believe in the long term it will cost far more than just opening a new school. To shuffle kids all around and then in 5 years with the development again there will not be enough room then you will have kids divided once more since the kids normally get grandfathered into the school they started to attend. The increase is due to new builds that will not be changing therefore you cannot shuffle it's not a temporary issue. There should be a new school put in for the new subdivisions.
- Do not like the fact that this will most likely move children into portables. I understand that the other school is overwhelmed, but why did we not build a bigger school in the first place. Does the school board not have a planning group when they are deciding on building new schools. Seems like they should have seen this coming.
- I live in the Notre Dame catchment area and my children can walk to Notre Dame. I am aware of rumors that the school board would like to close Notre Dame in order for them to use it for their own offices. I am not in support of this idea and do not want to support things that might be steps towards this agenda.
- There was no depends button, so I'm making one!!! I am supportive because I know that these families need to be accommodated somewhere and this is our best solution however my concern is regarding the current EFI program being offered at

Sacred Heart and how this boundary review will impact the schools ability to keep classrooms open for the growing program

- Too many children
- I feel you should always be attending the school that you are geographically closest to. Period.
- I just am

If you have any questions about this report or would like access to raw data, please contact Dr. Julie Conder, Research Officer, at conderj@hcdsb.org.

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, March 7, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Brigid CES, Georgetown	7	79	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, May 29 - Thursday, June 1, 2017	\$420.00
St. Brigid CES, Georgetown	8	80	Ottawa, ON	The grade 8 students of St. Brigid will visit our nation's capital to experience and deepen their understanding of the culture, heritage and government of Canada. Students will gather in daily prayer, for reflection and before meals. As well, the staff and students will be attend Mass at Notre Dame Cathedral.	Monday, May 29 - Wednesday, May 31, 2017	\$581.00
Holy Family CES, Oakville	7 & 8	38	Camp Muskoka, Bracebridge, ON	This trip to Camp Muskoka will provide the grade 7 and 8 students with the opportunity to interact with each other and the natural environment of Muskoka. Students will participate in various team building, trust and leadership activities. Staff and students will participate in daily prayer and reflection and grace before meals.	Wednesday, June 7 - Friday, June 9, 2017	\$350.00
St. Vincent CES, Oakville	8	36	Ottawa, ON	This excursion to Ottawa provides St. Vincent grade 8 students opportunities to experience cultural and religious practices characteristic to our Canadian Heritage as well as our Catholic Faith. Students will be visiting the Canadian War Museum, Parliament Hill and Rideau Hall to name a few sites. Staff and students will attend Mass at Sainte Anne de Beupre Basilica.	Monday, May 15 - Thursday, May 18, 2017	\$699.00
St. Luke CES, Oakville	8	32	Ottawa, ON	This trip to Ottawa will enhance the students from St. Luke's understanding of Catholic social justice issues, Catholic Virtues, and the History and Geography curriculum. Students will be visiting Rideau Hall, Supreme Court of Canada, and Notre Dame Basilica, to name a few tours. Staff and students will participate in daily prayers.	Wednesday, June 14 - Friday, June 16, 2017	\$655.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
All HCDSB Secondary Schools	9 - 12 (depending on the school)	8 – 16 per school	Ottawa, ON	This trip promotes Catholic teachings and values that a human life from the moment of conception has inherent dignity and work and must be protected and respected from conception to natural death. All students and staff will participate in the National March for Life in Ottawa, and will attend Mass, a banquet, and a student conference.	Thursday, May 11 - Friday, May 12, 2017	\$165.00
Corpus Christi CSS, Burlington	10 – 12	13	Belleville, Ontario	Senior Girls Volleyball team will be participating in the Provincial Championship (OFSAA) in Belleville (Nicholson Catholic School – Host). It is a team practice to say the Hail Mary Prayer prior to each game and at the Banquet we will say the Grace before Meals prayer. The focus of religious values of our tournament weekend is based on the common good. As individuals and as a team, in social setting, we will respect ourselves, one another, and our opponents, referees and all the people that we come into contact with. At all of our meals together we will thank God for what he has provided for us and ask him to guide us in our journey. Students are reminded to attend Mass at St. Paul the Apostle Parish before leaving on trip	Sunday, March 5 - Wednesday March 8, 2017	\$150.00
Bishop P.F. Reding CSS, Milton	9 – 12	10	Windsor, ON	The school swim team will represent Bishop Reding at the 2016 OFSAA Provincial Championship swim meet at the Windsor International Aquatic and Training Centre. This tournament provides for fitness, sportsmanship, and an opportunity to display through behaviour and attitude, how our Christian virtues are manifested during competition and after. Staff will be leading students in daily prayer and reflection. Staff will be leading student in daily prayer and reflection, as well as attending Liturgy at Assumption Catholic Church, Windsor.	Monday, March 6 - Wednesday, March 8, 2017	\$105.00
Notre Dame CSS, Burlington	9 – 12	6	Windsor, ON	Six students from Notre Dame Swim Team will participate in the OFSAA Swimming Championship. This tournament provides for fitness, sportsmanship, and an opportunity to display, by behaviour and attitude, how our Christian virtues are manifested during competition and after. The students and staff will participate in daily prayer prior to each race, and grace before meals every time.	Monday, March 6 - Wednesday, March 8, 2017	\$295.00
Holy Trinity CSS, Oakville	11	1	Windsor, ON	This swimmer will be taken to the OFSAA swimming championships competition at the Windsor International Aquatic Training Centre. The participation in OFSAA Swimming will offer this student a unique opportunity to actively live out the principle of collaboration and servant leadership in a competitive environment. Staff and student will participate in daily prayer.	Monday, March 6 - Wednesday, March 8, 2017	\$57.00

2017 ANNUAL FACILITY ACCOMMODATION REPORT

PURPOSE:

To provide the Board with an annual update on pupil accommodation in the Region of Halton, as per the requirements of *Operating Policy I-37: Community Planning & Facility Partnerships*.

This report summarizes the Board's Long Term Capital Plan (LTCP), long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken going forward.

BACKGROUND INFORMATION:

1. Action Report Item 8.8 "2017 School Consolidation Capital Funding Business Case Submissions", from the January 17, 2017 Regular Meeting of the Board.
2. Information Report Item 10.5 "Four Year Ministry Enrolment Projection Report", from the December 20, 2016 Regular Meeting of the Board.
3. Information Report Item 10.5 "2016-2017 Portable Classrooms and Surplus Classroom Summary", from the October 4, 2016 Regular Meeting of the Board.
4. Information Report Item 10.3 "Upcoming Growth and School Consolidation Projects", from the September 6, 2016 Regular Meeting of the Board.

1.0 2017 ANNUAL FACILITY ACCOMMODATION OUTLOOK:

In accordance with *Operating Policy I-37: Community Planning & Facility Partnerships* and *Administrative Procedure VI-78: Community Planning & Facility Partnerships*, staff anticipates scheduling a meeting for April to early May to present the information contained in this report to the community. This will include updates to the Long-Term Capital Plan; future capital projects; future closure and consolidation projection; and schools with surplus classroom or administrative space that can be retrofitted for Community Hub partnerships.

Those notified of this meeting are identified in the "Approved Partner Notification List", found in Section 2.2 of the Administrative Procedure VI-78.

1.1 School Capital and Consolidation Capital Priority Projects

On May 19th, 2016, the Ministry of Education circulated Memorandum 2016: B11 "Request for 2016 Capital Funding Submissions". This memo requested that Boards submit priority business case capital projects that would open no later than the 2019-20 school year.

Therefore, in July 2016, Business Cases were submitted to the Ministry for:

1. North Georgetown Catholic Elementary School
2. Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild
3. Boyne Secondary Plan Milton #8 ‘Ford’ Catholic Elementary School
4. Boyne Milton Secondary #3 Catholic Secondary School
5. Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild

Information Report “Upcoming Growth and School Consolidation Projects” was presented to the Board at the September 6, 2016 Regular Board Meeting, which listed seventeen (17) ‘FUTURE PRIORITY’ projects anticipated to be undertaken and submitted to the Ministry in future requests. These future capital projects are based on the sites designated within development areas in North Oakville, South Milton (Boyne), and in Southwest Georgetown (Vision Georgetown). All projects are listed in Figure 1 below.

Figure 1: Future Board Capital Projects as of June 16, 2016

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
Bishop P. F. Reding Major Addition – Rightsize facility to 1400+ pupil places	2019-20	Growth
Boyne Secondary Plan Milton #10 ‘Cobden’ Catholic Elementary School	2020-21	Growth
Boyne Secondary Plan Milton #9 ‘Walker’ Catholic Elementary School	2022-23	Growth
Boyne Secondary Plan Milton #11 ‘Bowes’ Catholic Elementary School	2024-25	Growth
Boyne Milton Secondary #3 Catholic Secondary School	2019-20	Growth
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 ^{3.}	Growth
CEO1: Oakville – South Central QEW ^{4.}	2018-19	PAR
CEO4 & CEO5: Oakville – Oakville Northeast	2019-20	PAR
St. Dominic Catholic Elementary School Partial Rebuild	2019-20	Renewal
North Oakville CE#4 ‘Minto/Shieldbay’ Catholic Elementary School	2020-21	Growth
North Oakville CE#1 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CE#3 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CE#5 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CS#1 Catholic Secondary School	TBD ^{1.}	Growth
North Georgetown Catholic Elementary School ^{4.}	2018-19	PAR/Renewal
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23	Growth
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26	Growth
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations ^{2.}	2025-26 ^{2. & 3.}	Growth
CS01: Burlington Secondary Schools	2017-18	PAR

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
CEB2: Burlington South of the QEW Review Areas	2018-19	PAR
CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills	TBD	PAR

1. An update to the Long-Term Capital Plan projections is required to assess the year that future North Oakville schools will be required. Development phasing will need to be reviewed in collaboration with the Town of Oakville.
2. At this preliminary stage, it is uncertain as to whether a second secondary school of 1,200 (typical construction size) is warranted. Accordingly, staff is reviewing alternatives to construct based on needs and within construction benchmarks.
3. A site has not been designated as part of the Municipal Plan at this time. Staff is working closely with the Town of Milton to acquire the site.
4. An Accommodation Plan has been approved by the Board, and is awaiting Ministry funding to implement the project.

On November 21, 2016, the Ministry of Education sent a communication to the office of the Director identifying the projects funded through the July 2016 Capital Priorities Submission. Funding requests for the Oakville South Central and Georgetown North Catholic Elementary School projects were not approved as consolidation and rebuild options were not as cost effective as the Ministry would have preferred. The Ministry stated that the Board should explore more cost effective solutions in addressing its accommodation issues related to surplus space, and to capitalize on its facilities that are in good condition (low Facility Condition Index “FCI”). Of the other Capital Projects Business Cases, the Milton #8 Project was approved, whereas the other two (2) capital projects were not.

Based on the Ministry response above, staff is no longer pursuing the CEB4: Burlington – Mountainside Accommodation Review as proposed in the 2013 Long Term Capital Plan. Consolidation and full school rebuild options do not meet the Ministry criteria in attaining the most cost-effective solution. This said, the facilities in this area are currently operating efficiently. Furthermore, as discussed in the following section, the Board has pursued through the School Consolidation Capital (SCC) the demolition of St. Mark Catholic Elementary School’s 11 Classroom Portapak, and the construction of a 5-6 classroom addition with Childcare. This project will address surplus spaces in this review area.

As for the CS01: Burlington Secondary Schools, given that the potential for a consolidation and full facility rebuild are no longer viable given funding constraints, staff may not be recommending to the Board to initiate a Pupil Accommodation Review process for the secondary panel. The utilization of the three (3) secondary schools is improving through program enhancements and the introduction of International Student Enrolment. They are projected to remain at an adequate operating level of 80% or more. Efforts will focus on improving student retention and attracting more students.

On April 19, 2016, the Burlington Modified Pupil Accommodation Review Processes were not approved by the Board of Trustees. Given that there are still a significant number of surplus spaces in the CEB2: Burlington South of QEW review area, staff will be proposing a full Pupil Accommodation Review for the area within one (1) to three (3) years.

1.2 Potential School Closure and Consolidation (SCC) Projects

On December 1, 2016, the Ministry of Education circulated Memorandum 2016: B19 “Request for School Consolidation Capital (SCC) Funding Submissions” requesting boards to submit consolidation projects that need to be completed by the 2020-21 school year.

According to the Memorandum, the Ministry’s School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or proposes to build an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that the Board has made a decision to close.

At the January 17, 2017 Board Meeting Trustees approved the priority ranking of 4 projects to be submitted for SCC funding. The details follow in Figure 2, below. Staff anticipates a response to these priorities in the month of April or May, prior to the circulation of the Capital Priorities Memorandum.

Figure 2: School Consolidation Capital Funding Business Case Submissions

TENTATIVE RANKING	2017 SCHOOL CONSOLIDATION CAPITAL PROJECT PROPOSALS BY REVIEW AREAS	PANEL	Effective Year
1	Oakville Northeast Catholic Elementary School (Decision to be made at March 7, 2017 Board Meeting)	E	2018-19
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild	E	2018-19
3	St. Mark Catholic Elementary School partial demolition (Right Sizing)	E	2017-18
4	North Georgetown Catholic Elementary School	E	2018-19

1.3 Four (4) Year Ministry Projections Submission

At the December 20, 2016 Regular Board Meeting, Trustees were presented with enrolment projections that were submitted to the Ministry of Education as part of Ministry Memorandum 2016: SB28 District School Board Enrolment Projections for 2017-18 to 2020-21. This report uses those figures as a base.

To generate the projections, staff used **actual** October 31st enrolment headcounts of the past five (5) years (2011-2016) as a base, and using the Board’s enrolment projection software (SPS), developed 15 year enrolment projections. The applicable four (4) year projection, which was submitted to the Ministry of Education, is labeled 2017 to 2020.

1.4 Annual Facility Accommodation Meeting

As per the requirements of the *Operating Policy I-37: Community Planning & Facility Partnerships*, staff hosted its first Community Facility Planning Partnership (CPFP) meeting on January 18, 2016. Staff anticipates to schedule the 2017 CPFP meeting for April to early May to present the information contained in this report to the community, which will include the following:

- A) Relevant portions of the Board’s Long Term Capital Plan (LTCP);
- B) Details of any schools eligible for facility partnerships;
- C) Background information on the Review Areas of the Board; and,
- D) Process for submitting project proposals and becoming an approved community partner of the Board.

This report therefore provides an overview of the information presented to community partners, as well as a review of the existing Board wide accommodation and enrolment statistics.

1.5 Historic Enrolment

On October 31, 2016, the Halton Catholic District School Board’s enrolment totaled 33,532 elementary and secondary students. From October 31, 2015, the elementary panel enrolment increased by 394 students; while the secondary panel enrolment had increased by 411 students. Table 1 and Table 2 below provide a 10 year history of the Board’s total by-grade enrolment:

Table 1: Elementary Panel Historic Enrolment by Grade

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
JK	1,484	1,552	1,540	1,558	1,606	1,730	1,820	1,961	2,084	2,057	2,040
SK	1,720	1,607	1,745	1,746	1,707	1,803	1,937	2,071	2,192	2,200	2,195
GR01	1,613	1,852	1,786	1,914	1,925	1,909	1,964	2,092	2,215	2,244	2,254
GR02	1,847	1,687	1,948	1,867	1,976	2,006	1,994	2,063	2,154	2,268	2,306
GR03	1,982	1,908	1,763	2,016	1,944	2,041	2,077	2,060	2,131	2,209	2,331
GR04	1,971	2,030	1,952	1,842	2,071	1,992	2,110	2,127	2,137	2,163	2,269
GR05	2,119	2,037	2,073	2,009	1,896	2,126	2,039	2,171	2,181	2,175	2,215
GR06	2,151	2,146	2,083	2,127	2,069	1,963	2,195	2,119	2,238	2,213	2,199
GR07	2,184	2,144	2,160	2,118	2,156	2,115	1,998	2,234	2,117	2,261	2,235
GR08	2,120	2,210	2,190	2,176	2,145	2,204	2,149	2,020	2,248	2,160	2,300
Total	19,191	19,173	19,240	19,373	19,495	19,889	20,283	20,918	21,697	21,950	22,344
Yearly (+/-)	28	-18	67	133	122	394	394	635	779	253	394
Ratio (+/-)	0.15%	-0.09%	0.35%	0.69%	0.63%	2.02%	1.98%	3.13%	3.72%	1.17%	1.79%

Table 2: Secondary Panel Historic Enrolment by Grade

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
GR09	2,274	2,208	2,275	2,391	2,294	2,352	2,410	2,454	2,368	2,765	2,808
GR10	2,215	2,288	2,265	2,283	2,400	2,305	2,345	2,425	2,408	2,479	2,831
GR11	2,171	2,223	2,298	2,283	2,278	2,387	2,338	2,398	2,425	2,484	2,509
GR12	2,493	2,672	2,701	2,850	2,833	3,134	3,178	3,061	2,729	2,842	2,815
GR12B	-	-	-	-	-	-	-	-	-	-	-
ALC	247	179	209	229	253	227	244	262	215	207	225
Total	9,400	9,570	9,748	10,036	10,058	10,405	10,515	10,631	10,145	10,777	11,188
Yearly (+/-)	363	170	178	288	22	347	110	116	-486	632	411
Ratio (+/-)	4.02%	1.81%	1.86%	2.95%	0.22%	3.45%	1.06%	1.10%	-4.57%	6.23%	3.81%

Table 3 Total Enrolment

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total	28,591	28,743	28,988	29,409	29,553	30,294	30,798	31,549	31,842	32,727	33,532
Yearly (+/-)	391	152	245	421	144	741	504	751	293	885	805
Ratio (+/-)	1.39%	0.53%	0.85%	1.45%	0.49%	2.51%	1.66%	2.44%	0.93%	2.78%	2.46%

1.6 Projected Enrolment and Overall Utilization Rates

Projections for the next 10 years indicate that enrolment will increase by approximately +2.34% (+872 students) per year based on a ten (10) year average. South Milton and North Oakville growth will continue to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. New growth areas in Georgetown will also assist in maintaining enrolment at a sustainable level.

The Province of Ontario's Growth Plan for the Greater Golden Horseshoe projects that the Region of Halton will increase in population from 518,311 in 2013 to 624,094 by 2021, to 820,000 by 2031, to 910,000 by 2036, and to 1,000,000 by 2041. Updated 2036 & 2041 growth plan allocations by municipalities forecasts will be implemented within the Regional Official Plan – timing has not been confirmed as of yet.

Figure 3: Projected Board Enrolment 2016-2026

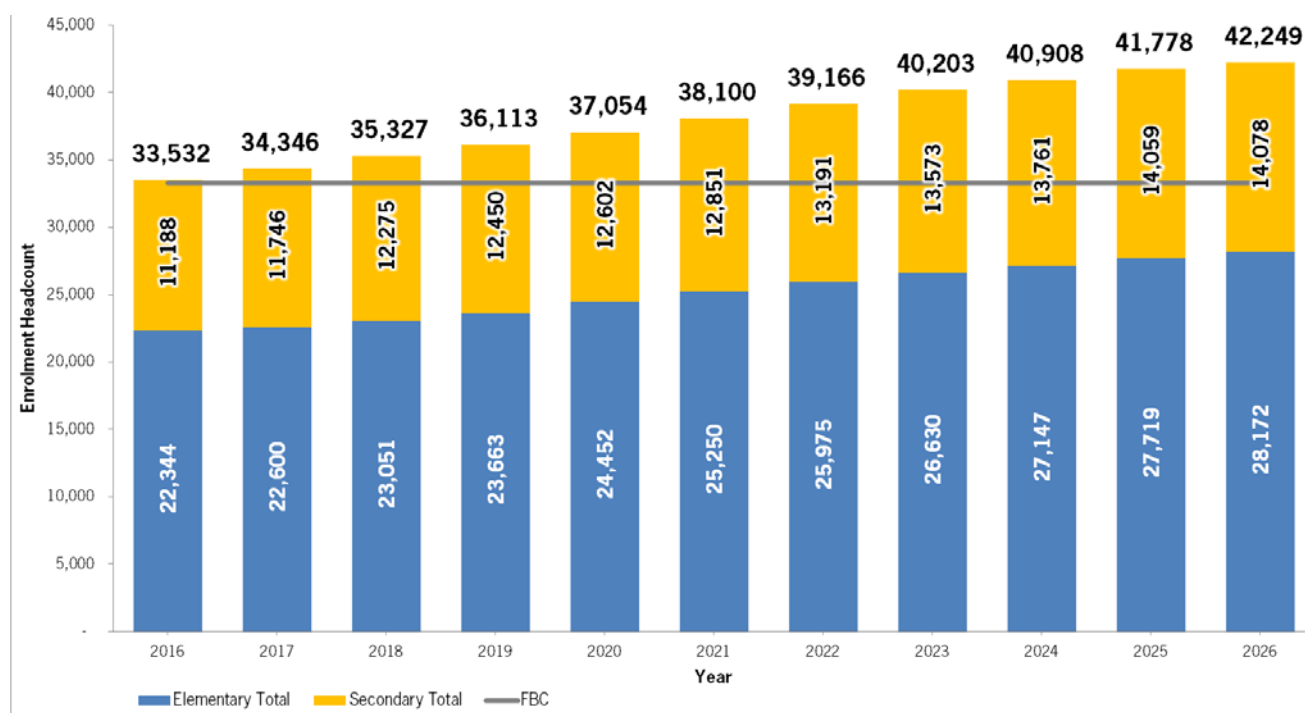


Table 4: Projected Board Utilization 2016-2026

Panel	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Elementary	101%	102%	105%	107%	111%	114%	118%	121%	123%	126%	128%
Secondary	97%	102%	107%	108%	110%	112%	115%	118%	120%	123%	123%
Total Utilization	101%	103%	106%	108%	111%	114%	118%	121%	123%	125%	127%
Yearly (+/-)	2.4%	2.4%	2.9%	2.4%	2.8%	3.1%	3.2%	3.1%	2.1%	2.6%	1.4%

Over the period 2017-18 through 2026-27, the Board's elementary enrolment is projected to increase at an average rate of +2.35% (+583 students) per year, and maintain an average utilization rate of 115%. This growth will be seen predominantly in Milton, Oakville, and Halton Hills where high rates of growth in new development areas are offsetting declining enrolment trends found in maturing neighbourhoods. Overall, 2016 Junior and Senior Kindergarten enrolment showed a slight drop over 2015 enrolment.

Table 5: Projected Elementary Enrolment by Grade

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
JK	2,040	2,104	2,159	2,225	2,310	2,417	2,505	2,585	2,651	2,719	2,760
SK	2,195	2,167	2,250	2,317	2,412	2,500	2,597	2,668	2,731	2,794	2,844
GR01	2,254	2,266	2,261	2,356	2,453	2,551	2,630	2,711	2,765	2,825	2,870
GR02	2,306	2,315	2,346	2,353	2,478	2,577	2,667	2,730	2,794	2,846	2,887
GR03	2,331	2,370	2,394	2,440	2,480	2,608	2,698	2,772	2,817	2,879	2,912
GR04	2,269	2,364	2,396	2,400	2,436	2,438	2,536	2,607	2,660	2,709	2,762
GR05	2,215	2,310	2,414	2,455	2,478	2,520	2,532	2,630	2,685	2,744	2,777
GR06	2,199	2,250	2,329	2,443	2,499	2,530	2,584	2,600	2,680	2,742	2,785
GR07	2,235	2,192	2,276	2,357	2,490	2,552	2,596	2,651	2,651	2,739	2,784
GR08	2,300	2,263	2,227	2,317	2,418	2,558	2,631	2,676	2,714	2,722	2,793
Total	22,344	22,600	23,051	23,663	24,452	25,250	25,975	26,630	27,147	27,719	28,172
Yearly (+/-)		256	451	612	789	798	725	655	517	572	453
Ratio (+/-)		1.15%	2.00%	2.65%	3.33%	3.26%	2.87%	2.52%	1.94%	2.11%	1.63%

Over the period 2017-18 through 2026-27, the Board's secondary enrolment is projected to increase at an average yearly rate of 2.33% (+289 students), and maintain an average utilization rate of 111%. Growth is seen predominantly in Milton and Halton Hills whereas Burlington and Oakville achieve a more stable projection overall.

Table 6: Projected Secondary Enrolment by Grade

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
GR09	2,808	2,826	2,849	2,874	2,973	3,076	3,166	3,208	3,228	3,270	3,241
GR10	2,831	2,936	2,945	2,944	2,978	3,088	3,183	3,276	3,288	3,312	3,341
GR11	2,509	2,892	3,035	3,013	3,024	3,060	3,180	3,255	3,336	3,352	3,366
GR12	2,815	2,553	2,948	3,085	3,080	3,095	3,136	3,258	3,315	3,400	3,404
GR12B	-	313	274	308	322	305	301	351	368	501	501
ALC	225	225	225	225	225	225	225	225	225	225	225
Total	11,188	11,746	12,275	12,450	12,602	12,851	13,191	13,573	13,761	14,059	14,078
Yearly (+/-)		558	530	174	153	249	340	382	188	298	19
Ratio (+/-)		4.98%	4.51%	1.42%	1.22%	1.97%	2.65%	2.90%	1.38%	2.17%	0.13%

As demonstrated in Figure 3, Table 4, and Table 5, new development growth in Milton, Oakville and Halton Hills is expected to result in enrolment growth for the Board overall during the next ten (10) year period (2016-17 to 2026-27). Appendix A identifies school enrolment projections by Review Area.

1.7 Portable Classroom and Surplus Classroom Analysis

Six (6) additional portable classroom units were installed for 2016-17 as a result of enrolment growth in the Board as well, a number of portable classrooms were relocated to accommodate changing enrolment throughout the Region.

The majority of student growth occurred in Milton, where seven (7) new or relocated portable classrooms were added. Burlington added four (4) portable classrooms at the elementary panel, while Halton Hills was net neutral on portable classrooms across the elementary and secondary panels. Oakville was the only municipality in Halton Region that saw a reduction in portable classrooms with five (5) fewer units, as compared to the 2015-16 school year. A large portion of this reduction can be attributed to the opening on St. Gregory the Great Catholic Elementary School, which resulted in four (4) portable classrooms being removed from St. Mary Catholic Elementary School.

Table 7: Year-Over-Year Portable Classroom Requirements

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

The number of surplus classrooms for the 2016-17 school year has increased slightly from the 2015-16 school year from 125 to 128 rooms as a result of the opening of St. Gregory the Great Catholic Elementary School, which currently has 19 surplus classrooms.

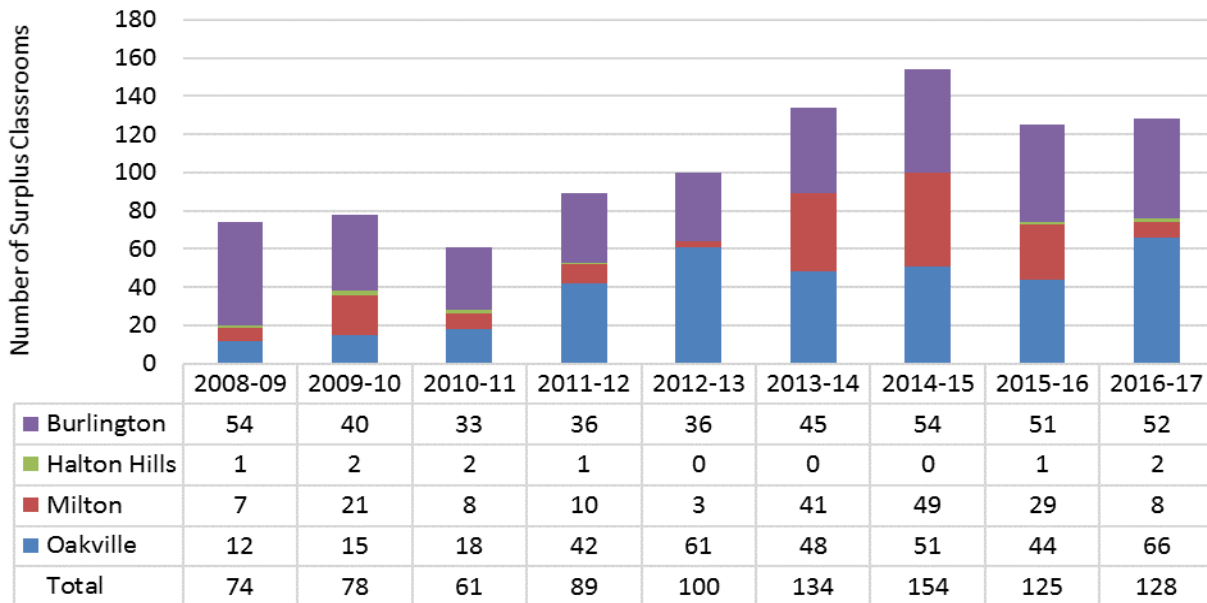
Note that projections for North Oakville indicate that St. Gregory the Great CES will meet and exceed available capacity within 3 years. Milton had the greatest year-over-year change, with 21 fewer surplus classrooms for the 2016-17 school year than were present in the 2015-16 school year. Table 7 shows the change in surplus classrooms by family of schools for the 2016-17 school year as compared to the 2015-16 school year.

Table 8: Year-Over-Year Surplus Classrooms

Municipality	Family of Schools	2015-16 Surplus Classrooms		2016-17 Surplus Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	20	3	20	5	0	+2
	Corpus Christi	3	10	3	10	0	0
	Notre Dame	8	7	8	6	0	-1
Halton Hills	Christ the King	1	0	2	0	+1	0
Milton	Bishop Reding	4	0	0	0	-4	0
	Jean Vanier	8	17	3	5	-5	-12
Oakville	Holy Trinity	12	5	12	7	0	+2
	Loyola	2	12	27	6	+25	-6
	St. Thomas Aquinas	13	0	14	0	+1	0
Board Total		71	54	89	39	+18	-15
		125		128		3	

With a new school opening for the 2016-17 school year, the Board added 29 classrooms to its complement. However, due to increased enrolment across the Board, the number of surplus classrooms only saw a modest increase. Currently over 90% of the Boards surplus classrooms are within Burlington and Oakville, with very few surplus classrooms in Halton Hills and Milton. Figure 4 illustrates the historical trends in surplus classrooms by municipality.

Figure 4: Historical Surplus Classrooms by Municipality



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

1.8 Potential Partnerships in Underutilized Classrooms Analysis

As per Section 1.2 under the *Administrative Procedure VI-78: Community Planning & Facility Partnerships*, the following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

- A) Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;
- B) Facilities projected to be 60% utilized or less for the next 5 years and/or have 200 or more projected unused pupil places for at least 5 years from the start of the partnership;
- C) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
- D) Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to *Operating Policy I-39*;
- E) Space will not be required in the future for programming or other uses;
- F) Appropriate access to the space;
- G) Parking Availability;
- H) Site use restrictions; and,
- I) Official Plan Designation and/or Zoning Restrictions.

To provide a cursory review, criteria A and B were first reviewed to assess if space was available at current, existing facilities. A full analysis of all schools subdivided by Review Area has been appended as Appendix B for school utilization and Appendix C for number of surplus spaces. The following schools met the aforementioned criteria, and are listed in Table 9:

Table 9: School with Adequate Accommodation for Potential Partnerships

	CODE	Review Area	FC	>200 Surplus Spaces	<60% Utilization	Included in MPAR or PAR
BURLINGTON						
Notre Dame CSS	NTDM	CS01	1175	X (2021)		
Corpus Christi CSS	CORP	CS01	1250	X (2017)		
HALTON HILLS						
n/a						
MILTON						
n/a						
OAKVILLE						
St. James CES	STJA	CEO1	429	X (2016)	X (2014)	MPAR 2016
St. Luke CES	LUKE	CEO1	360		X (2021)	
Mother Teresa CES	MOTH	CEO2	547	X (2018)	X (2019)	
St. John Oakville CES	JOHO	CEO4	245		X (2016)	PAR 2016-17
Holy Trinity CSS	HLYT	CS02	1338	X (2020)		

Based on the information provided above, St. James and Mother Teresa Catholic Elementary Schools currently meet both criteria A and B of the Administrative Procedure in having sufficient empty classrooms for potential partnerships.

An additional five (5) schools meet either criteria A or B. St. Luke CES is anticipated to have a utilization below 60% by the 2021-22 school year, with a total of 144 empty pupil places/ 6 classrooms.

Holy Trinity CSS is anticipated to have a total of 238 empty pupil places/10 classrooms by the 2021-22 school year with a 10 year average of 221 empty pupil places. Holy Trinity will continue to be monitored following the implementation of the Advanced Placement Program (AP), which may improve retention of our current students, and attract students from other Boards.

St. James CES was the subject of a Modified Pupil Accommodation Review which Trustees voted on in April, 2016. Funding sources continue to be sought for the purpose of rebuilding St. Joseph (O) Catholic Elementary School to accommodate both its own student enrolment as well as that of St. James CES. Once St. James CES student population is redirected to the new school, empty space at St. James CES facility might be available for uses compatible with the operation of the Thomas Merton Centre for Continuing Education.

St. John Oakville CES is currently the subject of a Pupil Accommodation Review which began in October 2016 with a final decision expected for March 7, 2017. Depending on the outcome of the Pupil Accommodation Review, St. John Oakville CES may close, removing the empty pupil places from Board stock.

Of the facilities presented above, a total of five (5) viable schools have been identified to potentially house a Community Hub – those highlighted in GREEN will be presented to the Community.

2.0 Priority Review Area Analysis by Municipality

2.1 City of Burlington

CEB2: Burlington – South of the QEW

The CEB2 South of the QEW review area contains five (5) Catholic elementary schools; Ascension CES, St. John (B) CES, St. Patrick CES, St. Paul CES, and St. Raphael CES (see Appendix D for the Review Area Boundary Map). The enrolment trend has been flat or declining in CEB2 over the last five (5) years, as shown in Table 9 below, and is expected to continue to be relatively flat over the long term if Kindergarten enrolment remains stable, see Table 10 below. 2016 saw a modest spike in enrolment that is not anticipated to be the basis of a new trend, but will continue to be monitored.

Table 10: CEB2: Burlington – South of the QEW Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Ascension CES	360	314	296	283	268	271
St. John (B) CES	383	314	296	302	297	304
St. Patrick CES	337	235	233	238	248	262
St. Paul CES	337	277	285	279	266	271
St. Raphael CES	314	264	260	270	251	260
CEB2 Head Count	1,731	1,404	1,370	1,372	1,330	1,368
Utilization (%)		81%	79%	79%	76%	79%
Surplus Space (+,-)		327	361	359	401	363

Table 11: CEB2: Burlington – South of the QEW Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Ascension CES	360	261	248	243	237	242	241	247	247	248	247
St. John (B) CES	383	313	309	314	316	313	302	294	299	299	297
St. Patrick CES	337	271	278	269	269	268	262	260	262	249	247
St. Paul CES	337	264	275	271	276	274	278	277	278	282	277
St. Raphael CES	314	261	266	266	281	299	300	306	312	317	314
CEB2 Head Count	1731	1,370	1,376	1,364	1,378	1,397	1,383	1,384	1,398	1,394	1,381
Utilization (%)		79%	79%	79%	80%	81%	80%	80%	81%	81%	80%
Surplus Space (+,-)		361	355	367	353	334	348	347	333	337	350

The 2013 Long Term Capital Plan acknowledged the declining enrolment, and suggested that a pupil accommodation review be undertaken in the area to reduce excess capacity, and reduce overall renewal needs by removing aging schools from the Board's building stock. In January of 2016, a Modified Pupil Accommodation Review was undertaken with a decision in March of that year. The Board voted for this review area to remain status quo and as such, there continues to be a projected surplus of approximately 350 pupil places on average. In the more moderate term, within 2-5 years, a full Pupil Accommodation Review should be re-initiated to review all five (5) schools within the review area for potential consolidation projects,

¹ Functional Building Capacity (FC or FBC) is defined as the available pupil places in a school based on the use of each room in the school and the Ministry defined number of pupil places per room.

while taking into consideration what accommodation plans were not accepted in the last process that was undertaken.

Review Area Action & Project:

- A) Establish Pupil Accommodation Review process within the CEB2: Burlington – South of QEW Review Area for the 2018 to 2020 school year, with the intent of reducing the current and projected surplus classroom spaces.

CEB3: Burlington – Tyandaga

See CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills – Review Areas should be consolidated.

CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills

The CEB4 Mountainside, Palmer, Headon, Brant Hills review area contains four (4) elementary schools; Canadian Martyrs CES, St. Gabriel CES, St. Mark CES, and St. Timothy CES (see Appendix E for the Review Area Boundary Map). The enrolment has been stable in CEB4 over the last five (5) years with slight increases, as shown in Table 11 below, and is projected to remain fairly stable as is demonstrated in Table 12 below.

Table 12: CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Canadian Martyrs CES	409	342	333	344	363	379
St. Gabriel CES	524	508	562	599	592	575
St. Mark CES	478	336	328	336	339	340
St. Timothy CES	504	531	526	515	503	536
CEB4 Head Count	1,915	1,717	1,749	1,794	1,797	1,830
Utilization (%)		90%	91%	94%	94%	96%
Surplus Space (+,-)		198	166	121	118	85

Table 13: CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Canadian Martyrs CES	409	383	391	395	396	403	402	412	417	418	412
St. Gabriel CES	524	561	567	561	562	555	549	554	549	532	536
St. Mark CES	478	344	345	333	336	327	326	330	333	329	327
St. Timothy CES	504	521	527	536	541	549	557	541	552	537	535
CEB4 Head Count	1,915	1,808	1,831	1,825	1,834	1,834	1,834	1,836	1,850	1,816	1,811
Utilization (%)		94%	96%	95%	96%	96%	96%	96%	97%	95%	95%
Surplus Space (+,-)		107	84	90	81	81	81	79	65	99	104

The 2013 Long Term Capital Plan acknowledged the future declining enrolment, and suggested that a pupil accommodation review be undertaken in the area to reduce total capacities by 500 pupil places. Since that time, enrolment has stabilized and fewer empty classrooms are present within this review area.

Of the four (4) schools in this area, St. Mark is the only school with a significant number of surplus classrooms. Given the current condition of the 11 room portapack addition, and the surplus classroom spaces, staff has submitted a business case under the School Closure/Consolidation (SCC Funding) to finance the demolition of

the portapack wing to reduce future renewal costs, and construct 5-6 classrooms to rightsize the facility. In addition, the Board has also approved that a Child Care Centre be added to the construction project.

Review Area Actions & Projects:

- A) Submit proposal to the Ministry for the demolition/removal of 11 portapack classrooms at the St. Mark CES facility in 2016 through the SCC funding grant, and await approval.

CEB7: Burlington – Rural

See CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills – these Review Areas should be consolidated.

CS01: Burlington Secondary Schools

The CS01 Burlington Secondary Schools review area contains all three (3) Burlington secondary schools; Assumption CSS, Notre Dame CSS, and Corpus Christi CSS.

The enrolment has been stable to decreasing in CS01 in the last five (5) years, as shown in Table 13 below, and is expected to continue to be relatively stable over the long term. This trend could turn to a declining enrolment situation as neighbourhoods continue to age and as the Grade 8 student cohorts decline. All three Burlington secondary schools have surplus space available.

Table 14: CS01: Burlington Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Assumption CSS	955	972	919	897	887	841
Notre Dame CSS	1,175	1,099	1,073	995	1,010	1,024
Corpus Christi CSS	1,250	1,174	1,101	978	985	1,006
CS01 Head Count	3,380	3,245	3,093	2,870	2,882	2,871
Utilization (%)		96%	92%	85%	85%	85%
Surplus Space (+,-)		135	287	510	498	509

Table 15: CS01: Burlington Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Assumption CSS	955	863	868	850	818	796	808	805	795	806	813
Notre Dame CSS	1,175	1,036	1,038	1,032	992	973	974	945	931	951	942
Corpus Christi CSS	1,250	1,022	1,059	1,033	1,036	1,023	999	1,021	1,029	1,066	1,094
CS01 Head Count	3,380	2,921	2,966	2,915	2,847	2,791	2,782	2,772	2,755	2,823	2,848
Utilization (%)		86%	88%	86%	84%	83%	82%	82%	82%	84%	84%
Surplus Space (+,-)		459	414	465	534	589	598	608	625	558	532

The 2013 Long Term Capital Plan projected ongoing declines in enrolment, and suggested that if declines continued, a pupil accommodation review be undertaken in the area to better enhance utilization by reducing total pupil places by approximately 1,000. If a consolidation is proposed, staff would recommend the construction of a replacement facility or additions to existing facilities to accommodate 1,200 - 1,400 pupil places. At present, enrolment declines have stabilized – staff will continue to monitor enrolment prior to initiating a Pupil Accommodation Review.

Review Area Action & Project:

- A) Monitor enrolment over the next 2-4 years to confirm if current trends of enrolment stability continue, prior to establishing a Pupil Accommodation Review process within the CS01: Burlington Secondary Review Area.

2.2 Town of Halton Hills

CEH1: Halton Hills

The CEH1 Halton Hills review area contains five (5) elementary schools: Holy Cross CES, St. Brigid CES, St. Catherine of Alexandria CES, St. Francis of Assisi CES, and St. Joseph (A) CES (see Appendix F for the Review Area Boundary Map).

Overall, the enrolment has remained relatively stable in CEH1 over the last five (5) years, as shown in Table 15 below, and is expected to increase over the long term as development activity continues to progress in the Georgetown Community as is demonstrated in Table 16.

Table 16: CEH1: Halton Hills Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Holy Cross CES	444	469	461	447	428	475
St. Brigid CES	550	653	629	668	672	885
St. Catherine of Alexandria CES	622	750	785	828	858	681
St. Francis of Assisi CES	291	398	393	371	357	356
St. Joseph (A) CES	363	485	466	441	408	391
CEH1 Head Count	2,270	2,755	2,734	2,755	2,723	2,788
Utilization (%)		121%	120%	121%	120%	120%
Surplus Space (+,-)		-485	-464	-485	-453	-469

A boundary review was undertaken in 2015-16 to address enrolment concerns in south Georgetown until such time that schools on sites designated in the Vision Georgetown are constructed. This had the effect of distributing enrolment pressures from St. Catherine of Alexandria Catholic Elementary School to Holy Cross and St. Brigid Catholic Elementary Schools.

Table 17: Projected Enrolment CEH1: Halton Hills

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Holy Cross CES	444	476	482	490	470	490	489	491	501	497	488
St. Brigid CES	550	926	921	935	958	1,139	1,304	1,487	1,684	1,896	2,027
St. Catherine of Alexandria CES	622	698	700	719	736	752	752	762	734	722	711
St. Francis of Assisi CES	340	335	327	334	352	367	383	380	377	369	360
St. Joseph (A) CES	363	375	364	346	339	327	301	289	281	276	280
CEH1 Head Count	2,319	2,810	2,794	2,824	2,854	3,074	3,229	3,408	3,576	3,760	3,866
Utilization (%)		121%	120%	122%	123%	133%	139%	147%	154%	162%	167%
Surplus Space (+,-)		-491	-475	-505	-535	-755	-910	-1089	-1257	-1441	-1547

St. Francis of Assisi and Holy Cross Catholic Elementary Schools were the subject of the North Georgetown Modified Pupil Accommodation Review in 2016. The approved accommodation plan was seeking to construct a new school on the Berton Boulevard site however the Board was unsuccessful in accessing funds for this project through the School Consolidation and Closure and Capital Priorities funding rounds in 2016. As was pointed out in the November 21, 2016, Ministry communication to the Board, it appears unlikely that this project will be funded.

Accordingly, an accommodation issue still exists in Georgetown specifically, whereby in the next few years, the Board will no longer have available permanent or temporary spaces for future students. The following are constraints the Board currently faces in offering adequate accommodation options:

- 1) Holy Cross cannot accommodate any portables on site;
- 2) St. Brigid has reached its maximum number of portables on site (12), and cannot accommodate a second addition;
- 3) St. Catherine of Alexandria will reach its maximum number of portables on site (12) following the transfer of Extended French, and cannot accommodate a second addition;

The 2013 Long Term Capital Plan acknowledges the need for additional facilities within the Vision Georgetown Secondary Plan, for 2025. Given the accelerated rate of development, staff believe the need for additional capacity may arise sooner.

Lastly, with the introduction of the Vision Georgetown Secondary Plan as well as the completion of the proposed housing units in the South Georgetown Secondary Plan, there is an anticipated need to introduce a new secondary school facility in the area of up to 750 pupil places. Refer to Appendix A for detailed elementary and secondary enrolment projections.

Review Area Actions & Projects:

- A) Address accommodation pressures within the current urban boundary of the Georgetown community to accommodate the lack of permanent and temporary student accommodations – may take the form of additions or new facilities
- B) Construct a new Catholic elementary facility within the Vision Georgetown Secondary Plan for the 2022-23 school year at the latest.
- C) Construct a second new Catholic elementary facility within the Vision Georgetown Secondary Plan for the 2025-26 school year at the earliest.
- D) Consider the construction of a new Catholic secondary school facility within or proximate to the Vision Georgetown Secondary Plan.

2.3 Town of Milton

CEM2A: Milton – Urban Expansion East of Bronte Road

The CEM2A Milton review area contains four (4) elementary schools; Guardian Angels CES, Our Lady of Fatima CES, St. Anthony of Padua CES, and St. Peter CES (see Appendix G for the Review Area Boundary Map). Enrolment in the CEM2A review area has been increasing at a rapid and consistent rate over the past ten (10) years since development began in the Bristol Survey, as shown in Table 17 below, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms. Enrolments are projected to stabilize significantly over the next 10 years, as shown in Table 18.

Table 18: CEM2A: Milton – Urban Expansion East of Bronte Road Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Guardian Angels CES	723	842	798	907	933	940
Our Lady of Fatima CES	648	822	950	865	866	801
St. Anthony of Padua CES	723	693	727	863	965	972
St. Peter CES	619	695	765	780	737	737
CEM2A Head Count	2,713	3,052	3,240	3,415	3,501	3,450
Utilization (%)		112%	119%	126%	129%	127%
Surplus Space (+,-)		-339	-527	-702	-788	-737

Table 19: CEM2A: Milton – Urban Expansion East of Bronte Road Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Guardian Angels CES	723	980	970	975	970	965	959	951	933	927	964
Our Lady of Fatima CES	648	726	733	701	669	647	631	610	591	588	747
St. Anthony of Padua CES	723	991	997	963	938	911	890	857	828	817	995
St. Peter CES	619	722	727	720	689	654	661	649	654	650	722
CEM2A Head Count	2713	3418	3427	3357	3266	3177	3141	3066	3006	2981	3429
Utilization (%)		126%	126%	124%	120%	117%	116%	113%	111%	110%	126%
Surplus Space (+,-)		-705	-714	-644	-553	-464	-428	-353	-293	-268	-716

Currently, all growth resulting from new units generated by the Boyne Secondary plan south of Louis St. Laurent is being directed to the designated holding school St. Benedict CES, located in the CEM2B Review area to the west and within the Sherwood Survey. The 2013 Long Term Capital Plan identifies the need for two schools south of Louis St. Laurent and East of Bronte Road. Staff is anticipating the need to construct two (2) benchmark sized facility of 671 pupil places within this area to accommodate future enrolment pressures. As all schools within the Bristol Survey and old Town of Milton have already been built near current benchmark size, the use of portables and future boundary reviews have been deemed by staff as being adequate in managing enrolment pressures.

Review Area Actions & Projects:

- A) Construct a new catholic elementary facility within the Boyne Secondary plan in the Cobden Survey for the 2020-21 school year at the latest.
- B) Construct a new catholic elementary facility within the Boyne Secondary plan in the Bowes Survey for the 2024-25 school year at the latest.

CEM2B: Milton – Urban Expansion West of Bronte Road

The CEM2B Milton review area contains three (3) elementary schools, namely Lumen Christi CES, Queen of Heaven CES, and St. Benedict CES (see Appendix H for the Review Area Boundary Map).

Enrolment in the CEM2B review area has been increasing at a rapid and consistent rate over the past ten (10) years since development was initiated in the Sherwood Survey, as shown in Table 19 below, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms. This growth is expected to continue increasing at the same rate over the long term as development continues to progress overtime in the Boyne Secondary Plan Area south of Louis St. Laurent, as is demonstrated in Table 20 below.

Table 20: CEM2B: Milton – Urban Expansion West of Bronte Road Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Lumen Christi CES	648	789	960	541	545	581
Queen of Heaven CES	671	0	0	654	767	838
St. Benedict CES	671	0	0	387	552	753
CEM2B Head Count	1990	789	960	1,582	1,864	2,172
Utilization (%)		40%	48%	79%	94%	109%
Surplus Space (+,-)		1201	1030	408	126	-182

Table 21: CEM2B: Milton – Urban Expansion West of Bronte Road Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Lumen Christi CES	648	619	665	703	724	727	738	728	708	715	710
Queen of Heaven CES	671	882	917	921	938	933	932	932	921	913	904
St. Benedict CES *	671	979	1240	1570	1995	2342	2767	3149	3465	3770	4008
CEM2B Head Count	1990	2479	2822	3194	3657	4002	4437	4810	5093	5398	5622
Utilization (%)		125%	142%	160%	184%	201%	223%	242%	256%	271%	282%
Surplus Space (+,-)		-489	-832	-1204	-1667	-2012	-2447	-2820	-3103	-3408	-3632

Note: St. Benedict CES includes Milton #8 Catholic Elementary School projections

Currently, all growth generated from new units in the Boyne Secondary plan, south of Louis St. Laurent is being directed to the designated holding school St. Benedict CES which opened in September 2014. The 2013 Long Term Capital Plan identifies the need for one (1) school south of Louis St. Laurent and West of Bronte Road. Staff is anticipating the need to construct two (2) benchmark sized facilities of 671 pupil places within this area to accommodate future enrolment pressures. As all schools within the Sherwood Survey north of Louis St. Laurent have already been built at benchmark size, the use of portables and future boundary reviews have been deemed by staff as being adequate in managing enrolment pressures.

On November 21, 2016, the Ministry announced that it would fund the Milton #8 Catholic Elementary School that was submitted as part of the 2016 Capital Priorities Business Cases. The school is expected to open in September 2018.

Review Area Actions & Projects:

- A) Construct a new catholic elementary facility within the Boyne Secondary Plan in the Walker Survey for the 2020-21 school year at the latest.

CS04: Milton Secondary Schools

The CS04 Milton Secondary Schools review area contains two (2) secondary schools; Bishop P.F. Reding CSS and Jean Vanier CSS. Jean Vanier CSS opened in September 2013, significantly relieving enrolment pressure being experienced at Bishop P.F. Reding CSS.

Enrolment has been steadily increasing in the CS04 Review Area in the last five (5) years, as shown in Table 21 below, and is expected to continue to increase over the long term as growing Grade 8 cohorts begin to emerge from the Sherwood and Bristol Surveys, and as development continues in the Boyne Secondary Plan Area. Growth is demonstrated in Table 21.

Table 22: CS04: Milton Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Bishop P. F. Reding CSS	977	1,703	1,326	1,246	1,364	1,473
Jean Vanier CSS	1448	0	585	884	1,095	1,324
CS04 Head Count	2,425	1,703	1,911	2,130	2,459	2,797
Utilization (%)		70%	79%	88%	101%	115%
Surplus Space (+,-)		722	514	295	-34	-372

Table 23: CS04: Milton Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Bishop P. F. Reding CSS	977	1,631	1,785	1,800	1,754	1,723	1,751	1,776	1,773	1,767	1,733
Jean Vanier CSS	1,448	1,517	1,726	1,980	2,253	2,554	2,787	3,061	3,221	3,474	3,557
CS04 Head Count	2,425	3,147	3,511	3,780	4,007	4,278	4,538	4,837	4,994	5,242	5,291
Utilization (%)		130%	145%	156%	165%	176%	187%	199%	206%	216%	218%
Surplus Space (+,-)		-722	-1,086	-1,355	-1,582	-1,853	-2,113	-2,412	-2,569	-2,817	-2,866

The 2013 Long Term Capital Plan identified the need for the construction of an additional secondary school in the 2019-20, should new residential development proceed as projected over the next 15 years. The Board has since identified a viable site for this project in the Boyne East Tertiary Plan, within the Bowes Survey, which is located adjacent to the Town of Milton designated district park, allowing for synergies.

Further to this, with anticipated ongoing enrolment pressure at Bishop P.F. Reding, staff has recently recommended that an addition be explored that would bring the school to approximately +/-1,500 pupil places, given the high demand at this school – this would equate to approximately 25 classrooms.

Both the above mentioned projects were submitted as part of the Capital Priorities Business Case submissions in 2015. Neither project was successful in obtaining funding approval through that round of funding. Milton #3 Catholic Secondary School was once again submitted in the 2016 Capital Priorities funding round and was again unsuccessful in obtaining funding approval. Both projects are expected to be submitted for funding approval on the next round of Capital Priorities Business Case Submissions, in July 2017.

Review Area Actions & Projects:

- A) Construct an addition to Bishop P.F. Reding CSS to bring its total pupil capacity to approximately +/- 1,500 pupil places for the 2019-20 school year.
- B) Construct a new Catholic secondary facility within the Boyne Secondary Plan, in the Boyne East Tertiary Plan area for the 2019-20 school year.

2.4 Town of Oakville

CE01: Oakville – South of the QEW

The CE01 South of the QEW review area contains five (5) elementary schools; St. Dominic CES, St. James CES, St. Joseph (O) CES, St. Luke CES, and St. Vincent CES (see Appendix I for the Review Area Boundary Map).

The enrolment has been decreasing in CE01 over the last five (5) years, as shown in Table 23 below, and is projected to be relatively stable over the long term although it should be noted that neighbourhoods are continuing to age and mature. See Table 24 below.

In 2016, a Modified Pupil Accommodation Review was undertaken and approved by the Board of Trustees. The accommodation plan included combining St. James and St. Joseph Catholic Elementary Schools in a newly built facility as well as a significant renovation/rebuild project at St. Dominic Catholic Elementary School.

Neither project was successful in achieving Ministry Funding through School Closure and Consolidation or Capital Priorities funding rounds in 2016 and as a result were once again submitted for consideration under the 2017 round of School Closure and Consolidation submissions.

If the funding request proves unsuccessful again, staff will need to explore alternative plans that would have the effect of reducing surplus pupil places in the present review area.

Table 24: CE01: Oakville – South of the QEW Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
St. Dominic CES	527	583	597	612	625	626
St. James CES	429	281	268	232	214	210
St. Joseph (O) CES	268	367	371	393	380	380
St. Luke CES	360	308	302	265	269	250
St. Vincent CES	268	357	316	306	280	282
CE01 Head Count	1,852	1,896	1,854	1,808	1,768	1,748
Utilization (%)		102%	100%	98%	95%	94%
Surplus Space (+,-)		-44	-2	44	84	104

Table 25: CE01: Oakville – South of the QEW Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
St. Dominic CES	527	612	629	634	637	638	648	635	637	622	627
St. James CES	429	210	204	198	206	211	213	220	225	231	236
St. Joseph (O) CES	268	364	351	358	357	359	362	361	364	365	367
St. Luke CES	360	236	230	224	220	216	212	207	208	207	206
St. Vincent CES	268	270	257	256	257	244	240	246	247	252	253
CE01 Head Count	1,852	1,691	1,672	1,671	1,677	1,667	1,675	1,669	1,680	1,677	1,689
Utilization (%)		91%	90%	90%	91%	90%	90%	90%	91%	91%	91%
Surplus Space (+,-)		162	180	181	175	185	178	183	172	175	163

The 2013 Long Term Capital Plan projected that schools in the Review Area have a utilization in excess of 90% overall, with a Facility Condition Index (FCI)² of greater than 50% over the next 10 years. Staff is also reviewing the possibility of re-locating the existing Oakville Thomas Merton Adult Centre for Continuing Education into an existing facility as a means to reduce yearly operating costs associated with leasing the required space.

Review Area Actions and Projects:

- A) Following Ministry Approval, implement the Board approved Oakville South Central Accommodation Plan, which seeks the construction of a 527 pupil place facility on the St. Joseph Catholic Elementary School Site.
- B) Review Facility Condition Index (FCI) of current building stock within the CEO1: Oakville – South of QEW Review Area and contemplate replacement facilities where feasible.
- C) Consider the relocation of the Oakville Thomas Merton Centre into an existing Board owned facility from its current location.

CEO2: Northwest Oakville North of QEW

The CEO2 North of the QEW review area contains four (4) elementary schools; Mother Teresa CES, St. John Paul II CES, St. Joan of Arc CES and St. Mary CES (see Appendix J for the Review Area Boundary Map).

The enrolment has been relatively stable in CEO2 over the last five (5) years, as shown in Table 25 below, and is projected to be relatively stable to slightly declining over the long term as neighbourhoods continue to age and mature. See Table 26 below.

Table 26: CEO2: Northwest Oakville – North of the QEW Historic Enrolment

School Name	FBC ¹	2012	2013	2014	2015	2016
Mother Teresa CES	547	596	521	531	498	427
St. John Paul II CES	570	706	766	793	759	719
St. Joan of Arc CES	547	586	580	566	512	492
St. Mary CES	599	345	488	609	700	635
CEO2 Head Count	2263	2,233	2,355	2,499	2,469	2,273
Utilization (%)		99%	104%	110%	109%	100%
Surplus Space (+,-)		-569	-92	-236	-206	-10

Table 27: CEO2: Northwest Oakville – North of the QEW Projected Enrolment

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Mother Teresa CES	547	371	341	320	319	315	318	321	326	345	363
St. John Paul II CES	570	666	636	600	563	519	489	469	442	433	434
St. Joan of Arc CES	547	468	458	439	407	400	386	375	364	357	357
St. Mary CES	599	665	713	749	814	823	838	855	875	889	923
CEO2 Head Count	2,263	2,170	2,149	2,108	2,103	2,058	2,030	2,020	2,006	2,024	2,077
Utilization (%)		96%	95%	93%	93%	91%	90%	89%	89%	89%	92%
Surplus Space (+,-)		93	114	155	160	205	233	243	257	239	186

² Facility Condition Index (FCI) is the comparison of identified repair needs of a building to the replacement cost of the building.

The 2013 Long Term Capital Plan recommended further monitoring of this review area to address future needs. It now appears that Mother Teresa CES may have sufficient surplus space to accommodate a facility partner.

Review Area Actions and Projects:

- A) Staff to review the ability of Mother Teresa CES to accommodate a facility partner over the long term and take steps to seek potential partnerships.

CEO4: Oakville – Northeast Oakville North of QEW

The CEO4 Northeast Oakville North of the QEW review area contains three (3) elementary schools; Holy Family CES, St. John (O) CES, and St. Michael CES (see Appendix K for the Review Area Boundary Map). The enrolment has been decreasing in CEO4 over the last five (5) years, as shown in Table 27 below, and is expected to continue decreasing over the long term as neighbourhoods continue to age, as is demonstrated in Table 28.

Table 28: Historic Enrolment CEO4: Oakville – Northeast Oakville North of QEW

School Name	FBC ¹	2012	2013	2014	2015	2016
Holy Family CES	291	229	251	237	220	213
St. John (O) CES	245	197	200	189	165	147
St. Michael CES	268	240	224	205	212	208
CEO4 Head Count	804	666	675	631	597	568
Utilization (%)		83%	84%	78%	74%	71%
Surplus Space (+,-)		138	129	173	207	236

Table 29: Projected Enrolment CEO4: Oakville – Northeast Oakville North of QEW

School Name	FBC ¹	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Holy Family CES	291	211	215	217	222	220	221	213	215	217	213
St. John (O) CES	245	139	123	120	117	117	111	110	111	109	108
St. Michael CES	268	193	186	185	188	189	184	186	188	187	188
CEO4 Head Count	804	543	525	523	527	525	516	510	514	512	509
Utilization (%)		68%	65%	65%	66%	65%	64%	63%	64%	64%	63%
Surplus Space (+,-)		261	279	281	277	279	288	294	290	292	295

The 2013 Long Term Capital Plan identified the need to initiate an Accommodation Review with the goal of reducing surplus pupil places in the review area. A Pupil Accommodation Review was approved in October of 2016 with a final decision expected for March, 2017. The Review seeks to consolidate Holy Family, St. John and St. Michael into one new facility to be constructed on the St. Michael site pending Trustee and Ministry Funding approvals. An alternative accommodation plan is also proposed which would consolidate St. John and Michael Catholic Elementary Schools and consolidate Holy Family and St. Marguerite d’Youville Schools.

Review Area Action & Project:

- A) If approved by the Board of Trustees, seek School Consolidation and Closure funding or Capital Priorities funding to implement the Oakville Northeast Pupil Accommodation Review accommodation plans.

CE06: Oakville – North of Dundas Street

The CE06 North of Dundas Street review contains one (1) elementary school, St. Gregory the Great Catholic Elementary School which opened in September 2016. The Review area comprised the entire North Oakville Secondary Plan, including an additional four (4) designated elementary school sites, as well as a Secondary School Site (see Appendix L for the Review Area Boundary Map).

Enrolment is project to increase significantly over time as development continues in the North Oakville Secondary Plan as is demonstrated in Table 29 below. As such, St. Gregory the Great CES will be the holding school until such time as a second Catholic elementary school is introduced in the area.

Table 30: CE06: Oakville – North of Dundas Street Projected Enrolment

School Name	FBC ¹	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
St. Gregory the Great CES	671	188	294	464	626	863	1115	1306	1472	1582	1730	1845
CE06 Head Count	671	188	294	464	626	863	1,115	1,306	1,472	1,582	1,730	1,845
Utilization (%)		28%	44%	69%	93%	129%	166%	195%	219%	236%	258%	275%
Surplus Space (+,-)		483	378	207	45	-192	-444	-635	-801	-911	-1,059	-1,174

The 2013 Long Term Capital Plan acknowledged that if development continues in the area as projected, a total of three (3) elementary schools will be required over the next 15 years. Staff will continue to monitor growth on an ongoing basis. See Figure 1 on page 2 of the report for full list of future projects in Oakville.

Review Area Actions and Projects:

- A) Construct a second Catholic elementary facility within the North Oakville Secondary Plan for the 2020-21 school year at the latest; and,
- B) Construct a third Catholic elementary facility within the North Oakville Secondary plan when enrolment pressures exceed what can be managed in the two existing schools – anticipated for the 2027-28 school year.

3.0 Conclusion:

On October 31, 2016, the Halton Catholic District School Board's total enrolment for both elementary and secondary students was 33,532 students. Enrolment projections forecast continued growth for the next 10 years, where the total Board enrolment will increase by approximately +2.34% (+872 students) per year based on a ten (10) year average.

Growth in the Town of Milton, Oakville, and Halton Hills (Georgetown specifically) continues to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. Nevertheless, as enrolment declines in established neighbourhoods, the Board underutilized pupil places are increasing, which may have a detrimental effect on the Board's overall utilization.

A summary of the Actions and Projects for each Review Area by Municipality is summarized in Section 4.0.

As per the requirements of the *Operating Policy 1-37: Community Planning & Facility Partnerships*, staff anticipates to schedule a meeting for April to early May to present the information contained in this report to the community.

4.0 Summary of Actions & Projects by Municipality

City of Burlington

CEB2: Burlington – South of the QEW

- A) Establish a Pupil Accommodation Review process within the CEB2: Burlington – South of QEW Review Area for the 2018 to 2020 school year, with the intent of reducing the current and projected surplus classroom spaces.

CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills, Tyandaga, Rural

- A) Submit proposal to the Ministry for the demolition/removal of 11 portapack classrooms at the St. Mark CES facility in 2016 through the SCC funding grant, and await approval.

CS01: Burlington Secondary Schools

- A) Monitor enrolment over the next 2-4 years to confirm if current trends of enrolment stability continue, prior to establishing a Pupil Accommodation Review process within the CS01: Burlington Secondary Review Area.

Town of Halton Hills

CEH1: Halton Hills

- A) Address accommodation pressures within the current urban boundary of the Georgetown community to accommodate the lack of permanent and temporary student accommodations – may take the form of additions or new facilities;
- B) Construct a new Catholic elementary facility within the Vision Georgetown Secondary Plan for the 2022-23 school year at the latest;
- C) Construct a second new Catholic elementary facility within the Vision Georgetown Secondary Plan for the 2025-26 school year at the earliest; and,
- D) Consider the construction of a new Catholic secondary school facility within or proximate to the Vision Georgetown Secondary Plan.

Town of Milton

CEM2A: Milton – Urban Expansion East of Bronte Road

- A) Construct a new Catholic elementary facility within the Boyne Secondary plan in the Cobden Survey for the 2020-21 school year at the latest;
- B) Construct a new Catholic elementary facility within the Boyne Secondary plan in the Bowes Survey for the 2024-25 school year at the latest;

CEM2B: Milton – Urban Expansion West of Bronte Road

- A) Construct a new Catholic elementary facility within the Boyne Secondary Plan in the Walker Survey for the 2020-21 school year at the latest.

CS04: Milton Secondary Schools

- A) Construct an addition to Bishop P.F. Reding CSS to bring its total pupil capacity to approximately +/- 1,500 pupil places for the 2019-20 school year.
- B) Construct a new Catholic secondary facility within the Boyne Secondary Plan, in the Boyne East Tertiary Plan area for the 2019-20 school year.

Town of Oakville

CE01: Oakville – South of the QEW

- A) Implement the approved Oakville South Central Accommodation Plan, which seeks the construction of a 527 pupil place facility on the St. Joseph Catholic Elementary School Site. If not funded, seek a more cost efficient alternative.
- B) Review Facility Condition Index (FCI) of current building stock within the CE01: Oakville – South of QEW Review Area and contemplate replacement facilities where feasible.
- C) Consider the relocation of the Oakville Thomas Merton Centre into an existing Board owned facility from its current location.

CE02: Northwest Oakville – North of QEW

- A) Staff to review the ability of Mother Teresa CES to accommodate a facility partner over the long term and take steps to seek potential partnerships.

CE04: Oakville – Northeast Oakville North of QEW

- A) Seek School Consolidation and Closure funding or Capital Priorities funding to implement the Oakville Northeast Pupil Accommodation Review accommodation plans.

CE06: Oakville – North of Dundas Street

- A) Construct a second Catholic elementary facility within the North Oakville Secondary Plan for the 2020-21 school year at the latest; and,
- B) Construct a third Catholic elementary facility within the North Oakville Secondary plan when enrolment pressures exceed what can be managed in the two existing schools – anticipated for the 2027-28 school year.

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List of Appendices

- Appendix A School enrolment projections by Review Area.
- Appendix B School utilization by Review Area
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- Appendix D CEB2 Review Area Boundary Map
- Appendix E CEB4 Review Area Boundary Map
- Appendix F CEH1 Review Area Boundary Map
- Appendix G CEM2A Review Area Boundary Map
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- Appendix I CE01 Review Area Boundary Map
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REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2012-2031)

	CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					1OYR					LONGTERM PROJECTIONS					15YR
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
BURLINGTON																													
Holy Rosary (B) CES	HLRB	CEB1	455	431	439	420	417	418	416.2	420	431	428.3	432.1	441.8	437.6	443.6	448.9	449	449.2	442.7	435.1	430.8	427.3						
CEB1 Head Count Sub-total			455	431	439	420	417	418	416.2	420	431	428.3	432.1	441.8	437.6	443.6	448.9	449	449.2	442.7	435.1	430.8	427.3						
Utilization				95%	96%	92%	92%	92%	91%	92%	95%	94%	95%	97%	96%	97%	99%	99%	99%	97%	96%	95%	94%						
Surplus Space				24	16	35	38	37	39	35	24	27	23	13	17	11	6	6	6	12	20	24	28						
Ascension CES	ASCN	CEB2	360	314	296	283	270	271	261	248	243	237	242	241	247	247	248	247	245.7	245.7	244.2	242.7	242.7						
St. John (B) CES	JOHB	CEB2	383	314	296	302	298	304	313	309	314	316	313	302	294	299	299	297	292.8	287.7	283	279.7	277.1						
St. Patrick CES	PATR	CEB2	337	235	233	238	250	262	271	278	269	269	268	262	260	262	249	247	244.5	242.3	242.3	242.3	242.3						
St. Paul CES	PAUL	CEB2	337	277	285	279	267	271	264	275	271	276	274	278	277	278	282	277	276.8	276.6	276.6	276.5	276.5						
St. Raphael CES	RAPH	CEB2	314	264	260	270	251	260	261	266	266	281	299	300	306	312	317	314	309.2	304.2	298.9	293.5	288						
CEB2 Head Count Sub-total			1731	1404	1370	1372	1336	1368	1370	1376	1364	1378	1397	1383	1384	1398	1394	1381	1369	1356.5	1345	1334.7	1326.6						
Utilization				81%	79%	79%	77%	79%	79%	79%	79%	80%	81%	80%	80%	81%	81%	80%	79%	78%	78%	77%	77%						
Surplus Space				327	361	359	395	363	361	355	367	353	334	348	347	333	337	350	362	375	386	396	404						
Canadian Martyrs CES	CDNM	CEB4	409	342	333	344	364	379	383	391	395	396	403	402	412	417	418	412	411.2	410.7	410.1	409.5	408.9						
St. Gabriel CES	GABR	CEB4	524	508	562	599	594	575	561	567	561	562	555	549	554	549	532	536	533.5	530.7	528.9	527.5	526						
St. Mark CES	MARK	CEB4	478	336	328	336	341	340	344	345	333	336	327	326	330	333	329	327	325.3	324.3	323.4	322.4	322.4						
St. Timothy CES	TIMB	CEB4	504	531	526	515	507	536	521	527	536	541	549	557	541	552	537	535	530.9	526.6	522.4	518.3	514.1						
CEB4 Head Count Sub-total			1915	1717	1749	1794	1806	1830	1808	1831	1825	1834	1834	1834	1836	1850	1816	1811	1800.9	1792.3	1784.8	1777.7	1771.4						
Utilization				90%	91%	94%	94%	96%	94%	96%	95%	96%	96%	96%	96%	97%	95%	95%	94%	94%	93%	93%	93%						
Surplus Space				198	166	121	109	85	107	84	90	81	81	81	79	65	99	104	114	123	130	137	144						
Sacred Heart of Jesus CES	SHOJ	CEB5	547	505	518	509	492	501	519.6	534.2	554.9	587.6	589.1	599	594.5	603.6	607.2	605.9	604.6	603.6	602.7	602.3	602						
St. Christopher CES	CHRS	CEB5	478	630	518	507	490	476	437.4	417.3	419.4	405.1	402.8	405.1	402.2	406.2	402.3	406.7	406.6	405.8	405	404.3	403.6						
St. Elizabeth Seton CES	ELIZ	CEB5	455	775	422	446	441	435	425.2	416.2	407.7	401.4	416.7	421.9	429.6	424.8	419.7	423.5	423	423	423	422.3	422.3						
St. Anne CES	ALTE	CEB6	622	0	527	596	670	711	775.3	822.2	892.7	939.9	995.2	1024	1049.6	1053.7	1049.8	1042.5	1034.7	1025.7	1023.3	1022.1	1020.8						
CEB6 Head Count Sub-total			2102	1910	1985	2058	2093	2123	2157.5	2189.9	2274.7	2334	2403.8	2450	2475.9	2488.3	2479	2478.6	2468.9	2458.1	2454	2451	2448.7						
Utilization				91%	94%	98%	100%	101%	103%	104%	108%	111%	114%	117%	118%	118%	118%	118%	117%	117%	117%	117%	116%						
Surplus Space				192	117	44	9	-21	-56	-88	-173	-232	-302	-348	-374	-386	-377	-377	-367	-356	-352	-349	-347						
Assumption CSS	ASPT	CS01	955	972	919	890	893	841	863	868	850	818	796	808	805	795	806	813	813	827	821	804	792						
Notre Dame CSS	NTDM	CS01	1175	1099	1073	992	1012	1024	1036	1038	1032	992	973	974	945	931	951	942	946	962	931	917	901						
Corpus Christi CSS	CORP	CS01	1250	1174	1101	956	986	1006	1022	1059	1033	1036	1023	999	1021	1029	1066	1094	1111	1127	1126	1124	1118						
CS01 Head Count Sub-total			3380	3245	3093	2838	2891	2871	2921	2966	2915	2847	2791	2782	2772	2755	2823	2848	2870	2916	2877	2845	2811						
Utilization				96%	92%	84%	86%	85%	86%	88%	86%	84%	83%	82%	82%	82%	84%	84%	85%	86%	85%	84%	83%						
Surplus Space				135	287	542	489	509	459	414	465	534	589	598	608	625	558	532	510	465	503	535	569						

REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
HALTON HILLS																												
Holy Cross CES	HLYC	CEH1	444	469	461	447	427	475	476	482	490	470	490	489	491	501	497	488	481.4	477.7	474.6	472.3	470.1					
St. Brigid CES	BRID	CEH1	550	653	629	668	672	885	926	921	935	958	1139	1304	1487	1684	1896	2027	2159.5	2297.3	2435.2	2572.5	2470.4					
St. Catherine of Alexandria CES	ALEX	CEH1	622	750	785	828	862	681	698	700	719	736	752	752	762	734	722	711	694.3	679.6	673.8	668.7	663.7					
St. Francis of Assisi CES	FRAN	CEH1	340	398	393	371	360	356	335	327	334	352	367	383	380	377	369	360	350.3	347.8	345.3	340.8	336.9					
St. Joseph (A) CES	JOSA	CEH1	363	485	466	441	408	391	375	364	346	339	327	301	289	281	276	280	278.1	276.3	276.3	275.3	275.3					
CEH1 Head Count Sub-total			2319	2755	2734	2755	2729	2788	2810	2794	2824	2854	3074	3229	3408	3576	3760	3866	3963.6	4078.7	4205.2	4329.6	4216.4					
Utilization				119%	118%	119%	118%	120%	121%	120%	122%	123%	133%	139%	147%	154%	162%	167%	171%	176%	181%	187%	182%					
Surplus Space				-436	-415	-436	-410	-469	-491	-475	-505	-535	-755	-910	-1089	-1257	-1441	-1547	-1645	-1760	-1886	-2011	-1897					
KING																												
Christ the King CSS	KING	CS05	1448	1560	1555	1530	1563	1630	1725	1824	1826	1802	1765	1738	1724	1659	1580	1515	1477.2	1449.7	1447.7	1435.5	1426.5					
CS05 Head Count Sub-total			1448	1560	1555	1530	1563	1630	1725	1824	1826	1802	1765	1738	1724	1659	1580	1515	1477.2	1449.7	1447.7	1435.5	1426.5					
Utilization				108%	107%	106%	108%	113%	119%	126%	126%	124%	122%	120%	119%	115%	109%	105%	102%	100%	100%	99%	99%					
Surplus Space				-112	-107	-82	-115	-182	-277	-376	-378	-354	-317	-290	-276	-211	-132	-67	-29	-2	0	13	22					
MILTON																												
Holy Rosary (M) CES	HLRM	CEM1	527	355	390	335	362	409	443	452	499	554	615	665	664	691	722	734	742.7	740.6	731.5	724.3	719.4					
Our Lady of Victory CES	OLVM	CEM1	291	304	388	220	244	257	278	283	288	304	307	315	319	318	312	310	307.1	304.5	301.9	300.4	299.1					
CEM1 Head Count Sub-total			818	659	778	555	606	666	721	735	787	858	922	980	983	1009	1034	1044	1049.8	1045.1	1033.4	1024.7	1018.5					
Utilization				81%	95%	68%	74%	81%	88%	90%	96%	105%	113%	120%	120%	123%	126%	128%	128%	128%	126%	125%	125%					
Surplus Space				159	40	263	212	152	97	84	31	-40	-104	-162	-165	-191	-216	-226	-232	-227	-215	-207	-201					
GRDA																												
Guardian Angels CES	GRDA	CEM2A	723	842	798	907	937	940	964	980	970	975	970	965	959	951	933	927	920.8	914.2	909.7	905.2	902.5					
Our Lady of Fatima CES	OLFA	CEM2A	648	822	950	865	856	801	747	726	733	701	669	647	631	610	591	588	579.9	573.5	570.4	567.7	565					
St. Anthony of Padua CES	ANTH	CEM2A	723	693	727	863	966	972	995	991	997	963	938	911	890	857	828	817	805.9	800.4	796	797.1	794.3					
St. Peter CES	PETE	CEM2A	619	695	765	780	736	737	722	722	727	720	689	654	661	649	654	650	646.7	643.3	639.8	637.2	634.4					
CEM2A Head Count Sub-total			2713	3052	3240	3415	3495	3450	3429	3418	3427	3357	3266	3177	3141	3066	3006	2981	2953.3	2931.4	2915.9	2907.2	2896.2					
Utilization				112%	119%	126%	129%	127%	126%	126%	126%	124%	120%	117%	116%	113%	111%	110%	109%	108%	107%	107%	107%					
Surplus Space				-339	-527	-702	-782	-737	-716	-705	-714	-644	-553	-464	-428	-353	-293	-268	-240	-218	-203	-194	-183					
LUCM																												
Lumen Christi CES	LUCM	CEM2B	648	789	960	541	547	581	619	665	703	724	727	738	728	708	715	710	703.6	697.1	694.1	692.6	691.1					
Queen of Heaven CES	QUEN	CEM2B	671	0	0	654	761	838	882	917	921	938	933	932	932	921	913	904	898.3	893	887.7	884	880.7					
St. Benedict CES	BENE	CEM2B	671	0	0	387	547	753	979	1240	1570	1995	2342	2767	3149	3465	3770	4008	4221.1	4341.5	4443.9	4467.4	4489.5					
CEM2B Head Count Sub-total			1990	789	960	1582	1855	2172	2479	2822	3194	3657	4002	4437	4810	5093	5398	5622	5823	5931.6	6025.7	6044	6061.3					
Utilization				40%	48%	79%	93%	109%	125%	142%	160%	184%	201%	223%	242%	256%	271%	282%	293%	298%	303%	304%	305%					
Surplus Space				1201	1030	408	135	-182	-489	-832	-1204	-1667	-2012	-2447	-2820	-3103	-3408	-3632	-3833	-3942	-4036	-4054	-4071					
BHRD																												
Bishop P. F. Reding CSS	BHRD	CS04	977	1703	1326	1227	1373	1473	1631	1785	1800	1754	1723	1751	1776	1773	1767	1733	1722	1680.2	1649.9	1621.6	1600.6					
Jean Vanier CSS	MLTS	CS04	1448	0	585	883	1099	1324	1517	1726	1980	2253	2554	2787	3061	3221	3474	3557	3602.9	3600.4	3591.9	3578.1	3505.2					
CS04 Head Count Sub-total			2425	1703	1911	2110	2472	2797	3147	3511	3780	4007	4278	4538	4837	4994	5242	5291	5324.9	5280.6	5241.8	5199.7	5105.8					
Utilization				70%	79%	87%	102%	115%	130%	145%	156%	165%	176%	187%	199%	206%	216%	218%	220%	218%	216%	214%	211%					
Surplus Space				722	514	315	-47	-372	-722	-1086	-1355	-1582	-1853	-2113	-2412	-2569	-2817	-2866	-2900	-2856	-2817	-2775	-2681					

REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
OAKVILLE																												
St. Dominic CES	DOMI	CEO1	527	583	597	612	622	626	612	629	634	637	638	648	635	637	622	627	631	624.6	618.2	611.8	605.3					
St. James CES	STJA	CEO1	429	281	268	232	210	210	210	204	198	206	211	213	220	225	231	236	236	235	235.8	229.8	226.5					
St. Joseph (O) CES	JOSO	CEO1	268	367	371	393	382	380	364	351	358	357	359	362	361	364	365	367	367.1	365.1	363.3	362.9	362.5					
St. Luke CES	LUKE	CEO1	360	308	302	265	269	250	236	230	224	220	216	212	207	208	207	206	204.9	204.1	203.3	202.5	202.5					
St. Vincent CES	VINC	CEO1	268	357	316	306	280	282	270	257	256	257	244	240	246	247	252	253	252.5	251.7	250.2	249.5	248.3					
CEO1 Head Count Sub-total			1852	1896	1854	1808	1763	1748	1691	1672	1671	1677	1667	1675	1669	1680	1677	1689	1691.5	1680.5	1670.8	1656.5	1645.1					
Utilization				102%	100%	98%	95%	94%	91%	90%	90%	91%	90%	90%	90%	91%	91%	91%	91%	91%	90%	89%	89%					
Surplus Space				-44	-2	44	89	104	162	180	181	175	185	178	183	172	175	163	161	172	181	196	207					
Mother Teresa CES	MOTH	CEO2	547	596	521	531	498	427	371	341	320	319	315	318	321	326	345	363	382.8	386.3	389.8	385.4	381.9					
St. John Paul II CES	POPE	CEO2	570	706	766	793	759	719	666	636	600	563	519	489	469	442	433	434	429.9	426.4	422.9	421.2	419.5					
St. Joan of Arc CES	JOFA	CEO2	547	586	580	566	512	492	468	458	439	407	400	386	375	364	357	357	353.3	349.8	346.3	342.8	339.2					
St. Mary CES	MARY	CEO2	599	345	488	609	700	635	665	713	749	814	823	838	855	875	889	923	917.4	909.4	903.1	887	872.5					
CEO2 Head Count Sub-total			2263	2233	2355	2499	2469	2273	2170	2149	2108	2103	2058	2030	2020	2006	2024	2077	2083.4	2071.9	2062.1	2036.4	2013.1					
Utilization				99%	104%	110%	109%	100%	96%	95%	93%	93%	91%	90%	89%	89%	89%	92%	92%	92%	91%	90%	89%					
Surplus Space				-569	-92	-236	-206	-10	93	114	155	160	205	233	243	257	239	186	180	191	201	227	250					
St. Bernadette CES	BERN	CEO3	504	540	524	542	579	573	573	539	522	502	493	483	476	453	454	454	452.3	450.4	449.9	449.3	448.7					
St. Matthew CES	MATT	CEO3	363	369	408	437	425	465	478	492	508	514	526	522	511	510	508	502	495.8	493.4	491.3	491.1	491.1					
CEO3 Head Count Sub-total			867	909	932	979	1004	1038	1052	1030	1030	1016	1019	1005	987	963	964	956	948.1	943.8	941.2	940.4	939.8					
Utilization				105%	107%	113%	116%	120%	121%	119%	119%	117%	117%	116%	114%	111%	111%	110%	109%	109%	109%	108%	108%					
Surplus Space				-42	-65	-112	-137	-171	-185	-163	-163	-149	-152	-138	-120	-96	-97	-89	-81	-77	-74	-73	-73					
Holy Family CES	HLyf	CEO4	291	229	251	237	220	213	211	215	217	222	220	221	213	215	217	213	210.2	207.8	205.3	204.6	203.9					
St. John (O) CES	JOHO	CEO4	303	197	200	189	163	147	139	123	120	117	117	111	110	111	109	108	107.8	107.8	107.8	107.8	107.8					
St. Michael CES	MICH	CEO4	268	240	224	205	215	208	193	186	185	188	189	184	186	188	187	188	184	180.9	177.8	175.3	172.9					
CEO4 Head Count Sub-total			862	666	675	631	598	568	543	525	523	527	525	516	510	514	512	509	502	496.5	490.9	487.7	484.6					
Utilization				77%	78%	73%	69%	66%	63%	61%	61%	61%	61%	60%	59%	60%	59%	59%	58%	58%	57%	57%	56%					
Surplus Space				196	187	231	264	294	319	337	339	335	337	346	352	348	350	353	360	366	371	374	377					
Our Lady of Peace CES	OLPO	CEO5	478	508	475	447	422	398	390	386	372	375	379	384	381	378	381	378	374.6	372.5	370.5	368.3	366.3					
St. Andrew CES	ANDR	CEO5	573	731	763	789	776	779	777	769	765	759	743	724	714	704	698	692	681.9	672.8	671.7	670.9	670.2					
St. Marguerite d'Youville CES	MARG	CEO5	504	623	609	593	581	537	493	472	443	432	413	404	403	397	400	395	390.6	386	382.6	379.1	376.8					
CEO5 Head Count Sub-total			1555	1862	1847	1829	1779	1714	1660	1627	1580	1566	1535	1512	1497	1479	1478	1464	1447.1	1431.3	1424.8	1418.3	1413.3					
Utilization				120%	119%	118%	114%	110%	107%	105%	102%	101%	99%	97%	96%	95%	95%	94%	93%	92%	92%	91%	91%					
Surplus Space				-307	-292	-274	-224	-159	-105	-72	-25	-11	20	43	58	76	77	91	108	124	130	137	142					
St. Gregory the Great CES	GREG	CEO6	671	0	0	0	0	188	294	464	626	863	1115	1306	1472	1582	1730	1845	1968.2	2093.2	2237.3	2351.5	2450.3					
CEO2 Head Count Sub-total			671	0	0	0	0	188	294	464	626	863	1115	1306	1472	1582	1730	1845	1968.2	2093.2	2237.3	2351.5	2450.3					
Utilization				0%	0%	0%	0%	28%	44%	69%	93%	129%	166%	195%	219%	236%	258%	275%	293%	312%	333%	350%	365%					
Surplus Space				0	0	0	0	483	378	207	45	-192	-444	-635	-801	-911	-1059	-1174	-1297	-1422	-1566	-1681	-1779					
Holy Trinity CSS	HLyT	CS02	1338	1432	1340	1239	1195	1172	1158	1141	1143	1099	1085	1092	1085	1115	1118	1131	1156.9	1181.4	1220.8	1247.8	1271.6					
St. Ignatius of Loyola CSS	LYLA	CS02	1382	1223	1177	1090	1114	1237	1294	1362	1368	1422	1444	1493	1526	1548	1527	1485	1469.4	1440.9	1458.4	1485.5	1497.7					
St. Thomas Aquinas CSS	AQUI	CS02	1294	881	1014	1123	1335	1256	1274	1247	1193	1201	1191	1179	1188	1178	1183	1170	1146.4	1141.1	1121.6	1115.8	1056.7					
CEO2 Head Count Sub-total			4014	3536	3531	3452	3644	3665	3727	3750	3704	3721	3720	3764	3799	3840	3828	3786	3772.7	3763.4	3800.8	3849.1	3826					
Utilization				88%	88%	86%	91%	91%	93%	93%	92%	93%	93%	94%	95%	96%	95%	94%	94%	94%	95%	96%	95%					
Surplus Space				478	483	562	370	349	287	264	310	293	294	250	215	174	186	228	241	251	213	165	188					

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
BURLINGTON																												
Holy Rosary (B) CES	HLRB	CEB1	455	94.7%	96.5%	92.3%	91.6%	91.9%	91.5%	92.3%	94.7%	94.1%	95.0%	97.1%	96.2%	97.5%	98.7%	98.7%	98.7%	97.3%	95.6%	94.7%	93.9%					
CEB1 Head Count Sub-total			455	94.7%	96.5%	92.3%	91.6%	91.9%	91.5%	92.3%	94.7%	94.1%	95.0%	97.1%	96.2%	97.5%	98.7%	98.7%	98.7%	97.3%	95.6%	94.7%	93.9%					
Ascension CES	ASCN	CEB2	360	87.2%	82.2%	78.6%	75.0%	75.3%	72.5%	69.0%	67.6%	65.8%	67.3%	67.0%	68.5%	68.6%	68.8%	68.5%	68.3%	68.3%	67.8%	67.4%	67.4%					
St. John (B) CES	JOHB	CEB2	383	82.0%	77.3%	78.9%	77.8%	79.4%	81.6%	80.7%	82.0%	82.4%	81.8%	78.8%	76.8%	78.0%	78.1%	77.5%	76.4%	75.1%	73.9%	73.0%	72.3%					
St. Patrick CES	PATR	CEB2	337	69.7%	69.1%	70.6%	74.2%	77.7%	80.4%	82.4%	79.9%	79.8%	79.6%	77.8%	77.2%	77.8%	73.8%	73.2%	72.6%	71.9%	71.9%	71.9%	71.9%					
St. Paul CES	PAUL	CEB2	337	82.2%	84.6%	82.8%	79.2%	80.4%	78.4%	81.5%	80.4%	81.9%	81.4%	82.5%	82.1%	82.6%	83.6%	82.1%	82.1%	82.1%	82.1%	82.0%	82.0%					
St. Raphael CES	RAPH	CEB2	314	84.1%	82.8%	86.0%	79.9%	82.8%	83.1%	84.6%	84.7%	89.4%	95.2%	95.4%	97.6%	99.4%	100.8%	100.0%	98.5%	96.9%	95.2%	93.5%	91.7%					
CEB2 Head Count Sub-total			1731	81.1%	79.1%	79.3%	77.2%	79.0%	79.1%	79.5%	78.8%	79.6%	80.7%	79.9%	79.9%	80.8%	80.5%	79.8%	79.1%	78.4%	77.7%	77.1%	76.6%					
Canadian Martyrs CES	CDNM	CEB4	409	83.6%	81.4%	84.1%	89.0%	92.7%	93.5%	95.7%	96.7%	96.8%	98.4%	98.2%	100.7%	101.8%	102.1%	100.8%	100.5%	100.4%	100.3%	100.1%	100.0%					
St. Gabriel CES	GABR	CEB4	524	96.9%	107.3%	114.3%	113.4%	109.7%	107.0%	108.3%	107.0%	107.2%	105.9%	104.8%	105.6%	104.7%	101.5%	102.3%	101.8%	101.3%	100.9%	100.7%	100.4%					
St. Mark CES	MARK	CEB4	478	70.3%	68.6%	70.3%	71.3%	71.1%	71.9%	72.2%	69.6%	70.2%	68.4%	68.3%	69.0%	69.6%	68.9%	68.5%	68.1%	67.8%	67.7%	67.4%	67.4%					
St. Timothy CES	TIMB	CEB4	504	105.4%	104.4%	102.2%	100.6%	106.3%	103.4%	104.5%	106.4%	107.3%	109.0%	110.5%	107.4%	109.5%	106.6%	106.2%	105.3%	104.5%	103.7%	102.8%	102.0%					
CEB4 Head Count Sub-total			1915	89.7%	91.3%	93.7%	94.3%	95.6%	94.4%	95.6%	95.3%	95.8%	95.8%	95.8%	95.9%	96.6%	94.8%	94.6%	94.0%	93.6%	93.2%	92.8%	92.5%					
Sacred Heart of Jesus CES	SHOJ	CEB5	547	92.3%	94.7%	93.1%	89.9%	91.6%	95.0%	97.7%	101.4%	107.4%	107.7%	109.5%	108.7%	110.3%	111.0%	110.8%	110.5%	110.3%	110.2%	110.1%	110.1%					
St. Christopher CES	CHRS	CEB5	478	131.8%	108.4%	106.1%	102.5%	99.6%	91.5%	87.3%	87.7%	84.7%	84.3%	84.7%	84.1%	85.0%	84.2%	85.1%	85.1%	84.9%	84.7%	84.6%	84.4%					
St. Elizabeth Seton CES	ELIZ	CEB5	455	170.3%	92.7%	98.0%	96.9%	95.6%	93.5%	91.5%	89.6%	88.2%	91.6%	92.7%	94.4%	93.4%	92.2%	93.1%	93.0%	93.0%	93.0%	92.8%	92.8%					
St. Anne CES	ALTE	CEB6	622	0.0%	84.7%	95.8%	107.7%	114.3%	124.6%	132.2%	143.5%	151.1%	160.0%	164.6%	168.7%	169.4%	168.8%	167.6%	166.4%	164.9%	164.5%	164.3%	164.1%					
CEB6 Head Count Sub-total			2102	90.9%	94.4%	97.9%	99.6%	101.0%	102.6%	104.2%	108.2%	111.0%	114.4%	116.6%	117.8%	118.4%	117.9%	117.9%	117.5%	116.9%	116.7%	116.6%	116.5%					
Assumption CSS	ASPT	CS01	955	101.8%	96.2%	93.2%	93.5%	88.1%	90.4%	90.9%	89.0%	85.7%	83.3%	84.6%	84.3%	83.3%	84.4%	85.1%	85.2%	86.6%	85.9%	84.2%	83.0%					
Notre Dame CSS	NTDM	CS01	1175	93.5%	91.3%	84.4%	86.1%	87.1%	88.2%	88.4%	87.9%	84.5%	82.8%	82.9%	80.5%	79.2%	80.9%	80.1%	80.5%	81.8%	79.2%	78.0%	76.6%					
Corpus Christi CSS	CORP	CS01	1250	93.9%	88.1%	76.5%	78.9%	80.5%	81.8%	84.7%	82.6%	82.9%	81.8%	80.0%	81.7%	82.3%	85.2%	87.5%	88.9%	90.2%	90.1%	89.9%	89.4%					
CS01 Head Count Sub-total			5482	59.2%	56.4%	51.8%	52.7%	52.4%	53.3%	54.1%	53.2%	51.9%	50.9%	50.7%	50.6%	50.3%	51.5%	52.0%	52.4%	53.2%	52.5%	51.9%	51.3%					

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
HALTON HILLS																												
Holy Cross CES	HLYC	CEH1	444	105.6%	103.8%	100.7%	96.2%	107.0%	107.2%	108.6%	110.4%	105.7%	110.3%	110.1%	110.5%	112.8%	111.9%	110.0%	108.4%	107.6%	106.9%	106.4%	105.9%					
St. Brigid CES	BRID	CEH1	550	118.7%	114.4%	121.5%	122.2%	160.9%	168.4%	167.4%	170.0%	174.2%	207.1%	237.1%	270.3%	306.1%	344.7%	368.6%	392.6%	417.7%	442.8%	467.7%	449.2%					
St. Catherine of Alexandria CES	ALEX	CEH1	622	120.6%	126.2%	133.1%	138.6%	109.5%	112.3%	112.6%	115.5%	118.4%	120.9%	120.9%	122.5%	117.9%	116.1%	114.3%	111.6%	109.3%	108.3%	107.5%	106.7%					
St. Francis of Assisi CES	FRAN	CEH1	340	117.1%	115.6%	109.1%	105.9%	104.7%	98.5%	96.2%	98.3%	103.4%	107.9%	112.6%	111.8%	110.8%	108.6%	105.8%	103.0%	102.3%	101.6%	100.2%	99.1%					
St. Joseph (A) CES	JOSA	CEH1	363	133.6%	128.4%	121.5%	112.4%	107.7%	103.3%	100.2%	95.2%	93.4%	90.2%	82.9%	79.6%	77.5%	75.9%	77.2%	76.6%	76.1%	76.1%	75.8%	75.8%					
CEH1 Head Count Sub-total			2319	118.8%	117.9%	118.8%	117.7%	120.2%	121.2%	120.5%	121.8%	123.1%	132.6%	139.2%	147.0%	154.2%	162.1%	166.7%	170.9%	175.9%	181.3%	186.7%	181.8%					
Christ the King CSS	KING	CS05	1448	107.7%	107.4%	105.7%	107.9%	112.6%	119.1%	125.9%	126.1%	124.4%	121.9%	120.0%	119.1%	114.6%	109.1%	104.6%	102.0%	100.1%	100.0%	99.1%	98.5%					
CS05 Head Count Sub-total			1448	107.7%	107.4%	105.7%	107.9%	112.6%	119.1%	125.9%	126.1%	124.4%	121.9%	120.0%	119.1%	114.6%	109.1%	104.6%	102.0%	100.1%	100.0%	99.1%	98.5%					
MILTON																												
Holy Rosary (M) CES	HLRM	CEM1	527	67.4%	74.0%	63.6%	68.7%	77.6%	84.1%	85.7%	94.8%	105.2%	116.7%	126.2%	126.1%	131.1%	136.9%	139.3%	140.9%	140.5%	138.8%	137.4%	136.5%					
Our Lady of Victory CES	OLVM	CEM1	291	104.5%	133.3%	75.6%	83.8%	88.3%	95.6%	97.1%	99.0%	104.5%	105.5%	108.3%	109.6%	109.3%	107.3%	106.5%	105.5%	104.6%	103.7%	103.2%	102.8%					
CEM1 Head Count Sub-total			818	80.6%	95.1%	67.8%	74.1%	81.4%	88.2%	89.8%	96.3%	104.9%	112.7%	119.8%	120.2%	123.4%	126.4%	127.6%	128.3%	127.8%	126.3%	125.3%	124.5%					
Guardian Angels CES	GRDA	CEM2A	723	116.5%	110.4%	125.4%	129.6%	130.0%	133.3%	135.5%	134.2%	134.8%	134.1%	133.4%	132.6%	131.5%	129.0%	128.2%	127.4%	126.4%	125.8%	125.2%	124.8%					
Our Lady of Fatima CES	OLFA	CEM2A	648	126.9%	146.6%	133.5%	132.1%	123.6%	115.3%	112.0%	113.0%	108.1%	103.2%	99.8%	97.3%	94.1%	91.3%	90.7%	89.5%	88.5%	88.0%	87.6%	87.2%					
St. Anthony of Padua CES	ANTH	CEM2A	723	95.9%	100.6%	119.4%	133.6%	134.4%	137.6%	137.1%	137.9%	133.1%	129.7%	126.0%	123.1%	118.5%	114.6%	112.9%	111.5%	110.7%	110.1%	110.2%	109.9%					
St. Peter CES	PETE	CEM2A	619	112.3%	123.6%	126.0%	118.9%	119.1%	116.6%	116.6%	117.5%	116.3%	111.4%	105.6%	106.8%	104.8%	105.6%	105.0%	104.5%	103.9%	103.4%	102.9%	102.5%					
CEM2A Head Count Sub-total			2713	112.5%	119.4%	125.9%	128.8%	127.2%	126.4%	126.0%	126.3%	123.8%	120.4%	117.1%	115.8%	113.0%	110.8%	109.9%	108.9%	108.1%	107.5%	107.2%	106.8%					
Lumen Christi CES	LUCM	CEM2B	648	121.8%	148.1%	83.5%	84.4%	89.7%	95.5%	102.7%	108.5%	111.7%	112.2%	113.8%	112.4%	109.2%	110.3%	109.5%	108.6%	107.6%	107.1%	106.9%	106.7%					
Queen of Heaven CES	QUEN	CEM2B	671	0.0%	0.0%	97.5%	113.4%	124.9%	131.4%	136.6%	137.2%	139.8%	139.0%	138.8%	139.0%	137.2%	136.1%	134.7%	133.9%	133.1%	132.3%	131.7%	131.3%					
St. Benedict CES	BENE	CEM2B	671	0.0%	0.0%	57.7%	81.5%	112.2%	145.9%	184.7%	234.0%	297.3%	349.0%	412.4%	469.3%	516.3%	561.9%	597.3%	629.1%	647.0%	662.3%	665.8%	669.1%					
CEM2B Head Count Sub-total			1990	39.6%	48.2%	79.5%	93.2%	109.1%	124.6%	141.8%	160.5%	183.8%	201.1%	222.9%	241.7%	255.9%	271.3%	282.5%	292.6%	298.1%	302.8%	303.7%	304.6%					
Bishop P. F. Reding CSS	BHRD	CS04	977	174.3%	135.7%	125.6%	140.5%	150.8%	166.9%	182.7%	184.2%	179.5%	176.4%	179.2%	181.8%	181.5%	180.9%	177.4%	176.3%	172.0%	168.9%	166.0%	163.8%					
Jean Vanier CSS	MLTS	CS04	1448	0.0%	40.4%	61.0%	75.9%	91.4%	104.7%	119.2%	136.7%	155.6%	176.4%	192.5%	211.4%	222.4%	239.9%	245.7%	248.8%	248.6%	248.1%	247.1%	242.1%					
CS04 Head Count Sub-total			2425	70.2%	78.8%	87.0%	101.9%	115.3%	129.8%	144.8%	155.9%	165.3%	176.4%	187.1%	199.5%	205.9%	216.1%	218.2%	219.6%	217.8%	216.2%	214.4%	210.5%					

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
OAKVILLE																												
St. Dominic CES	DOMI	CEO1	527	110.6%	113.3%	116.1%	118.0%	118.8%	116.0%	119.4%	120.3%	120.9%	121.1%	123.0%	120.5%	120.8%	118.1%	119.0%	119.7%	118.5%	117.3%	116.1%	114.9%					
St. James CES	STJA	CEO1	429	65.5%	62.5%	54.1%	49.0%	49.0%	48.9%	47.6%	46.2%	48.0%	49.1%	49.6%	51.3%	52.4%	53.7%	55.1%	55.0%	54.8%	55.0%	53.6%	52.8%					
St. Joseph (O) CES	JOSO	CEO1	268	136.9%	138.4%	146.6%	142.5%	141.8%	135.9%	131.0%	133.5%	133.3%	133.9%	134.9%	134.7%	135.7%	136.3%	136.8%	137.0%	136.2%	135.6%	135.4%	135.3%					
St. Luke CES	LUKE	CEO1	360	85.6%	83.9%	73.6%	74.7%	69.4%	65.4%	64.0%	62.3%	61.1%	59.9%	58.8%	57.4%	57.7%	57.4%	57.2%	56.9%	56.7%	56.5%	56.3%	56.3%					
St. Vincent CES	VINC	CEO1	268	133.2%	117.9%	114.2%	104.5%	105.2%	100.6%	96.0%	95.7%	95.7%	90.9%	89.6%	91.8%	92.2%	94.1%	94.3%	94.2%	93.9%	93.4%	93.1%	92.6%					
CEO1 Head Count Sub-total			1852	102.4%	100.1%	97.6%	95.2%	94.4%	91.3%	90.3%	90.2%	90.5%	90.0%	90.4%	90.1%	90.7%	90.6%	91.2%	91.3%	90.7%	90.2%	89.4%	88.8%					
Mother Teresa CES	MOTH	CEO2	547	109.0%	95.2%	97.1%	91.0%	78.1%	67.8%	62.4%	58.5%	58.4%	57.6%	58.1%	58.8%	59.5%	63.0%	66.3%	70.0%	70.6%	71.3%	70.5%	69.8%					
St. John Paul II CES	POPE	CEO2	570	123.9%	134.4%	139.1%	133.2%	126.1%	116.8%	111.6%	105.2%	98.8%	91.1%	85.8%	82.4%	77.5%	76.0%	76.1%	75.4%	74.8%	74.2%	73.9%	73.6%					
St. Joan of Arc CES	JOFA	CEO2	547	107.1%	106.0%	103.5%	93.6%	89.9%	85.6%	83.8%	80.2%	74.4%	73.2%	70.5%	68.5%	66.5%	65.2%	65.3%	64.6%	63.9%	63.3%	62.7%	62.0%					
St. Mary CES	MARY	CEO2	599	57.6%	81.5%	101.7%	116.9%	106.0%	111.1%	119.0%	125.1%	135.8%	137.5%	139.8%	142.7%	146.1%	148.5%	154.1%	153.2%	151.8%	150.8%	148.1%	145.7%					
CEO2 Head Count Sub-total			2263	98.7%	104.1%	110.4%	109.1%	100.4%	95.9%	95.0%	93.1%	92.9%	90.9%	89.7%	89.3%	88.7%	89.4%	91.8%	92.1%	91.6%	91.1%	90.0%	89.0%					
St. Bernadette CES	BERN	CEO3	504	107.1%	104.0%	107.5%	114.9%	113.7%	113.8%	106.9%	103.5%	99.5%	97.8%	95.9%	94.4%	89.9%	90.4%	90.1%	89.7%	89.4%	89.3%	89.1%	89.0%					
St. Matthew CES	MATT	CEO3	363	101.7%	112.4%	120.4%	117.1%	128.1%	131.8%	135.4%	140.0%	141.6%	144.8%	143.7%	140.7%	140.4%	140.0%	138.3%	136.6%	135.9%	135.3%	135.3%	135.3%					
CEO3 Head Count Sub-total			867	104.8%	107.5%	112.9%	115.8%	119.7%	121.3%	118.8%	118.8%	117.1%	117.5%	115.9%	113.8%	111.0%	111.2%	110.3%	109.4%	108.9%	108.6%	108.5%	108.4%					
Holy Family CES	HLYF	CEO4	291	78.7%	86.3%	81.4%	75.6%	73.2%	72.6%	73.9%	74.7%	76.3%	75.7%	75.9%	73.3%	74.0%	74.4%	73.1%	72.2%	71.4%	70.5%	70.3%	70.1%					
St. John (O) CES	JOHO	CEO4	303	65.0%	66.0%	62.4%	53.8%	48.5%	45.9%	40.7%	39.6%	38.6%	38.4%	36.7%	36.4%	36.5%	35.9%	35.7%	35.6%	35.6%	35.6%	35.6%	35.6%					
St. Michael CES	MICH	CEO4	268	89.6%	83.6%	76.5%	80.2%	77.6%	71.9%	69.5%	69.2%	70.3%	70.4%	68.8%	69.5%	70.2%	69.7%	70.1%	68.7%	67.5%	66.3%	65.4%	64.5%					
CEO4 Head Count Sub-total			862	77.3%	78.3%	73.2%	69.4%	65.9%	63.0%	60.9%	60.7%	61.2%	61.0%	59.9%	59.1%	59.6%	59.4%	59.0%	58.2%	57.6%	56.9%	56.6%	56.2%					
Our Lady of Peace CES	OLPO	CEO5	478	106.3%	99.4%	93.5%	88.3%	83.3%	81.5%	80.8%	77.8%	78.5%	79.3%	80.4%	79.6%	79.1%	79.6%	79.0%	78.4%	77.9%	77.5%	77.1%	76.6%					
St. Andrew CES	ANDR	CEO5	573	127.6%	133.2%	137.7%	135.4%	136.0%	135.5%	134.2%	133.5%	132.5%	129.7%	126.4%	124.6%	122.9%	121.7%	120.7%	119.0%	117.4%	117.2%	117.1%	117.0%					
St. Marguerite d'Youville CES	MARG	CEO5	504	123.6%	120.8%	117.7%	115.3%	106.5%	97.8%	93.7%	87.9%	85.7%	81.9%	80.1%	79.9%	78.7%	79.3%	78.4%	77.5%	76.6%	75.9%	75.2%	74.8%					
CEO5 Head Count Sub-total			1555	119.7%	118.8%	117.6%	114.4%	110.2%	106.7%	104.6%	101.6%	100.7%	98.7%	97.2%	96.3%	95.1%	95.0%	94.2%	93.1%	92.0%	91.6%	91.2%	90.9%					
St. Gregory the Great CES	GREG	CEO6	671	0%	0%	0%	0%	28%	44%	69%	93%	129%	166%	195%	219%	236%	258%	275%	293%	312%	333%	350%	365%					
CEO6 Head Count Sub-total			671	0%	0%	0%	0%	28%	44%	69%	93%	129%	166%	195%	219%	236%	258%	275%	293%	312%	333%	350%	365%					
Holy Trinity CSS	HLYT	CS02	1338	107.0%	100.1%	92.6%	89.3%	87.6%	86.5%	85.3%	85.5%	82.1%	81.1%	81.6%	81.1%	83.3%	83.5%	84.5%	86.5%	88.3%	91.2%	93.3%	95.0%					
St. Ignatius of Loyola CSS	LYLA	CS02	1382	88.5%	85.2%	78.9%	80.6%	89.5%	93.7%	98.6%	99.0%	102.9%	104.5%	108.0%	110.4%	112.0%	110.5%	107.5%	106.3%	104.3%	105.5%	107.5%	108.4%					
St. Thomas Aquinas CSS	AQUI	CS02	1294	68.1%	78.4%	86.8%	103.2%	97.1%	98.5%	96.4%	92.2%	92.8%	92.0%	91.1%	91.8%	91.0%	91.4%	90.4%	88.6%	88.2%	86.7%	86.2%	81.7%					
CEO2 Head Count Sub-total			4014	88.1%	88.0%	86.0%	90.8%	91.3%	92.8%	93.4%	92.3%	92.7%	92.7%	93.8%	94.6%	95.7%	95.4%	94.3%	94.0%	93.8%	94.7%	95.9%	95.3%					

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2012-2031)

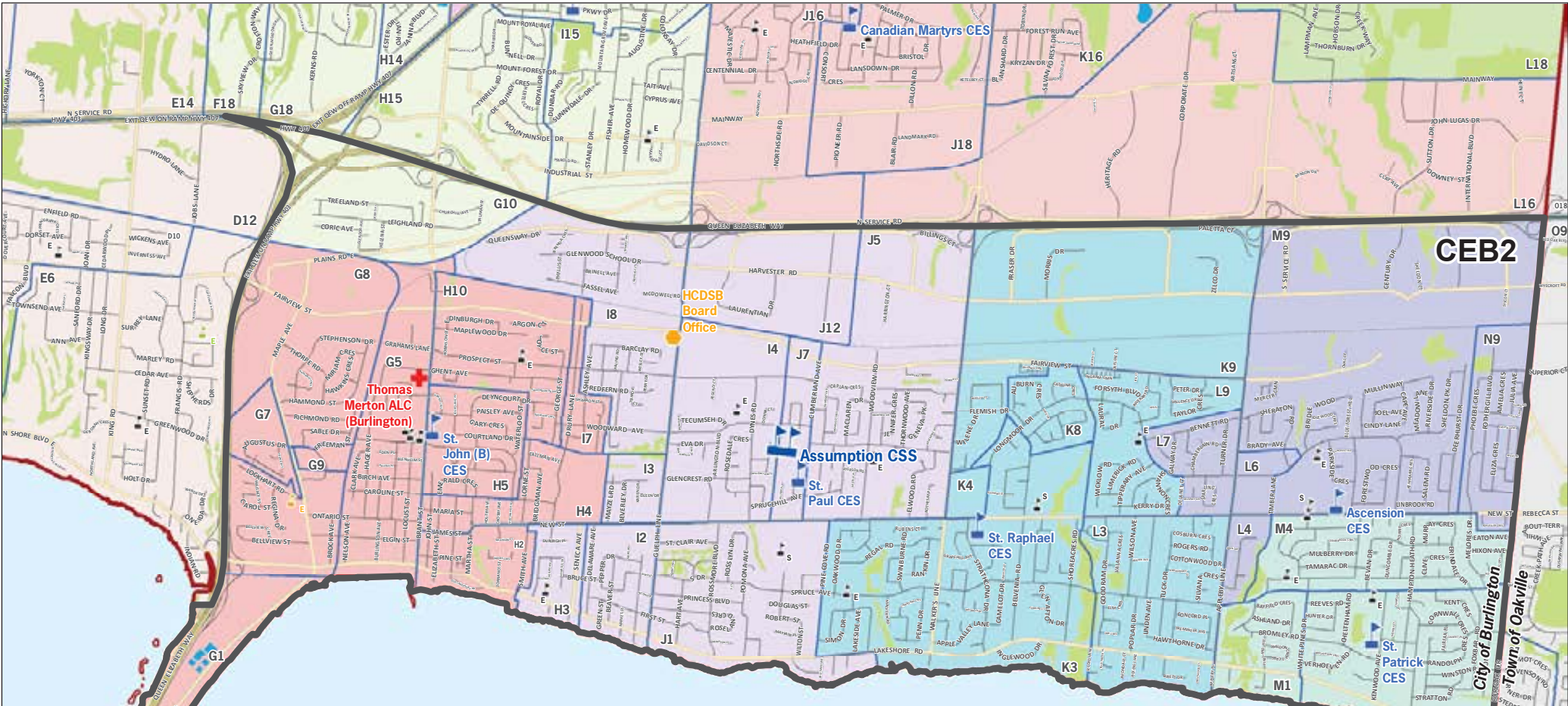
	CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
BURLINGTON																													
Holy Rosary (B) CES	HLRB	CEB1	455	24	16	35	38	37	38.8	35	24	26.7	22.9	13.2	17.4	11.4	6.1	6	5.8	12.3	19.9	24.2	27.7						
CEB1 Surplus Space Sub-Total			455	24	16	35	38	37	38.8	35	24	26.7	22.9	13.2	17.4	11.4	6.1	6	5.8	12.3	19.9	24.2	27.7						
Surplus Ratio				5.27%	3.52%	7.69%	8.35%	8.13%	8.53%	7.69%	5.27%	5.87%	5.03%	2.90%	3.82%	2.51%	1.34%	1.32%	1.27%	2.70%	4.37%	5.32%	6.09%						
Ascension CES	ASCN	CEB2	360	46	64	77	90	89	99	111.6	116.6	123.1	117.9	118.7	113.4	113.1	112.5	113.3	114.3	114.3	115.8	117.3	117.3						
St. John (B) CES	JOHB	CEB2	383	69	87	81	85	79	70.3	73.9	68.9	67.5	69.8	81.2	88.9	84.4	83.8	86.1	90.2	95.3	100	103.3	105.9						
St. Patrick CES	PATR	CEB2	337	102	104	99	87	75	66.2	59.3	67.9	68.2	68.9	74.8	77	74.9	88.2	90.4	92.5	94.7	94.7	94.7	94.7						
St. Paul CES	PAUL	CEB2	337	60	52	58	70	66	72.7	62.2	65.9	61	62.6	59.1	60.3	58.7	55.4	60.2	60.2	60.4	60.4	60.5	60.5						
St. Raphael CES	RAPH	CEB2	314	50	54	44	63	54	53	48.2	48	33.2	15.2	14.4	7.6	1.9	-2.5	-0.1	4.8	9.8	15.1	20.5	26						
CEB2 Surplus Space Sub-Total			1731	327	361	359	395	363	361.2	355.2	367.3	353	334.4	348.2	347.2	333	337.4	349.9	362	374.5	386	396.3	404.4						
Surplus Ratio				18.89%	20.85%	20.74%	22.82%	20.97%	20.87%	20.52%	21.22%	20.39%	19.32%	20.12%	20.06%	19.24%	19.49%	20.21%	20.91%	21.63%	22.30%	22.89%	23.36%						
Canadian Martyrs CES	CDNM	CEB4	409	67	76	65	45	30	26.4	17.6	13.7	13.1	6.4	7.4	-2.8	-7.5	-8.7	-3.4	-2.2	-1.7	-1.1	-0.5	0.1						
St. Gabriel CES	GABR	CEB4	524	16	-38	-75	-70	-51	-36.8	-43.4	-36.8	-37.9	-30.8	-25.4	-29.6	-24.6	-7.9	-12.3	-9.5	-6.7	-4.9	-3.5	-2						
St. Mark CES	MARK	CEB4	478	142	150	142	137	138	134.3	132.9	145.4	142.3	151	151.6	148.3	145.3	148.7	150.8	152.7	153.7	154.6	155.6	155.6						
St. Timothy CES	TIMB	CEB4	504	-27	-22	-11	-3	-32	-17.2	-22.7	-32.3	-36.8	-45.4	-52.9	-37.3	-48	-33.3	-31.1	-26.9	-22.6	-18.4	-14.3	-10.1						
CEB4 Surplus Space Sub-Total			1915	198	166	121	109	85	106.7	84.4	90	80.7	81.2	80.7	78.6	65.2	98.8	104	114.1	122.7	130.2	137.3	143.6						
Surplus Ratio				10.34%	8.67%	6.32%	5.69%	4.44%	5.57%	4.41%	4.70%	4.21%	4.24%	4.21%	4.10%	3.40%	5.16%	5.43%	5.96%	6.41%	6.80%	7.17%	7.50%						
Sacred Heart of Jesus CES	SHOJ	CEB5	547	42	29	38	55	46	27.4	12.8	-7.9	-40.6	-42.1	-52	-47.5	-56.6	-60.2	-58.9	-57.6	-56.6	-55.7	-55.3	-55						
St. Christopher CES	CHRS	CEB5	478	-152	-40	-29	-12	2	40.6	60.7	58.6	72.9	75.2	72.9	75.8	71.8	75.7	71.3	71.4	72.2	73	73.7	74.4						
St. Elizabeth Seton CES	ELIZ	CEB5	455	-320	33	9	14	20	29.8	38.8	47.3	53.6	38.3	33.1	25.4	30.2	35.3	31.5	32	32	32	32.7	32.7						
St. Anne CES	ALTE	CEB6	622	0	0	26	-48	-89	-153.3	-200.2	-270.7	-317.9	-373.2	-402	-427.6	-431.7	-427.8	-420.5	-412.7	-403.7	-401.3	-400.1	-398.8						
CEB6 Surplus Space Sub-Total			2102	-430	22	44	9	-21	-55.5	-87.9	-172.7	-232	-301.8	-348	-373.9	-386.3	-377	-376.6	-366.9	-356.1	-352	-349	-346.7						
Surplus Ratio				-20.46%	1.05%	2.09%	0.43%	-1.00%	-2.64%	-4.18%	-8.22%	-11.04%	-14.36%	-16.56%	-17.79%	-18.38%	-17.94%	-17.92%	-17.45%	-16.94%	-16.75%	-16.60%	-16.49%						
Assumption CSS	ASPT	CS01	955	-17	36	65	62	114	92.1	86.6	105	136.9	159.1	146.6	149.6	159.7	148.6	142.1	141.7	128.2	134.4	151.1	162.7						
Notre Dame CSS	NTDM	CS01	1175	76	102	183	163	151	138.6	136.7	142.7	182.7	202.4	200.7	229.7	244.1	224.5	233.5	228.8	213.3	244.1	258.3	274.4						
Corpus Christi CSS	CORP	CS01	1250	76	149	294	264	244	227.9	191.1	217.3	213.9	227.5	250.6	228.8	221.1	184.4	156.4	139.1	123	124.3	125.8	131.9						
CS01 Surplus Space Sub-Total			3380	135	287	542	489	509	459	414	465	534	589	598	608	625	558	532	510	465	503	535	569						
Surplus Ratio				3.99%	8.49%	16.04%	14.47%	15.06%	13.57%	12.26%	13.76%	15.78%	17.43%	17.69%	17.99%	18.49%	16.49%	15.74%	15.08%	13.74%	14.88%	15.83%	16.83%						

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2012-2031)

CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
HALTON HILLS																												
Holy Cross CES	HLYC	CEH1	444	-25	-17	-3	17	-31	-32	-38.2	-46.2	-25.5	-45.6	-45	-46.6	-56.9	-53	-44.4	-37.4	-33.7	-30.6	-28.3	-26.1					
St. Brigid CES	BRID	CEH1	550	-103	-79	-118	-122	-335	-376	-370.6	-384.9	-408	-588.8	-754.1	-936.7	-1133.6	-1345.8	-1477.2	-1609.5	-1747.3	-1885.2	-2022.5	-1920.4					
St. Catherine of Alexandria CES	ALEX	CEH1	622	-128	-163	-206	-240	-59	-76.4	-78.3	-96.7	-114.2	-129.7	-130.2	-139.9	-111.6	-100	-88.7	-72.3	-57.6	-51.8	-46.7	-41.7					
St. Francis of Assisi CES	FRAN	CEH1	340	-58	-53	-31	-20	-16	5	12.8	5.8	-11.5	-26.8	-42.7	40	-36.6	-29.3	-19.8	-10.3	-7.8	-5.3	-0.8	3.1					
St. Joseph (A) CES	JOSA	CEH1	363	-122	-103	-78	-45	-28	-12	-0.6	17.5	24	35.7	62	74.1	81.8	87.4	82.7	84.9	86.7	86.7	87.7	87.7					
CEH1 Surplus Space Sub-Total			2319	-436	-415	-436	-410	-469	-491.4	-474.9	-504.5	-535.2	-755.2	-910	-1089.1	-1256.9	-1440.7	-1547.4	-1644.6	-1759.7	-1886.2	-2010.6	-1897.4					
Surplus Ratio				-18.80%	-17.90%	-18.80%	-17.68%	-20.22%	-21.19%	-20.48%	-21.76%	-23.08%	-32.57%	-39.24%	-46.96%	-54.20%	-62.13%	-66.73%	-70.92%	-75.88%	-81.34%	-86.70%	-81.82%					
Christ the King CSS	KING	CS05	1448	-112	-107	-82	-115	-182	-277.2	-375.6	-377.8	-354	-317.4	-289.9	-276.3	-211.3	-132.4	-66.6	-29.2	-1.7	0.3	12.5	21.5					
CS05 Surplus Space Sub-Total			1448	-112	-107	-82	-115	-182	-277.2	-375.6	-377.8	-354	-317.4	-289.9	-276.3	-211.3	-132.4	-66.6	-29.2	-1.7	0.3	12.5	21.5					
Surplus Ratio				-7.73%	-7.39%	-5.66%	-7.94%	-12.57%	-19.14%	-25.94%	-26.09%	-24.45%	-21.92%	-20.02%	-19.08%	-14.59%	-9.14%	-4.60%	-2.02%	-0.12%	0.02%	0.86%	1.48%					
MILTON																												
Holy Rosary (M) CES	HLRM	CEM1	527	172	137	192	165	118	83.7	75.1	27.6	-27.2	-87.8	-138.2	-137.4	-164.1	-194.7	-207.1	-215.7	-213.6	-204.5	-197.3	-192.4					
Our Lady of Victory CES	OLVM	CEM1	291	-13	-97	71	47	34	12.9	8.4	3	-13.2	-16.1	-24.1	-27.9	-27.1	-21.2	-18.8	-16.1	-13.5	-10.9	-9.4	-8.1					
CEM1 Surplus Space Sub-Total			818	159	40	263	212	152	96.6	83.5	30.6	-40.4	-103.9	-162.3	-165.3	-191.2	-215.9	-225.9	-231.8	-227.1	-215.4	-206.7	-200.5					
Surplus Ratio				19.44%	4.89%	32.15%	25.92%	18.58%	11.81%	10.21%	3.74%	-4.94%	-12.70%	-19.84%	-20.21%	-23.37%	-26.39%	-27.62%	-28.34%	-27.76%	-26.33%	-25.27%	-24.51%					
Guardian Angels CES	GRDA	CEM2A	723	-119	-75	-184	-214	-217	-241.1	-256.9	-247.4	-251.7	-246.9	-241.7	-235.8	-228	-209.6	-204	-197.8	-191.2	-186.7	-182.2	-179.5					
Our Lady of Fatima CES	OLFA	CEM2A	648	-174	-302	-217	-208	-153	-99.4	-77.5	-84.5	-52.5	-20.8	1	17.5	38.2	56.7	60.4	68.1	74.5	77.6	80.3	83					
St. Anthony of Padua CES	ANTH	CEM2A	723	30	-4	-140	-243	-249	-272.1	-268.4	-273.8	-239.6	-214.8	-188.3	-167.1	-133.5	-105.2	-93.6	-82.9	-77.4	-73	-74.1	-71.3					
St. Peter CES	PETE	CEM2A	619	-76	-146	-161	-117	-118	-103	-102.5	-108.4	-100.6	-70.4	-34.7	-42.1	-29.8	-34.5	-30.9	-27.7	-24.3	-20.8	-18.2	-15.4					
CEM2A Surplus Space Sub-Total			2713	-339	-527	-702	-782	-737	-715.6	-705.3	-714.1	-644.4	-552.9	-463.7	-427.5	-353.1	-292.6	-268.1	-240.3	-218.4	-202.9	-194.2	-183.2					
Surplus Ratio				-12.50%	-19.42%	-25.88%	-28.82%	-27.17%	-26.38%	-26.00%	-26.32%	-23.75%	-20.38%	-17.09%	-15.76%	-13.02%	-10.79%	-9.88%	-8.86%	-8.05%	-7.48%	-7.16%	-6.75%					
Lumen Christi CES	LUCM	CEM2B	648	-141	-312	107	101	67	29.3	-17.2	-55.2	-75.7	-79.1	-89.5	-80.4	-59.7	-66.6	-61.7	-55.6	-49.1	-46.1	-44.6	-43.1					
Queen of Heaven CES	QUEN	CEM2B	671	0	0	0	-90	-167	-210.6	-245.8	-249.5	-267.2	-262	-260.6	-261.4	-249.5	-242	-232.9	-227.3	-222	-216.7	-213	-209.7					
St. Benedict CES	BENE	CEM2B	671	0	0	0	124	-82	-308	-568.5	-899	-1324.2	-1670.8	-2096.4	-2478.3	-2793.6	-3099.3	-3337.1	-3550.1	-3670.5	-3772.9	-3796.4	-3818.5					
CEM2B Surplus Space Sub-Total			1990	-141	-312	107	135	-182	-489.3	-831.5	-1203.7	-1667.1	-2011.9	-2446.5	-2820.1	-3102.8	-3407.9	-3631.7	-3833	-3941.6	-4035.7	-4054	-4071.3					
Surplus Ratio				-7.09%	-15.68%	5.38%	6.78%	-9.15%	-24.59%	-41.78%	-60.49%	-83.77%	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####					
Bishop P. F. Reding CSS	BHRD	CS04	977	-726	-349	-250	-396	-496	-653.7	-807.6	-823.1	-777.1	-746.3	-773.6	-799	-795.9	-790.3	-756.4	-745	-703.2	-672.9	-644.6	-623.6					
Jean Vanier CSS	MLTS	CS04	1448	0	0	565	349	124	-68.7	-278.1	-531.6	-805.3	-1106.4	-1339.3	-1612.9	-1772.9	-2026.3	-2109.2	-2154.9	-2152.4	-2143.9	-2130.1	-2057.2					
CS04 Surplus Space Sub-Total			2425	-726	-349	315	-47	-372	-722.4	-1085.7	-1354.7	-1582.4	-1852.7	-2112.9	-2411.9	-2568.8	-2816.6	-2865.6	-2899.9	-2855.6	-2816.8	-2774.7	-2680.8					
Surplus Ratio				-29.94%	-14.39%	12.99%	-1.94%	-15.34%	-29.79%	-44.77%	-55.86%	-65.25%	-76.40%	-87.13%	-99.46%	#####	#####	#####	#####	#####	#####	#####	#####					

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2012-2031)

OAKVILLE	CODE	Review Area	FC	HISTORIC					PROJECTED					5YR					10YR					LONGTERM PROJECTIONS					15YR
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031						
St. Dominic CES	DOMI	CEO1	527	-56	-70	-85	-95	-99	-84.5	-102	-107.2	-110	-111	-121.4	-108.2	-109.8	-95.3	-100.2	-104	-97.6	-91.2	-84.8	-78.3						
St. James CES	STJA	CEO1	429	148	161	197	219	219	219.2	224.6	230.7	223	218.2	216.2	209.1	204.2	198.5	192.6	193	194	193.2	199.2	202.5						
St. Joseph (O) CES	JOSO	CEO1	268	-99	-103	-125	-114	-112	-96.1	-83	-89.9	-89.3	-90.9	-93.5	-93.1	-95.8	-97.3	-98.5	-99.1	-97.1	-95.3	-94.9	-94.5						
St. Luke CES	LUKE	CEO1	360	52	58	95	91	110	124.4	129.7	135.8	140.1	144.4	148.4	153.3	152.4	153.3	154.2	155.1	155.9	156.7	157.5	157.5						
St. Vincent CES	VINC	CEO1	268	-89	-48	-38	-12	-14	-1.5	10.6	11.6	11.4	24.5	27.8	22.1	21	15.7	15.2	15.5	16.3	17.8	18.5	19.7						
CEO1 Surplus Space Sub-Total			1852	-44	-2	44	89	104	161.5	179.9	181	175.2	185.2	177.5	183.2	172	174.9	163.3	160.5	171.5	181.2	195.5	206.9						
Surplus Ratio				-2.38%	-0.11%	2.38%	4.81%	5.62%	8.72%	9.71%	9.77%	9.46%	10.00%	9.58%	9.89%	9.29%	9.44%	8.82%	8.67%	9.26%	9.78%	10.56%	11.17%						
Mother Teresa CES	MOTH	CEO2	547	-49	26	16	49	120	175.9	205.7	226.9	227.8	232.1	229.2	225.6	221.5	202.2	184.1	164.2	160.7	157.2	161.6	165.1						
St. John Paul II CES	POPE	CEO2	570	-136	-196	-223	-189	-149	-95.7	-66.3	-29.7	7.1	50.9	81	100.6	128.3	137	136.5	140.1	143.6	147.1	148.8	150.5						
St. Joan of Arc CES	JOFA	CEO2	547	-39	-33	-19	35	55	78.9	88.6	108.5	140.2	146.6	161.5	172.3	183.4	190.2	189.8	193.7	197.2	200.7	204.2	207.8						
St. Mary CES	MARY	CEO2	599	0	111	-10	-101	-36	-66.4	-114	-150.4	-214.7	-224.4	-238.6	-255.5	-276.4	-290.4	-324.2	-318.4	-310.4	-304.1	-288	-273.5						
CEO2 Surplus Space Sub-Total			2263	-224	-92	-236	-206	-10	92.7	114	155.3	160.4	205.2	233.1	243	256.8	239	186.2	179.6	191.1	200.9	226.6	249.9						
Surplus Ratio				-9.90%	-4.07%	-10.43%	-9.10%	-0.44%	4.10%	5.04%	6.86%	7.09%	9.07%	10.30%	10.74%	11.35%	10.56%	8.23%	7.94%	8.44%	8.88%	10.01%	11.04%						
St. Bernadette CES	BERN	CEO3	504	-36	-20	-38	-75	-69	-69.3	-34.7	-17.8	2.5	10.9	20.9	28.1	50.9	48.6	50.1	51.7	53.6	54.1	54.7	55.3						
St. Matthew CES	MATT	CEO3	363	-6	-45	-74	-62	-102	-115.3	-128.6	-145.2	-151.1	-162.5	-158.5	-147.6	-146.5	-145.3	-139.1	-132.8	-130.4	-128.3	-128.1	-128.1						
CEO3 Surplus Space Sub-Total			867	-42	-65	-112	-137	-171	-184.6	-163.3	-163	-148.6	-151.6	-137.6	-119.5	-95.6	-96.7	-89	-81.1	-76.8	-74.2	-73.4	-72.8						
Surplus Ratio				-4.84%	-7.50%	-12.92%	-15.80%	-19.72%	-21.29%	-18.84%	-18.80%	-17.14%	-17.49%	-15.87%	-13.78%	-11.03%	-11.15%	-10.27%	-9.35%	-8.86%	-8.56%	-8.47%	-8.40%						
Holy Family CES	HLYF	CEO4	291	62	40	54	71	78	79.7	75.9	73.6	68.9	70.8	70.1	77.8	75.6	74.5	78.3	80.8	83.2	85.7	86.4	87.1						
St. John (O) CES	JOHO	CEO4	303	106	103	114	140	156	163.9	179.7	182.9	186.1	186.5	191.9	192.6	192.5	194.3	194.7	195.2	195.2	195.2	195.2	195.2						
St. Michael CES	MICH	CEO4	268	28	44	63	53	60	75.3	81.8	82.6	79.6	79.3	83.6	81.8	79.9	81.3	80.2	84	87.1	90.2	92.7	95.1						
CEO4 Surplus Space Sub-Total			862	196	187	231	264	294	318.9	337.4	339.1	334.6	336.6	345.6	352.2	348	350.1	353.2	360	365.5	371.1	374.3	377.4						
Surplus Ratio				22.74%	21.69%	26.80%	30.63%	34.11%	37.00%	39.14%	39.34%	38.82%	39.05%	40.09%	40.86%	40.37%	40.61%	40.97%	41.76%	42.40%	43.05%	43.42%	43.78%						
Our Lady of Peace CES	OLPO	CEO5	478	-30	3	31	56	80	88.2	92	106	102.8	98.8	93.7	97.4	100	97.4	100.4	103.4	105.5	107.5	109.7	111.7						
St. Andrew CES	ANDR	CEO5	573	-158	-190	-216	-203	-206	-203.7	-195.9	-192.1	-186.1	-169.9	-151.1	-141	-131.3	-124.6	-118.5	-108.9	-99.8	-98.7	-97.9	-97.2						
St. Marguerite d'Youville CES	MARG	CEO5	504	-119	-105	-89	-77	-33	10.9	31.8	61	72.3	91	100.4	101.4	107.2	104.2	108.9	113.4	118	121.4	124.9	127.2						
CEO5 Surplus Space Sub-Total			1555	-307	-292	-274	-224	-159	-104.6	-72.1	-25.1	-11	19.9	43	57.8	75.9	77	90.8	107.9	123.7	130.2	136.7	141.7						
Surplus Ratio				-19.74%	-18.78%	-17.62%	-14.41%	-10.23%	-6.73%	-4.64%	-1.61%	-0.71%	1.28%	2.77%	3.72%	4.88%	4.95%	5.84%	6.94%	7.95%	8.37%	8.79%	9.11%						
St. Gregory the Great CES	GREG	CEO6	671	0	0	0	0	0	377.5	207.2	45.4	-191.5	-444.4	-635.1	-801.2	-910.8	-1058.5	-1173.6	-1297.2	-1422.2	-1566.3	-1680.5	-1779.3						
CEO2 Head Count Sub-total			671	0	0	0	0	0	377.5	207.2	45.4	-191.5	-444.4	-635.1	-801.2	-910.8	-1058.5	-1173.6	-1297.2	-1422.2	-1566.3	-1680.5	-1779.3						
Utilization				0%	0%	0%	0%	0%	56%	31%	7%	-29%	-66%	-95%	-119%	-136%	-158%	-175%	-193%	-212%	-233%	-250%	-265%						
Surplus Space				0	0	0	0	0	294	464	626	863	1115	1306	1472	1582	1730	1845	1968	2093	2237	2352	2450						
Holy Trinity CSS	HLYT	CS02	1338	-94	-2	99	143	166	180	197.1	194.6	238.9	252.6	245.7	253	223.3	220.2	207.5	181.1	156.6	117.2	90.2	66.4						
St. Ignatius of Loyola CSS	LYLA	CS02	1382	159	205	292	268	145	87.7	19.7	14.3	-39.5	-61.7	-111.1	-144.2	-165.7	-145.3	-103.1	-87.4	-58.9	-76.4	-103.5	-115.7						
St. Thomas Aquinas CSS	AQUI	CS02	1294	413	280	171	-41	38	19.7	46.9	101.1	93.5	103.5	115.1	106.2	116.5	110.8	123.6	147.6	152.9	172.4	178.2	237.3						
CEO2 Surplus Space Sub-Total			4014	478	483	562	370	349	287.4	263.7	310	292.9	294.4	249.7	215	174.1	185.7	228	241.3	250.6	213.2	164.9	188						
Surplus Ratio				11.91%	12.03%	14.00%	9.22%	8.69%	7.16%	6.57%	7.72%	7.30%	7.33%	6.22%	5.36%	4.34%	4.63%	5.68%	6.01%	6.24%	5.31%	4.11%	4.68%						



2013 LTAP Recommendations:

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

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



**CEB2: Burlington - South of QEW Review Area
2016 Annual Facility Accommodation Report**

- HCDSB Schools
- CS Viamonde Schools
- + HCDSB Adult Learning Centre
- HDSB Schools
- CSDCCS Schools
- HCDSB Administration

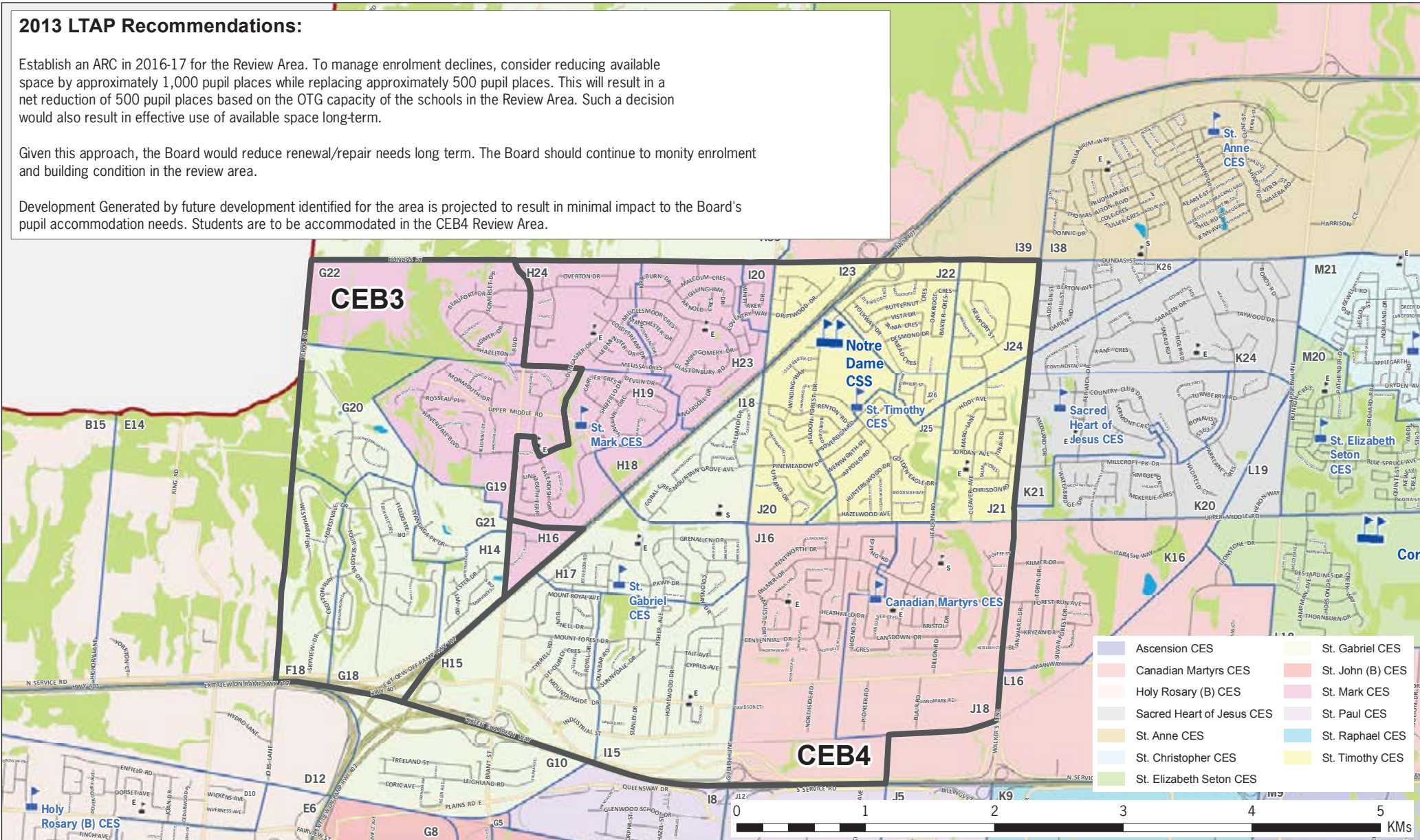
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed maps are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905.632.6300 or visit www.haltonbus.ca for additional school boundary information.

2013 LTAP Recommendations:

Establish an ARC in 2016-17 for the Review Area. To manage enrolment declines, consider reducing available space by approximately 1,000 pupil places while replacing approximately 500 pupil places. This will result in a net reduction of 500 pupil places based on the OTG capacity of the schools in the Review Area. Such a decision would also result in effective use of available space long-term.

Given this approach, the Board would reduce renewal/repair needs long term. The Board should continue to monitor enrolment and building condition in the review area.

Development Generated by future development identified for the area is projected to result in minimal impact to the Board's pupil accommodation needs. Students are to be accommodated in the CEB4 Review Area.

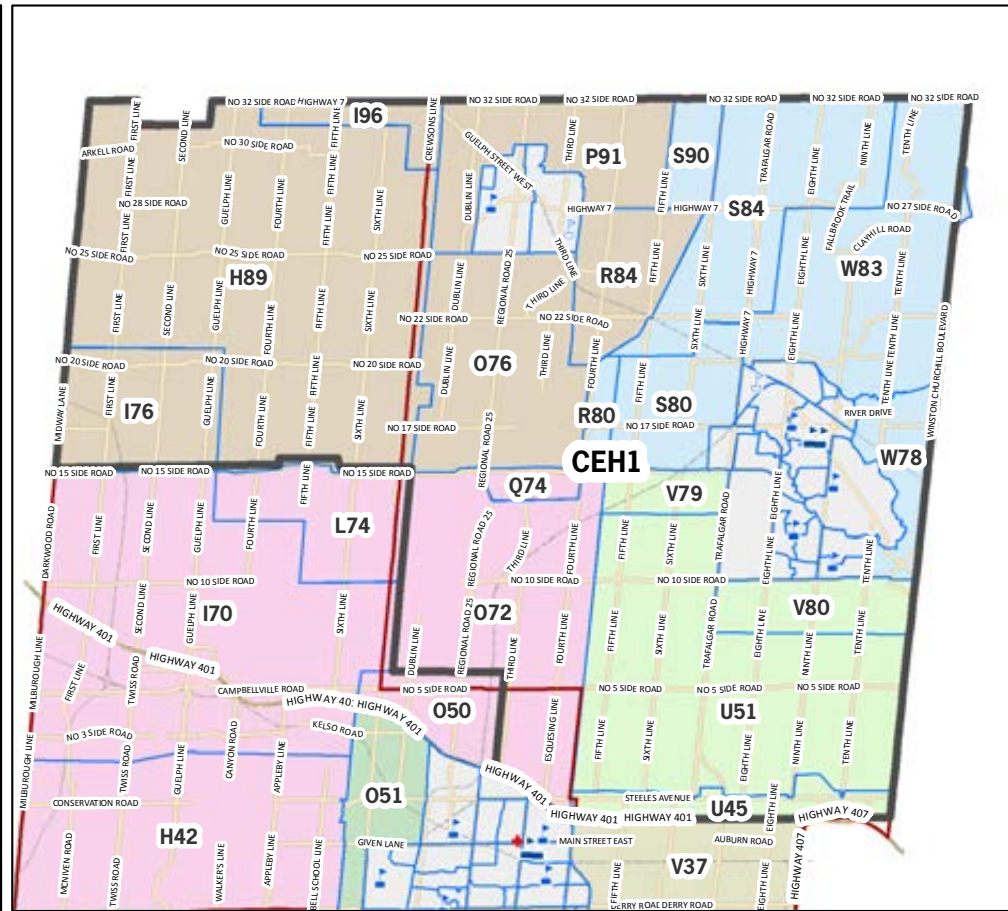
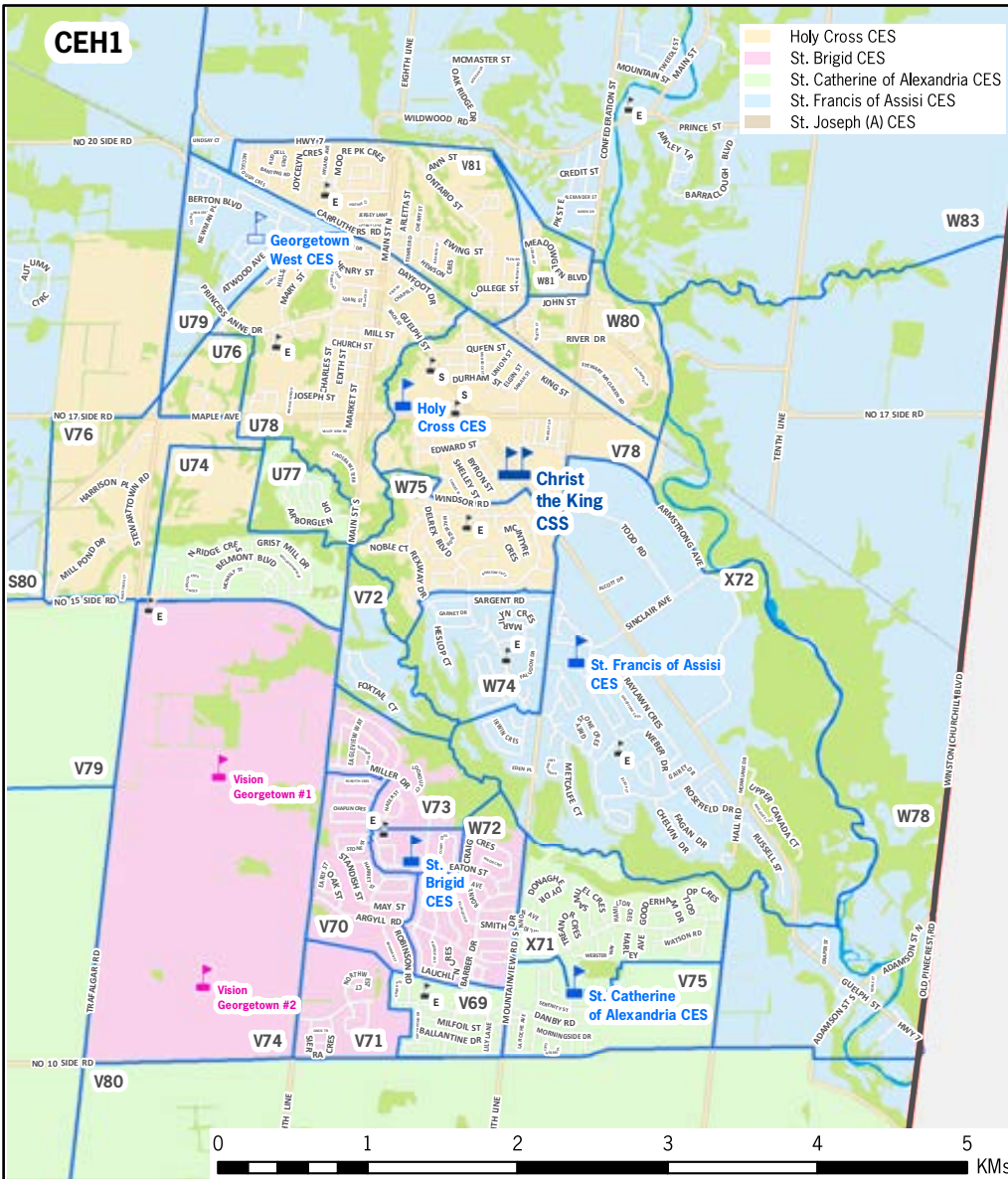


CEB4: Burlington - Mountainside, Palmer, Headon, Brant Hills 2016 Annual Facility Accommodation Report

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

APPENDIX E



2013 LTAP Recommendations:

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

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



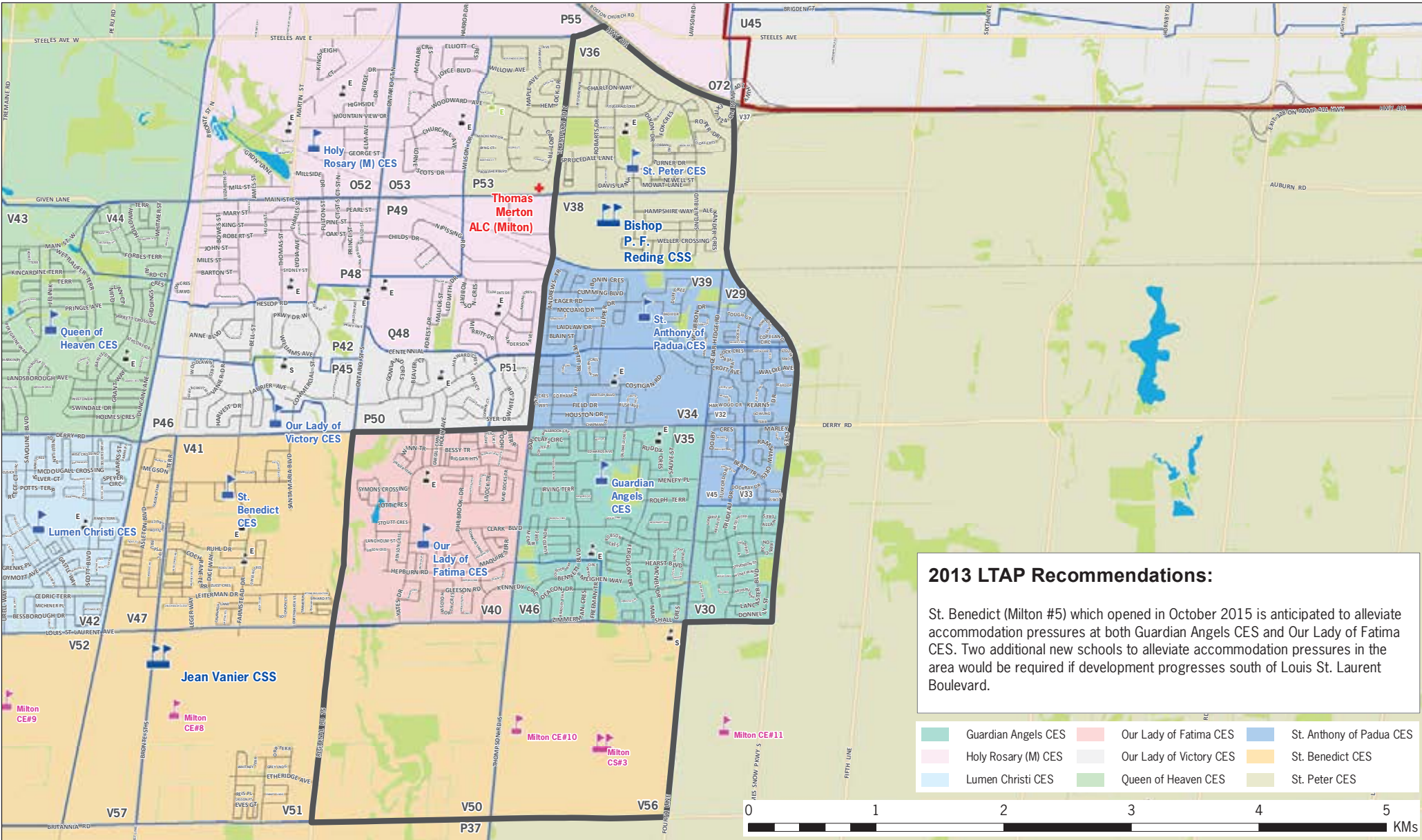
**CEH1: Halton Hill Review Area
2016 Annual Facility Accommodation Report**

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

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



APPENDIX F



2013 LTAP Recommendations:

St. Benedict (Milton #5) which opened in October 2015 is anticipated to alleviate accommodation pressures at both Guardian Angels CES and Our Lady of Fatima CES. Two additional new schools to alleviate accommodation pressures in the area would be required if development progresses south of Louis St. Laurent Boulevard.



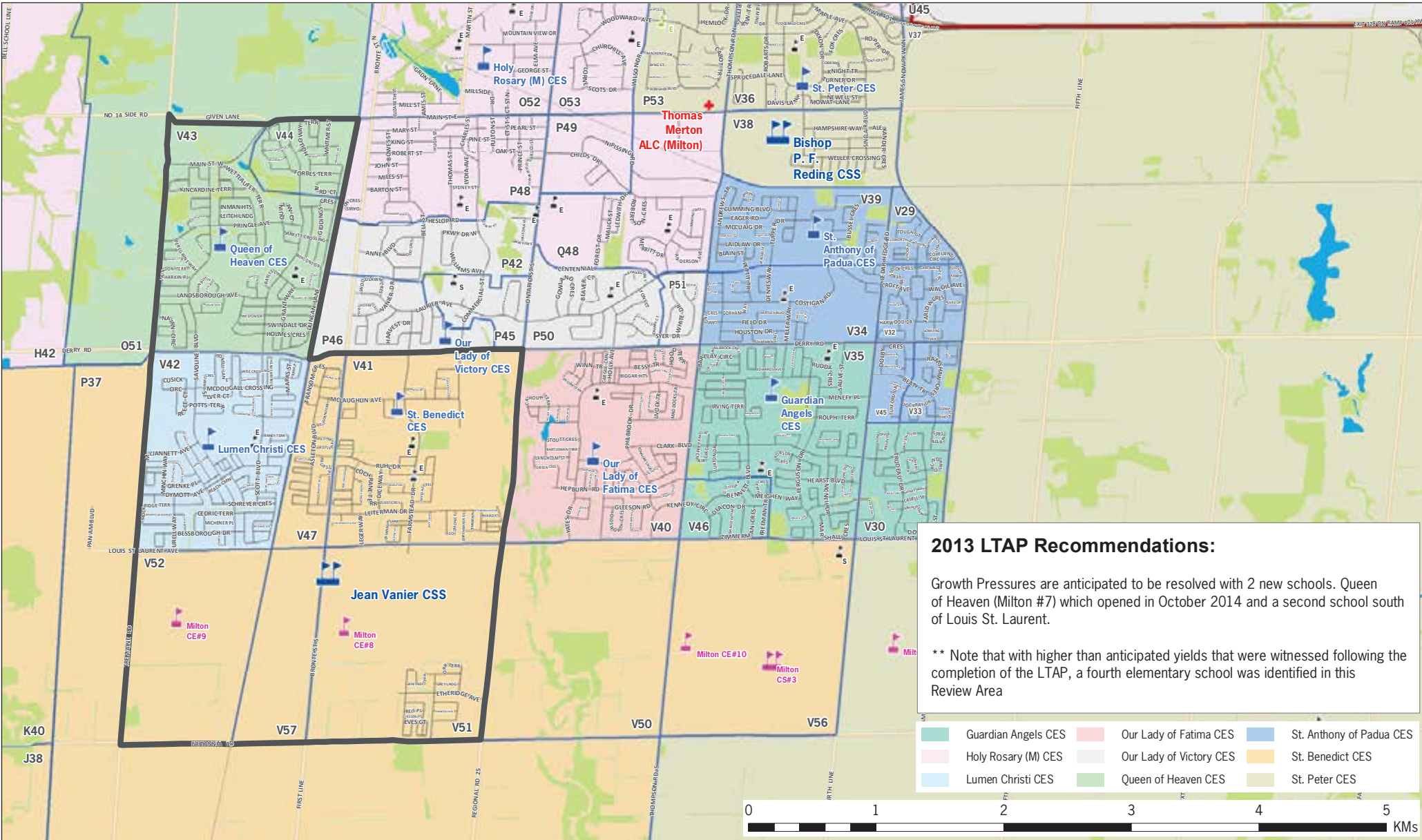
**CEM2A: Milton - Urban Expansion East of Bronte Road
2016 Annual Facility Accommodation Report**

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



APPENDIX G



2013 LTAP Recommendations:

Growth Pressures are anticipated to be resolved with 2 new schools. Queen of Heaven (Milton #7) which opened in October 2014 and a second school south of Louis St. Laurent.

** Note that with higher than anticipated yields that were witnessed following the completion of the LTAP, a fourth elementary school was identified in this Review Area

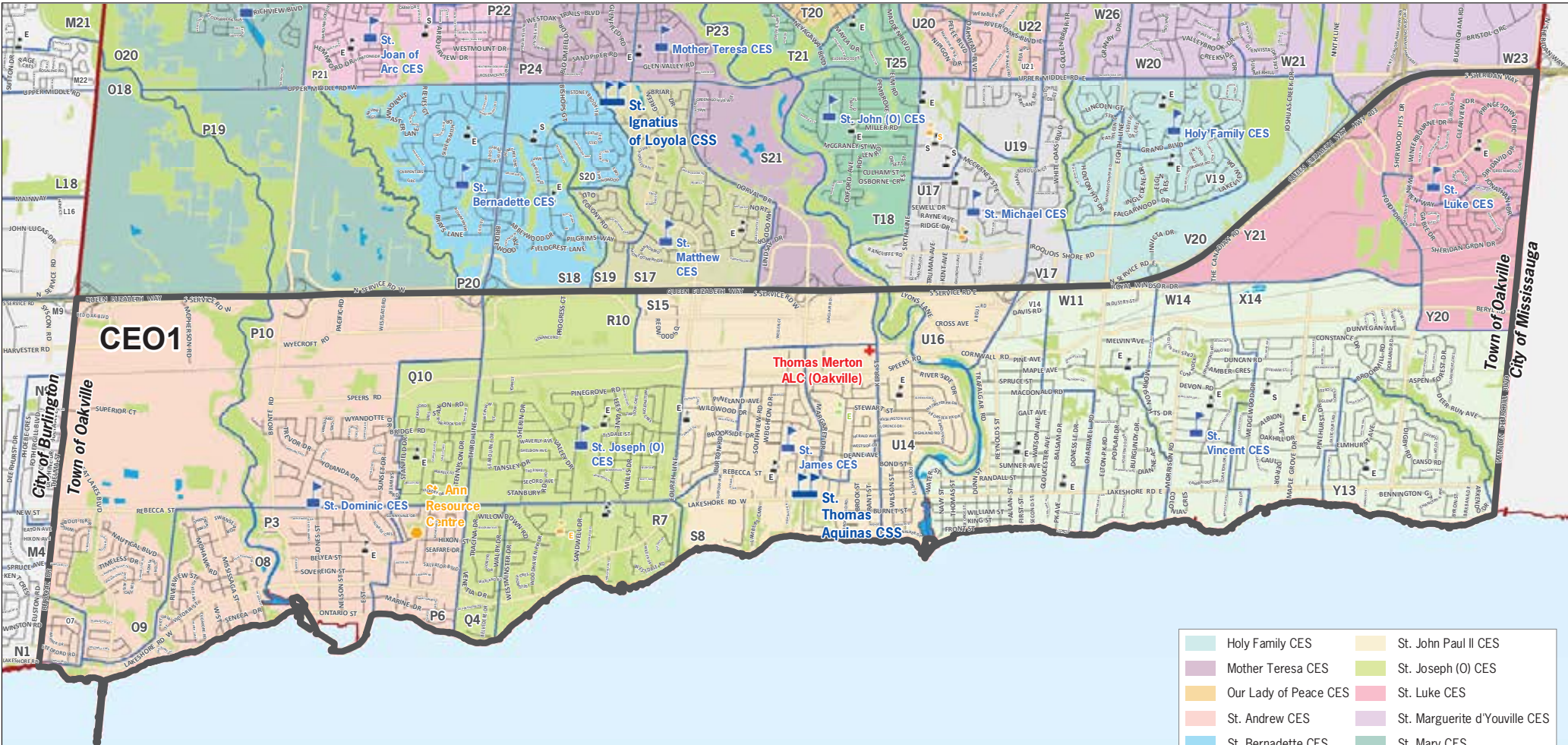
Guardian Angels CES	Our Lady of Fatima CES	St. Anthony of Padua CES
Holy Rosary (M) CES	Our Lady of Victory CES	St. Benedict CES
Lumen Christi CES	Queen of Heaven CES	St. Peter CES



**CEM2B: Milton - Urban Expansion West of Bronte Road
2016 Annual Facility Accommodation Report**

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

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



2013 LTAP Recommendations:

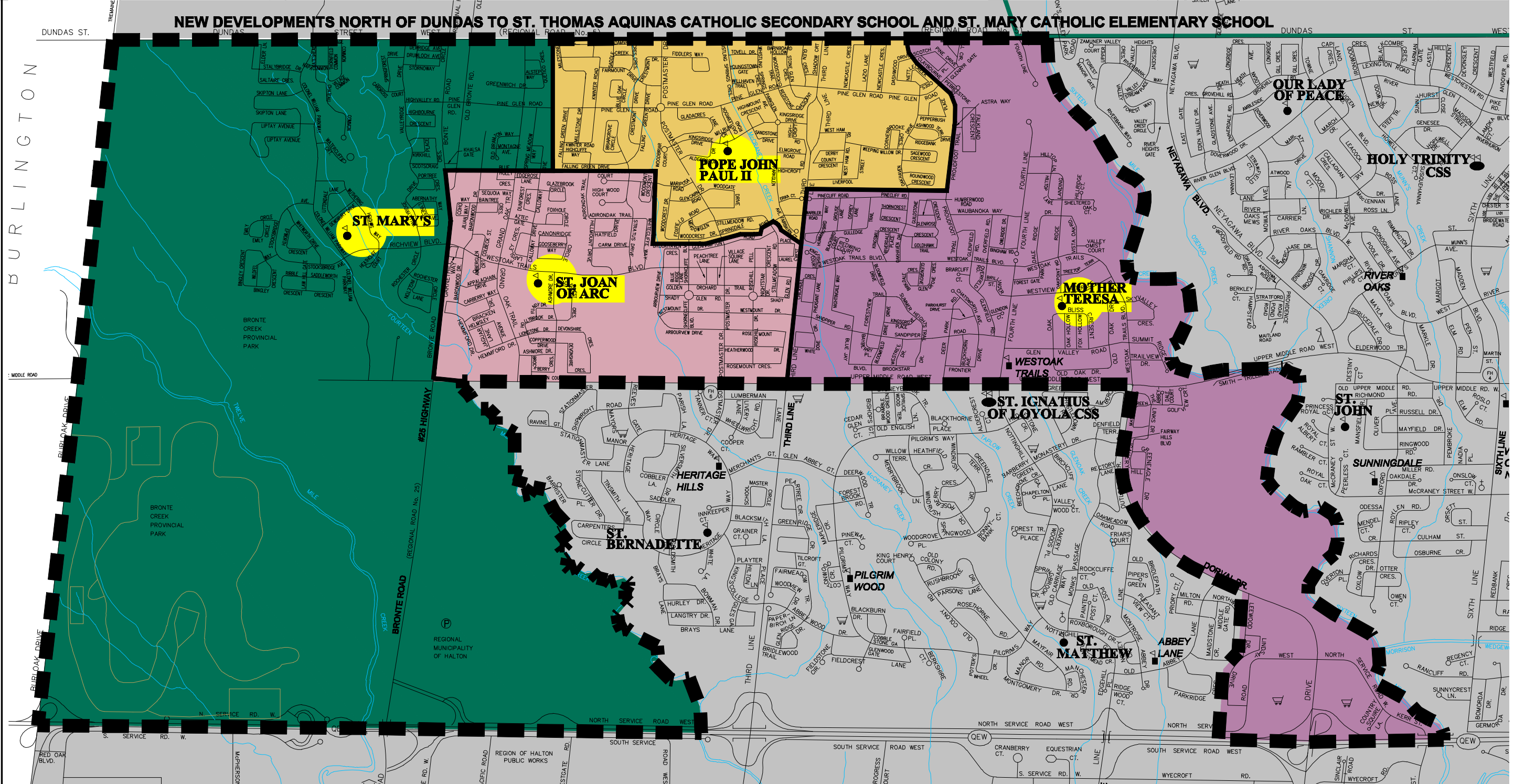
Three of the five schools have increasing renewal/repair needs while enrolment at two others is projected to decline over the 15-year planning horizon. It is recommended that an ARC for the review area be considered in 2019-20 to effectively address the accommodation needs for the Review Area through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

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

- HCSDB Schools
- CS Viamonde Schools
- HCSDB Adult Learning Centre
- HDSB Schools
- CSDCCS Schools
- HCSDB Administration

CEO2:

HALTON CATHOLIC DISTRICT SCHOOL BOARD OAKVILLE ELEMENTARY SCHOOL BOUNDARIES 2013 - 2014



OAKVILLE BOUNDARIES 2013 - 2014

- MOTHER TERESA
- ST. JOAN OF ARC
- POPE JOHN PAUL II
- ST. MARY- (BOUNDARY AREA SOUTH OF DUNDAS STREET)

SECONDARY SCHOOLS

ELEMENTARY SCHOOLS

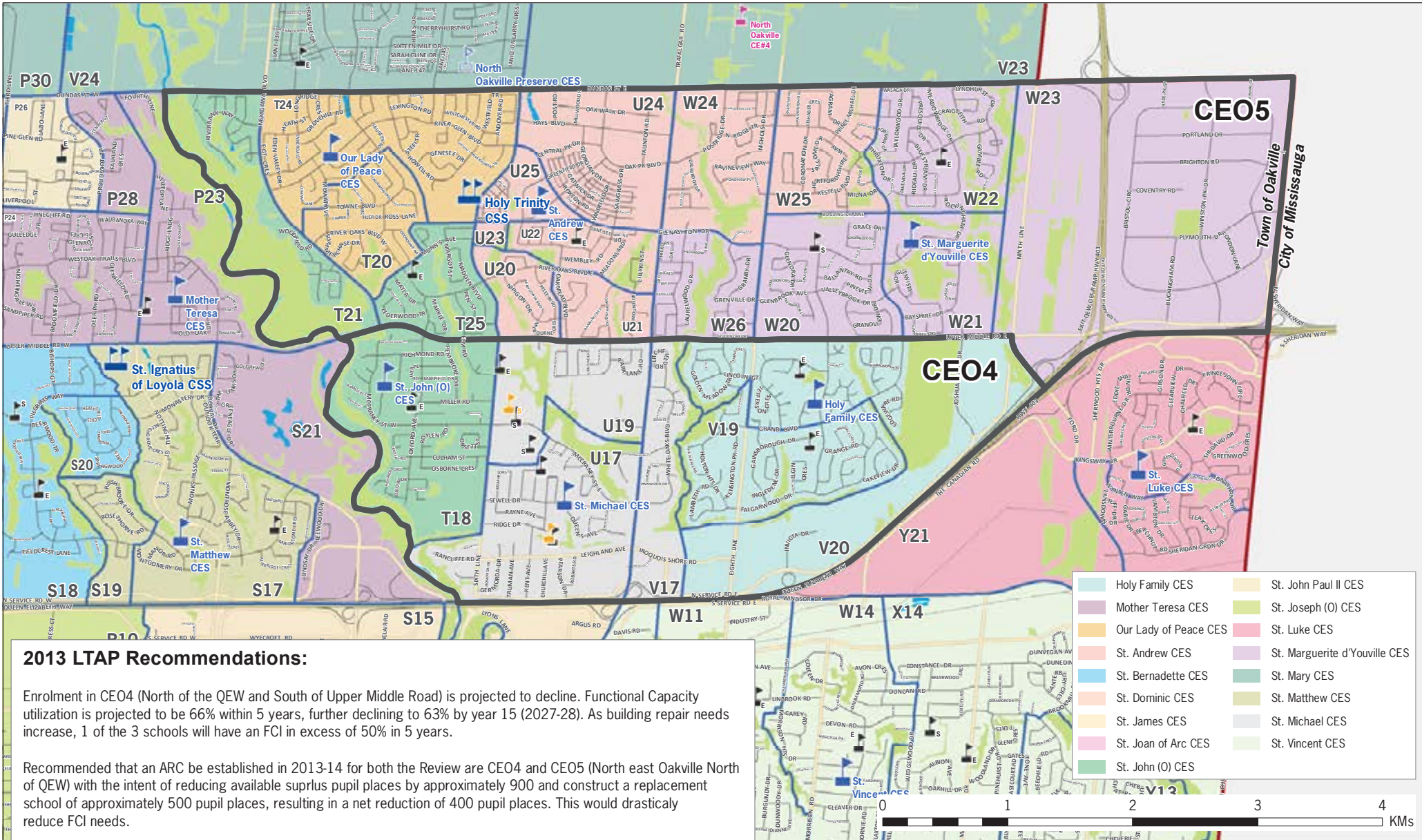
NOTE:
Please contact the Planning Department for clarification regarding attendance to a school if an address is adjacent to or in proximity to any of the school attendance/patch boundary areas provided on this map.

SCHOOL BOUNDARY MAP

SCALE: N.T.S. APRIL 2013a

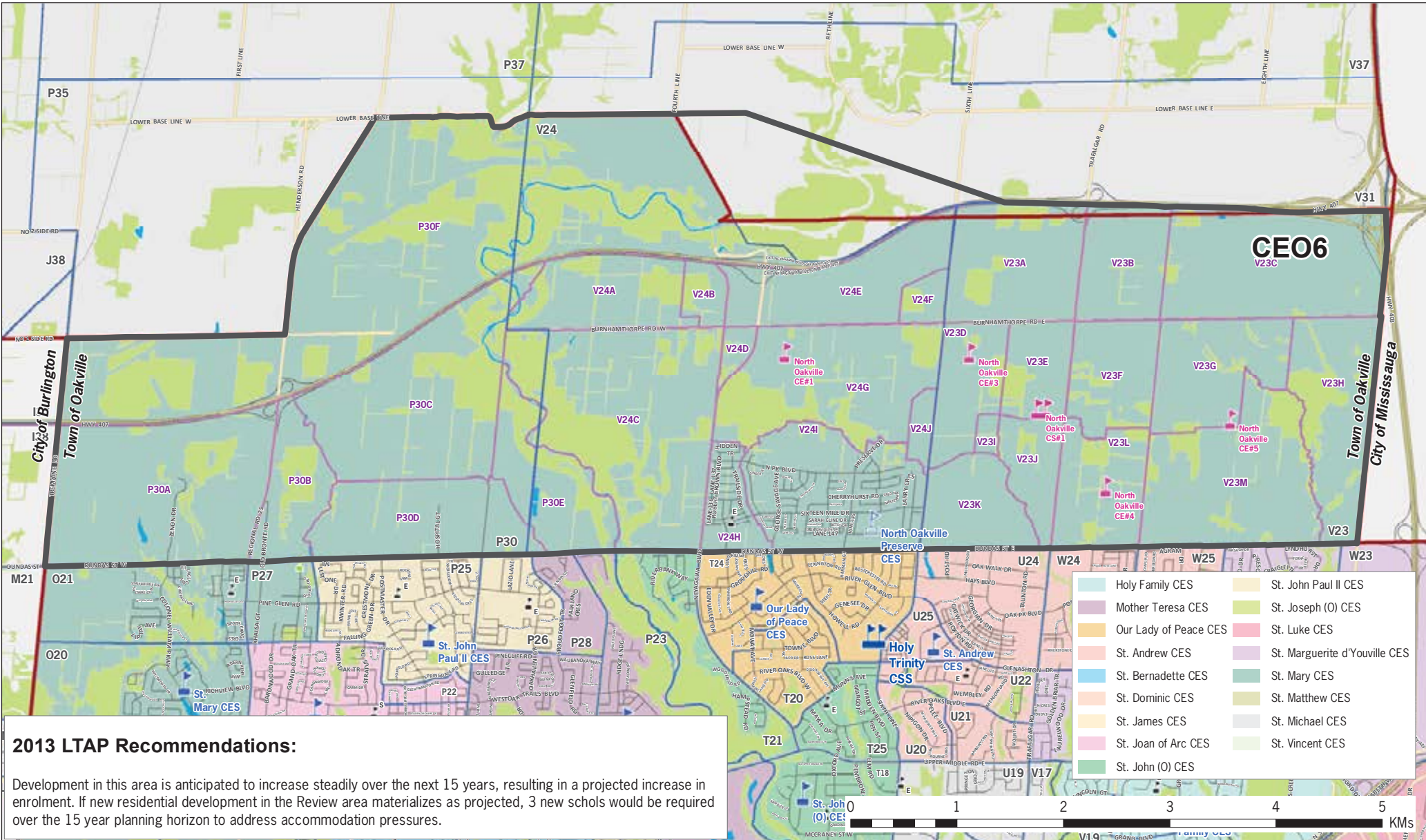
Town of Oakville
Planning Services Department
1225 Trafalgar Road, Oakville, Ontario L6J 6A6 905-846-0801
Email: dtoy@oakville.ca

DRAWING FILE: 1995-MAP-OAK-130501-COL



CE04: Oakville - Southeast Oakville North of QEW 2016 Annual Facility Accommodation Report

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2013 LTAP Recommendations:

Development in this area is anticipated to increase steadily over the next 15 years, resulting in a projected increase in enrolment. If new residential development in the Review area materializes as projected, 3 new schols would be required over the 15 year planning horizon to address accommodation pressures.

HALTON CATHOLIC DISTRICT SCHOOL BOARD
CE06: Oakville - North of Dundas Street
2016 Annual Facility Accommodation Report

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APPENDIX L

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: January 30, 2017
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Vice Chair)	M. Lourenco
	R. Barreiro	J. Parisi
	L. Cipparrone (Chair)	D. Rabenda
	L. Currie	R. Quesnel
	A. Iantomasi	L. Stephenson

Staff Present

- B. Browne, Superintendent of Special Education Services
- W. Reid-Purcell, Special Education Coordinator
- A. Campopiano, Researcher
- R. Haven, Computer Technician

Members Excused

- D. Hotopeleanu
- H. Karabela

Members Absent

- C. Parreira
- S. Trites

Recording Secretary J. Crew

1. Call to Order

B. Browne called the meeting to order.

1.1 Opening Prayer,

The meeting opened at 7:15 p.m. with a prayer led by B. Browne.

1.2 Approval of Agenda

Revisions: Item 3 Actions to be taken moved to item 2; Item 2 Presentation moved to item 3; Item 6.2 SEAC Response to Policy IV-01 Fencing at School Site added; item 6.3 SEAC Response to Policy I-06 Delegation to the Board added

Moved by: A. Iantomasi

Seconded by: B. Agnew

RESOLVED, that the agenda be accepted as amended.

CARRIED

2. Actions to be taken

2.1 Election of SEAC Chair B. Browne

B. Browne called for nominations for Chair of the Special Education Advisory Committee for the term January 2017 to December 2017.

A. Iantomasi nominated Lorraine Cipparrone as Chair of SEAC. L. Cipparrone accepted the nomination.

B. Browne called for other nominations; no other nominations were received; L. Cipparrone was acclaimed Chair.

B. Browne thanked L. Cipparrone for her leadership as Chair and for her willingness to continue to serve as the Chair of HCDSB's SEAC.

Moved by: A. Iantomasi

RESOLVED, that L. Cipparrone be nominated for Chair of the Special Education Advisory Committee for the term of January 2017 to December 2017. **CARRIED**

B. Browne turned the meeting over to the L. Cipparrone.

2.2 Election of SEAC Vice Chair (L. Cipparrone)

L. Cipparrone called for nominations for the Vice Chair of the Special Education Advisory Committee for the term January 2016 to December 2016.

D. Rabenda nominated B. Agnew as Vice Chair of SEAC. B. Agnew accepted the nomination.

L. Cipparrone called for other nominations; no other nominations were received; B. Agnew was acclaimed Vice Chair.

Moved by: D. Rabenda

RESOLVED, that B. Agnew be nominated for Vice Chair of the Special Education Advisory Committee for the term of January 2017 to December 2017. **CARRIED**

2.3 Minutes of the December 12, 2016 SEAC Meeting

Moved by: D. Rabenda

Seconded by: B. Agnew

RESOLVED, that the minutes of the December 12, 2016 SEAC Meeting be approved as presented.

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

3. Presentations

3.1 Independence Rubric (W. Reid-Purcell, B. Browne, A. Campopiano)

B. Browne began the "Building Independence in Students with Special Education Needs – Planning With the End in Mind" presentation by providing background on the implementation of the independence rubric; explaining HCDSB's foundational assumptions; and referencing several articles and research data.

W. Reid-Purcell presented the ongoing process; reviewed the Independence Rubric; identified the seven areas and subsections of the rubric; and discussed the team members involved in the process.

W. Reid-Purcell introduced A. Campopiano, Researcher. A. Campopiano explained the allocation algorithm and reviewed the goals, prototype conversion chart; finite resources; the software development; and the reports/outputs.

Members were asked to break into groups of three to provide feedback on the presentation by answering three questions: What do you want to know more about? What did you learn that you didn't know? What would you tell others about this process?

A copy of the presentation was requested and will be emailed to members.

At 8:29 pm B. Agnew took over as chair of the meeting.

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**

PAaC on SEAC Presentation will be added to the business arising chart; the presentation was rescheduled to the April SEAC meeting agenda.

6. **Action Items**

6.1 **Spirit of Inclusion Sub-Committee**

The selection committee will meet on Tuesday, February 7th at 5:00 pm. The Chair called for volunteers for the selection subcommittee; B. Browne, R. Quesnel and B. Agnew will participate and an invitation will be sent out for other members to participate in the selection process.

6.2 **SEAC Response to Policy IV-01 Fencing at School Sites**

Members were asked to provide feedback via email to the Chair and Vice Chair by Sunday, February 5th, 2017; feedback received will be combined into a response on behalf of SEAC.

6.3 **SEAC Response to Policy I-06 Delegation to the Board**

Members were asked to provide feedback via email to the Chair and Vice Chair by Sunday, February 5th, 2017; feedback received will be combined into a response on behalf of SEAC.

7. **Communications to SEAC**

7.1 **Superintendent's Report**

B. Browne provided updates on:

Special Needs Strategy: is currently in a holding pattern; complexities of the Integrated Rehab and Service Coordination are playing out across the province. A proposal has been submitted; awaiting feedback from the Ministry.

Ontario Autism Program (OAP): is convening a Clinical Expert Committee to assist with the establishment of benchmark data, give clinical advice, etc. They are also establishing an OAP committee, which will include parents and community partners, to help inform the way forward.

21st Century Committee: The ministry is looking for feedback around technology, teaching and learning and is seeking Board feedback and input at a roundtable on February 7th; we will be sending a Special Education representative to the table.

Alternative Programming: B. Browne, W. Reid-Purcell; and Special Education Life Skills teachers, will be attending a Ministry session on Feb. 17th regarding alternative programming and reporting feedback.

Mental Health

- **Leading Mentally Healthy Schools:** great feedback has been received from the Family of School sessions; this will be rolled this out across the system; we are currently offering options for training sessions based on the feedback received to ensure that we are reaching everyone in a way that works for them.

- **Bell Let's Talk Day:** This is in congruence with our “Talk. Learn. Support” strategy; photos depicting schools concerted efforts to raise awareness were shared.

French Committee: Thanks to B. Agnew for her willingness to represent SEAC on the French Ad Hoc committee which is being established by the Board.

Kindergarten Registration: occurred last week, parents complete a kindergarten questionnaire to help identify families we need to connect with to ensure we have appropriate transition strategy in place; staff go out to visit in daycares, in family's homes, etc. to gather as much information as possible in order to best plan for successful transitions to kindergarten.

Independence Rubrics: work on the individual independence rubrics at each school for every student considered for Educational Assistant support closely follows kindergarten registration work.

New Special Education Staff Additions: based on system growth, identifications and additional new schools, the completion of the budget in the fall has resulted in the hiring of three key staff members: a Social Worker for system wide tier three cases; a Psycho-Educational Consultant for support across the system and to reduce wait lists; and a Special Education Consultant to provide key support to our families of schools.

ABA For All: the first two “day 1” sessions of ABA for All have completed; this collaborative work between academic and clinical staff towards refreshing teachers, SERTs, and principals across the board on the principles of Applied Behaviour Analysis has had tremendous feedback. Next steps include in-school support for ABA principles and another round of “day 2” in-services to take place in late March/April.

Transdisciplinary Rounds: had a great start in December and January; these meetings invite collaborative professionalism by bringing all relevant academic, clinical, and parent partners to the table to collectively problem solve around our most challenging situations. There has been very positive feedback about the process and follow up so far.

Tele-Support and Walk Ins: We've scheduled times for our Applied Behaviour Analysts to help support staff working through challenging situations; many staff from throughout the system take advantage of this opportunity to discuss proactive strategies, data collection and positive reinforcement.

B. Browne shared pictures from the Bell Let's Talk day and the Life Skills Christmas dance at Assumption.

7.2 Association Reports

7.2.1 Autism Ontario Association Report/Presentation (L. Stephenson)

Raise the Flag Campaign: While World Autism Awareness Day is recognized this year on April 2nd, Autism Ontario has chosen to raise their flags on Monday April 3, 2017 in order to allow schools and municipalities across the province to participate. This marks the fifth year of the campaign. This year Autism Ontario will help schools, towns and cities raise over 1000 flags in support of Autism Awareness as part of the Raise the Flag Campaign

ABC Ontario – Halton's general meeting takes place on February 15th; M. Lourenco will forward a flyer to SEAC members and for distribution.

7.3 Trustee Reports

D. Rabenda provided updated on board happenings and explained the rationale for the French Ad Hoc Committee, which will be finalized on February 7th.

7.4 Sub-Committee Update

7.4.1 Parent Engagement Sub-Committee Report (R. Quesnel)

The Parent Engagement Sub-committee met this week; they are pleased with the quality and feedback from the soundbytes. February's soundbyte has now been finalized; the subcommittee hopes to have this year's remaining soundbytes written in a timely manner. Feedback and topic suggestions are always welcome.

Remaining topics this year included:

- March 2017 - Resources in the School System
- April 2017 - Beyond Integration
- May 2017 - Who is at the SEAC table
- June 2017 - Mental Health and Special Education

Members are ask to provide any feedback received on past Soundbytes and as well as any opinions regarding upcoming topics.

7.5 Reports from Other Stakeholder Meetings

8. Information Items

9. Questions from the Public

10. SEAC Discussion

M. Lourenco expressed appreciation for having a SEAC member on the French committee and volunteered to be an alternate for B. Agnew if needed.

R. Quesnel will present PAaC on SEAC in April and will supply hard copies of the PAaC on SEAC Handbook as soon as possible.

11. Next Agenda: Meeting Monday, February 27, 2017

Agenda will included the Special Education Plan and a presentation by CPIC.

12. Adjournment

12.1 Resolution re Absentees

Moved by: M. Lourenco

Seconded by: L. Stephenson

RESOLVED, that D. Hotopeleanu, H. Karabela be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (B. Agnew)

Moved by: R. Quesnel

Seconded by: L. Stephenson

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:30 p.m. with a prayer led by B. Agnew.