

**REGULAR BOARD MEETING
REVISED AGENDA**

Date: Tuesday, December 6, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
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16.	Resolution re Absentees	
17.	Adjournment and Closing Prayer (A. Quinn)	

Keep awake, therefore, for you do not know on what day your Lord is coming.

In Advent we focus on the two comings of Christ – Jesus' birth and his return at the end of time. We are not to concern ourselves about when or how this will happen. Our call is to be fully awake, responsive to Christ's call here and now, living every day as well as we can.

**O Come, O Come Emmanuel,
into all the dark and dreary places of this world.
O Come, Emmanuel, into hearts that are broken
and lives that are shattered.
O Come, Emmanuel into sinful souls
to bring to repentance all nations of the world,
to fulfill your promise of reconciliation
and bring your healing love to all.**

ACTION REPORT

ITEM 4.1

**ELECTION OF THE CHAIR OF THE BOARD
2016-2017**

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board appoint Trustee_____as Chair of the Board beginning December 6, 2016 until the Inaugural Meeting in December 2017.

ACTION REPORT

ITEM 4.2

**ELECTION OF THE VICE-CHAIR OF THE BOARD
2016-2017**

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board appoint Trustee _____ as Vice-Chair of the Board beginning December 6, 2016 until the Inaugural Meeting in December 2017.

PRESENTATION REPORT

ITEM 5.1

ONTARIO ASSOCIATION OF SCHOOL SOCIAL WORK ACHIEVEMENT AWARD 2016

PURPOSE:

The Halton Catholic District School Board recognizes Patricia Codner, recipient of the Ontario Association of Social Workers School Social Work Achievement Award 2016.

BACKGROUND INFORMATION:

The School Social Work Achievement Award is presented annually to an outstanding Social Worker working in education. Chosen by a committee of peers, the School Social Work Award is in recognition of a Social Worker who provides outstanding services and accomplishments, and who exudes qualities such as caring, dependable, enthusiastic, helpful, resourceful, and knowledgeable. The recipient of this award is recognized as a leader in the field of Social Work from a school, community, and professional perspective. This evening, we recognize Patricia Codner, Chief Social Worker for the Halton Catholic District School Board, as the recipient of this distinguished award.

Patricia Codner was unanimously nominated by all HCDSB Social Workers for this award in recognition of her leadership in the field and throughout the system. During Patricia's tenure, the Social Work department has more than doubled in size and relevance to supporting students throughout the system. She is respected for her advocacy and empowerment of staff to build capacity in schools. Patricia understands both system thinking and individual contributions and concerns, using the Education Act and core Social Work values as her guide. She is regarded by her staff as a student-centric decision maker and a thoughtful and supportive leader for our HCDSB Social Work staff.

Patricia's leadership is recognized both across the system and around the province on committees and initiatives. She is passionate about outcomes for students involved in the child welfare system and those impacted by prenatal exposure to alcohol. As such, Patricia has spearheaded the development of the Joint Protocol with CAS, and the establishment of a Halton FASD resource team. She continues to advocate for professional development and the adoption of clinical modalities to best serve student needs.

Patricia continues to be a tireless advocate for all students, and a passionate voice for the importance of academic and clinical collaboration. Her leadership both within Halton Catholic District School Board and throughout the province is what we are most grateful for, and for which she is recognized with this prestigious award.

CONCLUSION:

This evening, we extend gratitude and recognition to Patricia Codner for leadership of system initiatives, support for clinical staff, and advocacy for students and families throughout Halton which ultimately influence positive outcomes for all children. Patricia is a worthy recipient of such a prestigious award as the School Social Work Achievement Award 2016.

REPORT PREPARED BY: B. BROWNE
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY: B. BROWNE
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

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

**Delegation by Mary Cruden
to the Halton Catholic District School Board
Dec 6, 2016 meeting (French Sustainability Study)**

Thank you trustees for this opportunity to delegate. We will address 3 main areas in our oral remarks:

1. Essentials of the guiding document for French Second Language (FSL) education in Ontario:
“A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12”
2. Parent expectations and benchmarks for French Immersion programming across Ontario
3. Response to HCDSB French Sustainability Study guiding questions with suggested next steps

Appendices to this presentation:

- A. Detailed response to challenges outlined in the HCDSB French Sustainability Study
 - i. Teacher Supply, Recruitment and Retention
 - ii. Optimal Program Delivery
 - iii. Revenue Loss/Opportunity
 - iv. Admissions Process
 - v. Parents as Partners in FSL education
 - vi. Supporting and Planning for Growth in French Immersion
- B. Reference Material
- C. About Canadian Parents for French

1. Essentials of the Framework for French as a Second Language (FSL) in Ontario Schools

In 2013, the Framework for French as a Second Language policy document for education in Ontario was published after extensive consultation with stakeholders and experts. Its stated purpose is to “maximize opportunities for Ontario students to reach their full potential in French as a Second Language” (p. 3) and to call all stakeholders to take “action to strengthen FSL programming” (p.7).

Learning French as a second language gives students the significant advantages of being able to communicate in both official languages, enhances first-language and overall literacy skills, interpersonal and social skills and increases post-secondary and job opportunities (p.3).

Ontario Goals for FSL (p.9):

1. Increase student confidence, proficiency, and achievement in FSL,
2. Increase the percentage of students studying FSL until graduation,
3. Increase student, educator, parents and community engagement in FSL.

Decision Making in FSL (p.7):

“Stakeholder involvement is a vital part of the process”,

“Choices are best made in consultation with stakeholders, taking current research into consideration”.

Equity in FSL (p.10):

“Participation in FSL programs should reflect the diversity of the student populations, including students with special education needs and English language learners.”

2. Parent Expectations and Benchmarks for French Immersion across Ontario

In 2010, HCDSB adopted a strategic plan that identified expanding opportunities for students as a system priority. In 2012, HCDSB followed up by starting early French immersion based on very “compelling” level of interest from parents. The rationale for starting the FI program is as valid today as it was then.

For parents who believe strongly that a good education includes becoming proficient in both of our Official Languages, early French immersion continues to be the optimal approach. It provides an early start, high intensity and maximum possible time in French. French immersion Grade 12 graduates achieve the high-intermediate level of proficiency needed to attend a French university while students in core French achieve a basic level of proficiency. Extended graduates fall in the middle. In a literature review commissioned by the Ministry of Education, researchers concluded that in core French, student achievement in FSL and retention past Grade 9 are not improved by starting in primary. For core and extended French, provincial funding and curriculum are provided starting at Grade 4. Funding is provided for immersion from Junior Kindergarten and the curriculum begins at Grade 1, as it does in the English program.

Parents expect that public education will provide the best possible opportunities for their children and that access to the opportunities will not be rationed. Parents do understand the practical reality that it will take years to achieve the universally accessible and fully rolled out to Grade 12 programs that other Boards with a 40 year head start have in place. However, they expect to see continual improvement as expected in schools and in the board improvement plan not a recommendation to cancel the program without consultation or due process. They were completely shocked. They expected their commitment to French immersion to be matched by the Board.

There are only 7 English boards (out of 60) left in Ontario, representing about 3% of the student population, that do not offer early French immersion. Student participation in French immersion has been growing at an average rate of 5.7% for the last 10 years across Ontario. We expect the trend to continue as graduates of the program are now parents themselves. We expect that HCDSB parents will continue to seek the same or better opportunities for their children in French immersion wherever they can find them.

3. Response to HCDSB French Sustainability Study guiding questions with suggested next steps

How can we continue to reinforce our programs, increase engagement and ultimately, increase retention?

- increase the number of schools that offer French immersion
- start a French Second Language Advisory Committee with parent reps from each French program and each immersion/extended school, staff and trustees
- monitor and increase uptake in professional development opportunities by principals and teachers on the CEFR, DELF and supporting inclusion of all students in FSL

How can we realize our FSL goals while negotiating within the confines of certain realities?

- be mindful that every student deserves a great education and that it is a reasonable expectation in Canada, a bilingual country, that optimal programs that develop proficiency in French will be universally available

What challenges have surfaced and how can we problem-solve?

- teacher supply has been identified as a challenge but data provided is too limited to analyze
- further information and analysis needed on hiring practices or retention of hires including permanent and occasional teachers; for example, use of pool hiring, FSL capabilities of principals at FI/Extended schools, recruiting in French speaking parts of Canada, collaboration with Faculties of Education
- how many applicants per job? – is it different than hiring in other specialized areas like science, math, tech? - is support needed from the Ministry?
- start planning and building capacity for increased enrolment in immersion and onset of secondary programs
- closely monitor changes to enrolment and staffing in extended French as lead class of immersion students enters Grade 5

When is the EFI pilot over? How can we measure its success?

- pilot projects are short term and small scale – the first year might have been a pilot but HCDSB is in year 4 of a 12 year implementation involving hundreds of students and their parents
- key success measures are: student achievement and student participation
- student achievement is meeting the expectations of the curriculum while developing French proficiency – possible tools include classroom based diagnostic assessment of literacy and numeracy and French proficiency, provincial testing, DELF, etc
- student participation is enrolment and retention to Grade 12 - waiting lists indicate no issues with uptake while small amount of attrition so far should be monitored carefully – was it because students encountered difficulty, were not provided with support from their teacher and/or were quietly told to leave or did the families just move elsewhere?
- other data to collect and analyze includes teacher feedback on resource availability and support; principal feedback on support availability particularly if they have no experience as an FI teacher and student/parent feedback

How can HCDSB offer more French, to more students, earlier?

- increase the number of spots in French immersion to meet demand
- earlier and slightly more is not better in the context of Core French – research shows that ‘compact’ or ‘intensive’ Core French may improve proficiency outcomes – explore this for Grade 3 or 4 with an eye to ‘Extended French’ being the pathway.
- improve resources and support for core French teachers to allow them to succeed

In Conclusion:

Every student should get a great education and if the parents wish, it should include French immersion. FI is a solid, research based and validated educational program where students achieve levels in English EQAO that are on par, if not ahead of their peers, in addition to developing proficiency in French, our other official language, a valuable life skill and a gateway to learning additional languages.

Ontario’s commitment in education is to inclusion and equity and it is incumbent upon teachers and administrators at school boards to support all learners, including those with special needs within the context of French immersion.

Of the options put forward, we recommend a Scenario 5 that would see a gradual expansion of early French immersion and Extended French until waiting lists are extinct. Only then will HCDSB children have opportunities on par with Ontario Boards that offer and support a full range of FSL opportunities for all students. The various challenges outlined in the French Sustainability Study can be overcome with a change in mindset and renewed effort.

Thank you for the work that you and HCDSB staff do to support the teaching and learning of French as a Second Language. We trust that the needs and aspirations of French immersion students and their parents will be key in your decision making. We look forward to future collaboration with trustees and staff of the Halton Catholic District School Board.

APPENDIX A

i. SUPPLY, RECRUITMENT AND RETENTION OF QUALIFIED FRENCH TEACHERS

The French Sustainability Study stated that “All Boards in Ontario are facing a veritable crisis regarding the lack of qualified, quality French teachers”. This is a rather sweeping, inflammatory statement that is not accompanied by data or research references. On behalf of the Ministry of Education, the Ontario College of Teachers prepares an annual report called “Transition to Teaching”. The most recent one came with a supplementary report on French-language. It states that we are at the end of a period of 5 years of surplus where employment was not a given for French teachers and where piecework teaching was the norm. Connecting with and recruiting the qualified FSL teachers that have been underemployed is important and pressing work.

Canadian Parents for French is concerned that the change to two year teacher education programs and the public messaging about Ontario graduating too many teachers may be having an inadvertent negative impact on FSL teacher admissions at Faculties of Education. To ensure that this is addressed, we are actively engaged with stakeholders to ensure that university students, both FSL and French First Language, who are Ontario teachers of the future know about teaching jobs in French.

The challenges inherent in ensuring an adequate supply of outstanding teachers is not unique to French immersion but the specifics in this area can be addressed with improved practices by school boards, such as pool hiring, sharing resources to recruit outside of Ontario particularly in Quebec and helping principals who may not have the French skills themselves to do effective hiring.

Having an adequate supply of occasional teachers with French qualifications is a challenge and boards need to work with stakeholders and draw on support from the Ministry as to how to follow regulations on occasional teachers while ensuring students get continual teaching in French.

Recommendations:

That the following detailed information be provided to trustees to inform decision making:

- efforts made to attract and retain qualified French teachers over the past four years
- quantitative and qualitative data and context specific to HCDSB supply, recruitment and retention of French teachers, teachers in general and teachers needed with other specific expertise, such as special education, technology, science and mathematics
- work done to develop partnerships with teacher education programs
- support given to new French Immersion teachers – this is very important as we know from the OCT report that the early-career loss rate in French is higher than in English.

That HCDSB monitor and increase uptake in professional development opportunities by principals and teachers on the CEFR, DELF and supporting inclusion of all students in FSL and foster the development of FSL professional learning communities in FSL.

ii. OPTIMAL PROGRAM DELIVERY

French immersion (JK, SK or Grade 1 entry) was developed in the 1960s to overcome the limited proficiency outcomes of core French. There are 3 main ingredients in developing proficiency in another language: total time on task, intensity and an early start. Immersion delivers total time through subjects

taught in French and is the optimal way to achieve the highest possible French proficiency while also achieving the expectations of the Ontario English curriculum.

Ontario Grade 12 French immersion graduates are achieving a B2 (high intermediate) level on DELF (Diplôme d'études en langue française) testing which is the language level required for admission to French universities in Quebec or France. Grade 12 graduates of extended French are achieving B1 (intermediate) while core French are achieving A2 (basic) level. Some individual variations do occur, but on the whole this is representative of achieved results as reported by the Ministry of Education.

Ontario defines immersion in elementary as 50% or more of the daily instructional time in French. However, 50% is more clearly defined in research literature as “partial” immersion. Immersion programs that are front-end loaded with 100% French intensity in the beginning years and accumulate significantly more hours in French are considered “full” immersion.

Average Time on task in elementary FSL programs:

Early full French immersion – 6710 hours

Early partial French immersion – 3800 hours

Extended French – 1260 hours

Core French - 600 hours

From a system perspective, partial immersion requires fewer human and material resources but it also adds additional challenges in time management to meet other subject area requirements. For students, it is less time in French than full immersion but more time in French than Core or Extended. Experts do question whether teaching reading in English and French concurrently is ideal. Literacy skills are transferable from one language to another and grade 6 EQAO results from students in full French immersion show that they meet or exceed results of their English with Core French peers from similar demographics.

Recommendation:

That HCDSB increase the time on task and intensity of the early French immersion program.

iii. REVENUE LOSS/OPPORTUNITY

In addition to the Foundation Grant for every student in the system, each FSL student generates a top up amount from FSL allocations. These go into every Board’s general revenues based on enrolment in the programs. Primary core French is not funded. Core French and extended French allocations start at Grade 4. Immersion allocations are possible from Junior Kindergarten on.

Using the most recent figures available from the Ministry of Education, cancelling the French immersion program will result in an annual lost revenue to the Board of about \$ 250 000. As the French immersion students progress into higher grades, particularly secondary school, annual revenue from the FSL allocation will continue to grow.

The biggest expense in education is teachers and all teachers, English and French, are on the same pay scale. French print resources can be more expensive than corresponding English resources. However, the Ministry of Education is now supporting unlimited access for FSL teachers to the more than 8 000

electronic resources from TFO Education (IDÉLLO). Furthermore, Boards who are growing their programs can apply to the Ministry for financial support from the Official Languages in Education funding which flows from the federal government. Transportation to French Immersion supports equity and inclusion. We applaud HCDSB for providing transportation for immersion students. However, we caution that any figures on immersion/extended transportation need to be look at very carefully to ensure that the significant granular work is done to net out students who would be on a bus anyway.

Recommendation:

That HCDSB maximize revenue generation opportunities of the FSL allocations by increasing student participation in immersion, extended and core French.

iv. ADMISSIONS PROCESS

The best practice in admissions for French immersion across the country and at most Ontario school boards is that every applicant gets a spot. That is how the regular program, delivered in English, works and it is what parents expect for the regular program, delivered in French. The first-come, first-serve computer system used by HCDSB is only marginally better than parents lining up outside for days. It puts enormous stress on families and disadvantages parents in the community who may not have tech access at the time of the opening, who do not speak English as a first language, who have inflexible employment and are single. More humane and fair methods exist and can be used as you ramp up to having enough spots for every applicant.

In the HCDSB Nov 20, 2012 report, “Early French Immersion Program”, it stated that parents were very interested and the expectation was that there would be a lot of applicants. The waiting list numbers continue to show this. It is reasonable for a Board to take a period of years to ramp up the number of spots in a new program to fully meet the demand. The Boards in Ontario with the biggest programs have a forty year head start on HCDSB and have developed their capacity over time. It is unclear why that is not the plan of HCDSB in accordance with the impression parents were given at the launch.

The use of the word ‘boutique’ to describe a Ministry of Education supported program that more than 200 000 students attend across Ontario is ill-considered. Access to the program is in the purview of HCDSB and any hint of elitism should be addressed through inclusive and equitable practice. It is the regular program delivered in French and every student in Ontario should have the opportunity to become proficient in both Official Languages of our country in the public school system accessible to all.

Recommendation:

That HCDSB choose a better system to use for admissions until such time as capacity equals demand.

v. PARENTS AS PARTNERS IN FSL EDUCATION

In the Ministry of Education directional policy “Achieving Excellence”, “parents and guardians are welcomed, respected and valued by the school community as partners in their children’s education”. The last minute parent survey and the lack of inclusion of French Immersion parent voice in the assessment of the French Immersion program and its future, draw into question the commitment to “parents as partners” at the HCDSB.

The “Framework for FSL in Ontario Schools” states that choices in FSL programming “are best made in consultation with stakeholders, taking current research into consideration”. The single most important stakeholder in a child’s education other than the child is the parent. Parents who want their children to

have the life-long benefits of bilingualism and believed the HCDSB's commitment to French immersion mirrored theirs remain unsatisfied with the lack of consultation on the recommendations.

Recommendations:

That HCDSB start a French Second Language Advisory Committee (FSLAC) with parent representatives from each French program and each immersion/extended school, staff and trustees that is tasked with supporting growth and excellence in FSL,

That HCDSB review their current FSL 3 Yr Framework Plan (submitted to the Ministry of Education in December 2013) with the FSLAC and collaborate with the FSLAC in developing the upcoming plan,

That HCDSB work with Canadian Parents for French to develop parent engagement in FSL.

vi. SUPPORTING AND PLANNING FOR GROWTH AND EXCELLENCE IN FRENCH IMMERSION

Every student should get a great education and if the parents wish, it should include French immersion. FI is a solid, research based and validated educational program where students achieve levels in English EQAO that are on par, if not ahead of their peers, in addition to developing proficiency in French, our other official language, a valuable life skill and a gateway to learning additional languages.

Ontario's commitment in education is to inclusion and equity and it is incumbent upon teachers and administrators at school boards to support all learners, including those with special needs within the context of French immersion. Some of the difficulties outlined in the "Early intervention and appropriate supports" are specific to the implementation of the partial French immersion configuration chosen by HCDSB. They show a need for additional professional development and guidance from experts in the field and from other Boards who do partial French immersion as to how to effectively support literacy and numeracy development. Other difficulties can be overcome with professional development, particularly encouraging primary immersion teachers to do Additional Qualifications in Special Education and encouraging Special Education teachers and principals to learn more about providing effective support within the context of French immersion.

Recommendations:

That HCDSB implement Scenario 5 (best of Scenario 2 and 4) that would see a gradual expansion of early French immersion and Extended French until waiting lists are extinct and that a full range of FSL programs are available to all students.

The HCDSB ask staff to study and provide an FSL program improvement plan, achieved in consultation with parents, that will be a roadmap to growth and excellence in core, extended and early French immersion.

B. REFERENCE MATERIAL – further references available upon request

ON Ministry of Education Documents

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12;

Including Students with Special Education Needs in French as a Second Language Programs;

Welcoming English Language Learners into French as a Second Language Programs;

FSL Curriculum:

<http://www.edu.gov.on.ca/eng/amenagement/FLS.html>

EDU Funding Technical Paper, p 40:

<http://www.edu.gov.on.ca/eng/funding/1516/2015TechnicalPaperEN.pdf>

Transition to Teaching French Supplement: https://www.oct.ca/-/media/PDF/Transition%20to%20Teaching%202015/EN/2015%20T2T%20Supplementary%20Report_en_accssble_web.pdf

French Immersion in Ontario, April 2011

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_FrenchImmersion.pdf

ON FSL Enrolment and Program Data

CPF State of FSL Education in Ontario: <http://on.cpf.ca/research-advocacy/advocacy/the-state-of-fsl-education-in-ontario/>

Student Achievement in Core, Extended, Immersion

EDU DELF Testing: http://www.edugains.ca/resourcesFSL/PDF/Research/Synopsis_FINAL-1.pdf

French Immersion students and EQAO Performance – for the ON Ministry of Education, by Turnbull, Hart, Lapkin: <http://on.cpf.ca/wp-content/blogs.dir/1/files/eqao-final-report-2001.pdf>

French Immersion

When and Why article - by Dicks, Kristmanson http://cpf.ca/en/files/03_FI_When_and_Why_E.pdf

Case for Early French Immersion video – by Dicks <https://www.youtube.com/watch?v=I5gbdXFB8Uk>

Math – by Netten <http://cpf.ca/en/files/Language-of-Mathematics-Instruction-in-French-Immersion-Programs.pdf>

Core French

Research Perspectives on Core French: A Literature Review- for the ON Ministry of Education, by Lapkin, Mady, Arnott:

http://www.academicpublishingplatforms.com/downloads/pdfs/cjal/volume2/201107101403_vol-12-2_art-lapkin_etal.pdf

A Guide to Reflective Practices for Core French Teachers, Oral Proficiency:

http://www.edugains.ca/resourcesFSL/PDF/AGuideToReflectivePractice/Module1_OralProficiency_English.pdf

C. ABOUT CANADIAN PARENTS FOR FRENCH

Canadian Parents for French (CPF) was founded in 1977 with the assistance of Canada's first Official Languages Commissioner. More than 25 000 volunteer parent and stakeholder members across Canada promote and support opportunities for young people to learn French. CPF is the very proud recipient of the Commissioner of Official Languages 2016 Award of Excellence in recognition of outstanding contribution to linguistic duality in Canada. Commissioner Fraser, an Officer of Parliament, states in his 2016 Annual Report that "Canadian Parents for French has been advocating at the national, provincial and community levels for access to quality French immersion French-second-languages programs in schools" and he adds his congratulations for "its exceptional work in the area of research and promotion" of French as a Second Language.

CPF Ontario serves on the Minister of Education's Provincial French as a Second Language Working Group and has consulted with the Ministry on the development of many policy and curriculum documents, including the "Framework for French as a Second Language in Ontario Schools, K-12" (2013), the elementary and secondary curriculum for core, extended and immersion French (2013, 2014), "Supporting Your Child's Success in French Immersion/Extended French, K-8 (2014) and "Including Students with Special Education Needs in FSL" (2015).

CPF Ontario has created and implemented many projects supported by Canadian Heritage and the Ministry of Education, including "O Canada" school performances, Pathways to Bilingual Success Conferences for students, parent webinars in support of parents and their children in FSL programs and our new website www.frenchstreet.ca which is connecting parents and educators with opportunities to learn and use French in our communities and beyond. Our annual French public speaking contest, Concours d'Art Oratoire is going strong 32 years since its inception and is now undergoing a renewal project, funded by the Ministry, to bolster authentic learning in French. Information for parents, data and research on FSL education are shared via our public websites www.cpf.ca and on.cpf.ca.

Mary Cruden is the volunteer president of CPF Ontario. She has served CPF in her local chapter and is a founding member and past parent co-chair of the French Second Language Advisory Committee of the Toronto District School Board. In 2015, she was recognized by the Government of Ontario with the Prix de la Francophonie. Premier Kathleen Wynne thanked Mary for her work to make French Second Language programs in Ontario equitable and effective.

Betty Gormley is executive director of CPF Ontario. She has led many projects to assist French Second Language learning and works daily with our partners, such as the Ontario Modern Language Teacher Association (OMLTA), Glendon College, Collège Boréal, L'Assemblée de la francophonie de l'Ontario, TFO Éducation (Idéllo) and Camp Tournesol. In 2014, OMLTA recognized Betty for her work in advancing French Second Language education in Ontario with an Honourary Membership.

Contact: bgormley@cpf.on.ca (905-366-1012 ext 2); mcruden@cpf.on.ca

Good evening.

My name is Gillian Kantor. I am a mother of five, living in Oakville. I have two children presently in the French Immersion program. Thank you, to the Board, for the chance to delegate this evening in support of EFI.

My husband and I are very happy with the program, its dedicated teachers, and the rate at which our 8- and 6-year old boys have picked up the new language. Like many of the parents here, we had hoped to be fortunate enough to have our younger children be a part of the program as well. It is a lottery, we know, and there is the chance they may not get in, but the chance is still 50-50, and we're satisfied with that.

So, we were very surprised then, on November 15th, to learn that there may be no chance – for any children – to enter the program because of a Review Committee's recommendation to phase it out. We were surprised, upset, disappointed... but, mostly, confused. We were confused as to how this decision would be here, in the hands of our Trustees, when we, as parents, had never been informed of any problems, or given any opportunities to voice opinions, appreciation, or concerns regarding EFI.

And so I stand before the Board to address this lack of communication and to demand your appropriate action, now, knowing as you do, that parents are overwhelmingly supportive of the EFI program.

Back in 2012, as the new EFI program lay before us, and parents had many questions and concerns, the advisory committee responsible recommended a protocol for its introduction. This included “a comprehensive plan to inform community members of the new optional program offering,” including “church bulletins, synvoice, letters and brochures home to parents of JK/SK, posters in schools, and parent information evenings at the school sites.” And it repeated: “It is highly recommended that a Parent Information Evening be held at the four sites.” If this is the protocol for introducing EFI, why is this not also the protocol for when EFI is at risk of being phased out? Where was the letter home to parents? Where are the posters? When was the Parent Information Evening?

Instead, we had a review committee that met three times since the Spring in order to come up with the recommendation to dissolve the program.

As parents, we try to teach our kids many things. Among them:

- don't be afraid to ask
- curiosity is the root of discovery
- be polite and considerate

So this is it – the basics of communication, discussion, and knowledge all start with a question. When you don't ask questions, you don't get answers. And when it comes to the challenges to EFI, there are some questions that, when asked of parents, teachers, or advisory groups, could very well generate the answers you are looking for.

If transportation is the issue, let's ask parents:

- Would you be willing to find your own means of transportation in order for your child to attend French Immersion?

If staffing is the issue, let's ask advisory committees:

- What are ways the Board can improve its recruitment strategies?
- Or let's ask the school community: can we create a pool of French-speaking volunteers to assist in the classroom when only an English-speaking supply teacher is available?

If equity is the issue, let's ask parents:

- What is your opinion of the first-come, first-served computer system? If unfavourable, what are your recommendations to fix it?

If early intervention is the issue, let's ask teachers and parents:

- to honestly discern what is the best learning environment for the child.

What it comes down to is, let's ask questions. Let's consult with the people whom this affects the most. When we understand how highly parents value this education for their children, then we can better understand what is possible, versus what is insurmountable.

Now, as a defense, the Review Committee might say there was, in fact, consultation with parents. We acknowledge the inclusion of Catholic Parent Involvement Committee representatives (that's CPIC) on the review committee. We acknowledge these are parents, and that some of the parents may have children in the EFI program. However, these few do not speak for the whole. They cannot speak for the whole if they have no consultation with them. Parents received no communiqué from them, no survey, no request for any information whatsoever.

Now they are supposed to serve as a link, promoting dialogue between Catholic school councils, the Board, and members of the community but – clearly – something here is broken. How, exactly, are they connected to the parents? We read on the CPIC website that their link is to the Parent Councils of the schools, but these councils don't have extensive email lists because of privacy issues. So maybe this isn't even their role, maybe it isn't CPIC's responsibility to connect with parents in this way to discuss these educational issues. Then that's fine. But let's not pretend that their presence on the Review Committee was enough to satisfy parental involvement or consultation.

So without proper or adequate parent consultation, I need to ask - what sort of precedent does this set for the Board's decision making? If I'm not being informed about decisions being made regarding my child's French education, then what other decisions are being made regarding, for example, their sex education, or their catechetical education? This precedent, though set over the study of language in schools, now affects all families on serious, moral issues. This example may seem extreme, this may seem like a leap... or is it, when the Board starts making decisions on my behalf, without my consultation.

Now, earlier I mentioned the importance of asking, but not just posing the questions to parents. Let's start talking to teachers, as well. These are the professionals in the classroom with our children every day. They know the challenges of teaching quality French. But for them, it's not simply an observation, as it may have been for someone on the review committee but not in the classroom – it's an experience. A lived, day-to-day experience to which they seek practical solutions. So when a review committee met and decided on the fate of EFI, what courtesy was shown here to our teachers, who were not invited to the table? Our teachers give time, energy, and even personal finances to their job every day. And they can give solutions, too.

When this recommendation to phase out the EFI program was discovered by a parent, quite by accident, and communicated very quickly to other parents, the reactions were strong. How? Why? Why weren't we told? Quick reads of the study as well as calls and emails to the Trustees led to the unanimous decision, by the Trustees, to delay the vote, thereby giving parents an opportunity to provide feedback on the EFI program.

And then we waited. Waited on this consultation with parents. Waited to voice our opinions, our support for this program. And one week later, this is what we received. An online survey. Here is our chance to click on a link and inform the Board and the powers that be just how much we value the EFI program, the opportunities and education it gives our children, the good work of the teachers behind it. BUT, when we clicked on that link, this is what we saw instead. The online survey asked us to rate, from **very important** to **not at all important**, six points the review committee had used to evaluate the EFI program. This was followed by a tiny space where we could try to fit our comments and concerns within limited characters.

And that was it.

As I began rating the items, it became clear that the conclusion of the survey would point toward the phase out of the EFI program, no matter how I answered it. If I rate **highly qualified teachers**, or **student achievement**, or **learning supports** as important

– and who wouldn't? – then this supports the findings of the report that these things are crucial, but unattainable, and therefore the program is not sustainable.

It was an impossible test for EFI to pass.

I suppose that, yes, this fits within the definition of a survey, and parents could be appeased that, yes, they were asked. But how committed is the Review Committee to parental involvement, how concerned are they with parental opinion, when this meager survey is the extent of their outreach to parents.

And so, we did our own work. Parents called and connected, searched email lists, talked to friends and strangers at school pick-up. We tried to reach out to the other schools affected to form community and camaraderie there. We used social media and we started a petition.

At the time of presenting this report to the Board, the online petition, just two weeks old, had garnered 315 signatures.

Let's be honest, 315 names on a petition is not that impressive, considering the four schools, with their four grades of 40-some students, and all the parents, families, and teachers affected.

BUT when you consider what we were up against, what work went into getting the information out there, what lengths some parents went to in order to talk to every possible person they could, 315 all of a sudden seems huge. And we can appreciate the value of each name and comment on that petition. They represent good and rational, thoughtful arguments from the people this affects the most. This is what you'll get if you just ask.

And tonight, we are the ones asking. I stand here supported by at least 315 parents, to ask you to reconsider the Review Committee's proposal to phase out our EFI.

Quite simply, we were not told. As parents. As ratepayers. As teachers. We were not offered the common courtesy of consultation. We were not given the opportunity to

speak. We, as parents, were not allowed to stand up for our children's education and teachers were not allowed to stand up for their jobs. And that is unacceptable.

We strongly believe that we need to support the status quo, while the Board seeks to find alternative solutions to what was recommended in the Sustainability Study.

Thank you.

PETITION SIGNATURES AND COMMENTS

Petition from Change.org

Recipient: Halton Catholic District School Board, Anthony Quinn, Paul Marai, Helena Karabela, Anthony Danko, Diane Rabenda, Susan Trites, Arlene Iantomasi, Jane Michael, and John Mark Rowe

Letter: Greetings,

In response to the French Sustainability Study and the recommendation to phase out the Early French Immersion Program in the Halton Catholic District School Board, I am signing this petition to ensure you hear the ideas and opinions of the parents and families most directly affected.

Parents of present and prospective EFI students are outraged that they were not consulted during the Sustainability Study, not notified of the meeting at which the Board would vote on the future of their children's education, and never given the opportunity to voice their opinions on a topic which very much affects their children and their community.

The Trustees' quick response to parent intervention by delaying the vote was a move in the right direction. Now I ask that you please accept my signature as a strong statement of my support for the EFI program and a request that you do not vote to phase out Early French Immersion in our schools.

Signatures

Name Location Date

Gillian Kantor , Canada 2016-11-17

Marika Lukasova Oakville, Canada 2016-11-17

Roxane Bay Hubbards, Canada 2016-11-17

Dorothy Kowalczyk Oakville, Canada 2016-11-17

Aneta Sieminski Mississauga, Canada 2016-11-17

Elena Chizhkova Oakville, Canada 2016-11-17

agata korona Brampton, Canada 2016-11-17

Andrea Dhas Oakville, Canada 2016-11-17
 Stephanie Ng Oakville, Canada 2016-11-18
 Tanya Brown oakville, Canada 2016-11-18
 Iwona Wojewodzka mississauga, Canada 2016-11-18
 Katarzyna Chojak Orangeville, Canada 2016-11-18
 Ivona Michalska Oakville, Canada 2016-11-18
 Katarzyna Matusz Milton, Canada 2016-11-18
 Farahnaz Faez OAKVILLE, Canada 2016-11-18
 Tanya Townsend Oakville, ON, Canada 2016-11-18
 Julia Puranda Oakville, Canada 2016-11-18
 Jennifer Simoes Oakville, Canada 2016-11-18
 Erin Morgan Oakville, Canada 2016-11-18
 Erin Sexton Georgetown, Canada 2016-11-18
 Jeremy Debling Windsor, Canada 2016-11-18
 Alexandra Howard Oakville, Canada 2016-11-18
 Rosie Peric Oakville, Canada 2016-11-18
 Edyta Chmiel Mississauga, Canada 2016-11-18
 Jana Vanek Oakville, Canada 2016-11-18
 Adolfo Uribe Oakville, Canada 2016-11-18
 Carolyn Accadia Oakville, Canada 2016-11-18
 Ivona Stankiewicz Mississauga, Canada 2016-11-18
 Jennifer Shea Oakville, Canada 2016-11-18
 jakub kowalczyk Oakville, Canada 2016-11-18
 Name Location Date
 Sylwia Odziomek Hornby Ontario, Canada 2016-11-18
 Maria Landa Oakville, Canada 2016-11-18
 Tanya Vol Oakville, Canada 2016-11-18
 Juan Padilla Oakville, Canada 2016-11-18
 Damian Puranda Oakville, Canada 2016-11-18
 Jerry Celuch Mississauga, Canada 2016-11-18
 Olga Barrera Oakville, Canada 2016-11-18
 maged habashi Mississaug, Canada 2016-11-18
 Rich Ng Seoul, Korea, Republic of 2016-11-18
 Joe Ranieri Bolton, Canada 2016-11-18
 Erin Gault Halton Hills, Canada 2016-11-18
 Diana Mandic Georgetown, ON, Canada 2016-11-18
 Scott Corneil Oakville, Canada 2016-11-18
 Charmaine Knez Oakville, Canada 2016-11-18
 Kathleen Archibald Kingston, Canada 2016-11-18
 Annette Corneil Oakville, Canada 2016-11-18
 Sam Gallant Burlington, Canada 2016-11-18
 Antoinette Radman Milton, Canada 2016-11-18
 Reinaldo Boada Oakville, AL, Canada 2016-11-18
 Glenn Brown Oakville, Canada 2016-11-18
 Elaine Hunter Halton Hills, Canada 2016-11-18
 Eugene Minchenko Oakville, Canada 2016-11-18

Bryan Ng Richmond Hill, Canada 2016-11-18
 Yvette Alonso Oakville, Canada 2016-11-18
 Bei Alonso Oakville, Canada 2016-11-18
 Linda Feth Oakville, Canada 2016-11-18
 Nick Knez Oakville, Canada 2016-11-18
 Vesna Nikolic Halton Hills, Canada 2016-11-18
 Isobel Garry Milton, Canada 2016-11-18
 Jennifer Leclaire Acton, Canada 2016-11-18
 Tamara Adamo Oakville, Canada 2016-11-18
 Laura Moore Toronto, Canada 2016-11-18
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 Stuart Feth Oakville, Canada 2016-11-18
 Kim Ramsahoye Oakville, Canada 2016-11-18
 Zlatko Zahirovic Oakville, Canada 2016-11-18
 Jennifer Lee Etobicoke, Canada 2016-11-18
 Sandra Vukelic Georgetown, Canada 2016-11-18
 Jennifer McGee Georgetown, Canada 2016-11-18
 Zenobia Harvan Oakville, Canada 2016-11-18
 Meghan van Asseldonk Acton, Canada 2016-11-19
 Jose Pinto oakville, Canada 2016-11-19
 Luwin Chiaco oakville, ontario, Canada 2016-11-19
 Marnie Rojo Torres Georgetown, Canada 2016-11-19
 Franca Barna Brampton, Canada 2016-11-19
 Stephanie Calabrese Brampton, Canada 2016-11-19
 Yolanda Parker Halton Hills, Canada 2016-11-19
 Mara Kotarac Oakville, Canada 2016-11-19
 Pearl Kathryn Halton Hills, Canada 2016-11-19
 Tom Kaminski Niagara Falls, Canada 2016-11-19
 Younjin Oh Oakville, Canada 2016-11-19
 Noel Da costa Georgetown, Canada 2016-11-19
 Shawna Botelho Oakville, Canada 2016-11-19
 Amber Mazzone Georgetown, Canada 2016-11-19
 Marilyn Feth Feth Oakville, Canada 2016-11-19
 Lina Lawrence Oakville, Canada 2016-11-19
 Helena Talosi Burlington, Canada 2016-11-19
 Karine Botchar Rockland, Canada 2016-11-19
 Natalia Zapata Trawden Way, Canada 2016-11-19
 Carmela Finelli Mississauga, Canada 2016-11-19
 Kyra Mancini Burlington, Canada 2016-11-19
 Cecilia Corelli Halton Hills, Canada 2016-11-19
 Andrea Botelho Oakville, Canada 2016-11-19
 Frank Mirecki Burlington, Canada 2016-11-19
 Charlene Espiritu Milton, Canada 2016-11-19
 Name Location Date
 Laura Van Dyk Burlington, Canada 2016-11-19
 Troy Van Dyk Burlington, Canada 2016-11-19

Heather Gaudet Burlington, Canada 2016-11-19
 Whitney Gilgan Waterdown, Canada 2016-11-19
 Andrea Pearce-Coore Brampton, Canada 2016-11-19
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 Jennifer Hook Burlington, Canada 2016-11-20
 Amanda Casasfranco Burlington, Canada 2016-11-20
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 David Kantor Oakville, Canada 2016-11-20
 Valerie Gowan Burlington, Canada 2016-11-20
 Linda Farrell Mississauga, Canada 2016-11-20
 Dianna C Burlington, Canada 2016-11-20
 Kristina Viduka Georgetown, Canada 2016-11-20
 Jenna Gallo Georgetown, Canada 2016-11-20
 Angela Mayer Milton, Canada 2016-11-20
 Michelle Salvati Oakville, Canada 2016-11-21
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 Anna Chomyn-Biszcak Oakville, Canada 2016-11-21
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 Ines Ivancic Georgetown, Canada 2016-11-21
 Miguel Salvati oakville, Canada 2016-11-21
 David Dupont Oakville, Canada 2016-11-21
 Ronald Fox Mississauga, Canada 2016-11-21
 Christian Dupont Janeville, Canada 2016-11-21
 Yuliya Locka oakville, Canada 2016-11-21
 Carla Bartolo Oakville, Canada 2016-11-21
 Christa Hogan Oakville, Canada 2016-11-21
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 Cristina Iliescu Oakville, Canada 2016-11-21
 Elena Luna Milton, Canada 2016-11-21
 Vince Cambone Oakville, Canada 2016-11-21
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 Christine Holder Oakville, Canada 2016-11-21
 Sophia Kusyk Oakville, Canada 2016-11-21
 Marnee Santiago-Rosal Oakville, Canada 2016-11-21
 Joanne Ennever Milton, Canada 2016-11-21
 Rocio Zavala Oakville, Canada 2016-11-21
 Mihaela Vidican Oakville, Canada 2016-11-21
 Lamah Massaad Oakville, Canada 2016-11-21
 Jason Mula Oakville, Canada 2016-11-21
 brianne wright georgetown, Canada 2016-11-21
 Matilda Capasso Oakville, Canada 2016-11-21
 Grace Bruch Oakville, ON, Canada 2016-11-22
 Gysel Matos Oakville, Canada 2016-11-22
 Andrea Botelho Oakville, Canada 2016-11-22
 Irene Carrasquero Oakville, Canada 2016-11-22
 Janet Mogus Oakville, Ontario, Canada 2016-11-22

Meredith Lukez Oakville, Canada 2016-11-22
 Marjorie Herrera Georgetown, Canada 2016-11-22
 Ricardo Chavez Oakville, Canada 2016-11-22
 Claudia Sosa Oakville, Canada 2016-11-22
 Ian Karas Oakville, Canada 2016-11-22
 Jennifer McKichan Oakville, Canada 2016-11-22
 Lucja Krawiec Oakville, Canada 2016-11-22
 Monica Jaramillo Burlington, Canada 2016-11-22
 Monique Lemmer Burlington, Canada 2016-11-22
 Jean Hrubes Oakville, Canada 2016-11-22
 Frances Bosco_Latincic Oakville, Canada 2016-11-22
 Maria Hirsch Oakville, Canada 2016-11-22
 Brandon Barna Halton Hills, Canada 2016-11-22
 Carol Rizzo Ontario, Canada 2016-11-22
 Jo-Anna Frustaglio Toronto, Canada 2016-11-22
 Patricia Murphy-Banna Georgetown, Canada 2016-11-22
 Sandra Ettore Brmpton, Canada 2016-11-22
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 Crystal Zuzic Oakville, Canada 2016-11-22
 Sarah W Brampton, Canada 2016-11-22
 Julyana Colangelo Burlington, Canada 2016-11-22
 Jamie Lyn Stevenson Strathroy, Canada 2016-11-22
 Angela Calia Mobile. Mobile Brampton, Canada 2016-11-22
 Sabrina Brancatella georgetown, Canada 2016-11-22
 Judy Brewer Brampton, Canada 2016-11-22
 Lily Rubatto Burlington, Canada 2016-11-22
 Renata Martins Burlington, Canada 2016-11-22
 Jen Wei Mississauga, Canada 2016-11-22
 Rob Woon-Fat Brampton, Canada 2016-11-22
 Nerissa Aringo Burlington, Canada 2016-11-22
 Christina Novakovic Burlington, Canada 2016-11-22
 Jason Gollop Burlington, Canada 2016-11-22
 Melanie Gaddi Burlington, Canada 2016-11-22
 Sherrelyn Alvizo Burlington, Canada 2016-11-22
 Maria Santos Burlington, Canada 2016-11-22
 Adrian Azcurra Milton, Canada 2016-11-22
 Kristen Wagner Brampton, Canada 2016-11-22
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 Adeline M. North Vancouver, Canada 2016-11-22
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 Natalie Salmastlian Oakville, Canada 2016-11-22
 Ken MacDonald Toronto, Canada 2016-11-22
 JoAnn Toomath Burlington, Canada 2016-11-22
 Mike Toomath burlington, Canada 2016-11-22
 Heather Dewey Madoc, Canada 2016-11-22
 Michelle Tapales-Iacob Burlington, Canada 2016-11-22

Franck Chavent oakville, Canada 2016-11-22
 Denisa Bobokova Burlington, Canada 2016-11-22
 Elizabeth Patroi Oakville, Canada 2016-11-23
 Martina Orszagova oakville, Canada 2016-11-23
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 Angelita Santos Oakville, Canada 2016-11-23
 Teresa DiBiase Burlington, Canada 2016-11-23
 Sylvie Plante Oakville, Canada 2016-11-23
 Donald Fellows Burlington, Canada 2016-11-23
 Veronica Belloso Milton, Canada 2016-11-23
 Leidy Marion Pacheco Burlington, Canada 2016-11-23
 Jacqui Antonetti Oakville, Canada 2016-11-23
 Cristina Galavis Sucre Oakville, Canada 2016-11-23
 Annie Kuni Oakville, Canada 2016-11-23
 Carm Martindale Halton Hills, Canada 2016-11-23
 Agnes Gajewski Halton Hills, Canada 2016-11-23
 Sylvia Chacon Oakville, Canada 2016-11-23
 Rose D'Alimonte Brampton, Canada 2016-11-23
 Kathleen Fiesta Burlington, Canada 2016-11-23
 Michelle Zuzarte Oakville, Canada 2016-11-23
 Beth Hynes Burlington, Canada 2016-11-23
 Isabelle De Carbonnieres Toronto, Canada 2016-11-23
 Luz Bohorquez Oakville, Canada 2016-11-23
 Hubert Gajewski Georgetown, Canada 2016-11-23
 Debora Oliveira Burlington, Canada 2016-11-23
 Carlos Conde Oakville, Canada 2016-11-23
 Anne Marie Caneco Halton Hills, Canada 2016-11-23
 Nancy Reed Burlington, Canada 2016-11-23
 Claudia Montoya Oakville, Canada 2016-11-23
 Eric Oliveira BURLINGTON, Canada 2016-11-23
 Tadeusz Ciekliniski Oakville, Canada 2016-11-23
 Vina Gonzales Burlington, Canada 2016-11-23
 John Markarian Orleans, Canada 2016-11-23
 Amanda Tachauer Burlington, Canada 2016-11-23
 Betty Chin Pang Milton, Canada 2016-11-23
 Alcina Prezents Oakville, Canada 2016-11-23
 Clive D'Souza MILTON, Canada 2016-11-23
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 Mariam Wassef oakville, Canada 2016-11-23
 Maggy Ayad Milton, Canada 2016-11-23
 Rose Molfetta Burlington, Canada 2016-11-23
 Dina Del Pilar Brampton, Canada 2016-11-23
 Miranda Demian Milton, Canada 2016-11-23
 Shady Wassef Milton, ON, Canada 2016-11-23
 Caroline Ghali Milton, Canada 2016-11-23
 Anna Saric Oakville, Canada 2016-11-23

samir shenouda Milton, ON., Canada 2016-11-23
 Cecilia Conroy Toronto, Canada 2016-11-23
 Rosa Deni-Daglaris Toronto, Canada 2016-11-23
 Krysta Salera Burlington, Canada 2016-11-24
 Nervine Wassef Mississauga, Canada 2016-11-24
 Ryan Holder Oakville, Canada 2016-11-24
 May Yousif Burlington, Canada 2016-11-24
 Marta Paczkowska Oakville, Canada 2016-11-24
 Craig Talosi Burlington, Canada 2016-11-24
 Rob McKichan Oakville, Canada 2016-11-24
 John Saric Oakville, Canada 2016-11-24
 David Christo Brampton, Canada 2016-11-25
 Tina Jaeger Oakville, Canada 2016-11-25
 Carlos Vivas Oakville, Canada 2016-11-25
 Henderson Renee Oakville, Canada 2016-11-25
 Millicent Dampare Milton, Canada 2016-11-25
 Julie Hilado Burlington, Canada 2016-11-25
 Maria Lucia Santos Burlington, Canada 2016-11-25
 Gina Abdelmessih Milton, Canada 2016-11-25
 Elizabeth Sytsma Burlington, Canada 2016-11-25
 Brandie Bailey Kitchener, Canada 2016-11-25
 Laura VanderWal Brantford, Canada 2016-11-25
 Rachael Petch Burlington, Canada 2016-11-25
 Marcio Campos Burlington, Canada 2016-11-25
 Name Location Date
 Priti Dsouza Burlington, ON, Canada 2016-11-25
 Cory Urquhart Hamilton, Canada 2016-11-25
 Fabiana Moraes Burlington on, Canada 2016-11-25
 Liz lanza Kitchener, Canada 2016-11-25
 ashley williams Brantford, Canada 2016-11-25
 kim buswell Hamilton, Canada 2016-11-25
 Nermin gerges Burlington, Canada 2016-11-25
 Franca Cambone Oakville, Canada 2016-11-25
 Paula Lam Oakville, Canada 2016-11-25
 Christine Ladwig-Marcil Burlington, Canada 2016-11-26
 Manuela Rotar burlington, ontario, Canada 2016-11-26
 Nicole Nedescu Toronto, Canada 2016-11-26
 Jennifer Marsden Georgetown, Canada 2016-11-26
 tamer gerges Burlington, Canada 2016-11-26
 Jamie Vieira Oakville, Canada 2016-11-26
 Melanie Amyotte Hamilton, Canada 2016-11-26
 Tania Lima Oakville, Canada 2016-11-27
 Razvan Vidican Oakville, Canada 2016-11-27
 Misty Wrightson St. George, Canada 2016-11-27
 Min Kays Vancouver, Canada 2016-11-27
 Henry C Toronto, Canada 2016-11-28

Anthony Bartolo Oakville, Canada 2016-11-28
 Shehani Senavirathne Oakville, Canada 2016-11-28
 Ida Continenza Acton, Canada 2016-11-28
 Elena Pento Georgetown, Canada 2016-11-28
 Jennifer Lamey Oakville, Canada 2016-11-29
 Nicholas Pento GEORGETOWN, Canada 2016-11-29
 Malinda Cicchetti Halton Hills, Canada 2016-11-29
 Jodi Faria Milton, Canada 2016-11-29
 Shaunet Day-Jones Milton, Canada 2016-11-29
 Thao Pham milton, Canada 2016-11-29
 Kathryn Beauchamp Milton, Canada 2016-11-29
 Name Location Date
 Nick Hughes Milton, Canada 2016-11-29
 Megan Jones Toronto, Canada 2016-11-30
 Ravyn Anderson Milton, Canada 2016-11-30
 Agnes Kiermacz milton, Canada 2016-11-30
 Kelly Stahl Milton, Canada 2016-11-30
 Beatriz Bailey Milton, Canada 2016-11-30
 Cleiton Santos Milton, Canada 2016-11-30
 Shannon Wing Milton, Canada 2016-11-30
 Luciana Breckenfeld Milton, Canada 2016-11-30
 Lisa White Milton, Canada 2016-11-30
 Brian Morgan Oakville, Canada 2016-11-30
 Phil Poppe Milton, Canada 2016-11-30
 jose gaddi burlington, Canada 2016-11-30
 Susan Whibbs Oakville, Canada 2016-11-30
 Erica Espiritu Milton, Canada 2016-11-30
 Kate broussard Milton, Canada 2016-11-30
 Stacy Kennedy Oakville, Canada 2016-11-30
 Felipe Marambio Oakville, Canada 2016-11-30
 Jade Wu Oakville, Canada 2016-11-30
 Shereen Salib Burlington, Canada 2016-11-30

Comments:

Leslie Thomson Denis

Oakville, Canada

11 hours ago

I'm signing because I want my three year old daughter to have a chance at this program once she enters school.

phil poppe

Milton, Canada

1 day ago

My son is currently in the program. He loves it and it does wonders for his learning. As a teacher myself, I understand that the more opportunities that a child has to broaden their horizons and apply the plastic ability of the young brain, the better off these children are in the long run. I would like his

little brother and sister to have the same opportunity that he currently has as well. They are entering JK next year and the year after and to not give them the chance to be exposed to one of our core Canadian languages saddens me.

Cleiton Santos

Milton, Canada

1 day ago

Please don't phase out the program, its our children's future

Beatriz Bailey

Milton, Canada

1 day ago

My daughter loves her French Immersion program, she thrives in it and looks forward to learning more and more. After just one year she'll talk in both French and English at home, sing in French, tell jokes. I can't say enough great things about it.

Kelly Stahl

Milton, Canada

1 day ago

Although I understand the challenges from reading the report, the lack of consultation and input from the EFI families is concerning. I worry about keeping my grade 1 EFI daughter as the last cohort in an undesirable program, and am frustrated by the inequity this will cause in my own home when one child isn't offered the same opportunities as the other. It seems incredibly backwards to cancel a program that has seen nothing but increased demand for participation... there needs to be bigger thinking for a long term solution.

Nick Hughes

Milton, Canada

1 day ago

This program has provided my daughter with great success in learning french. To loose this chance for our youngest daughter would be such a disappointment.

Kathryn Beauchamp

Milton, Canada

1 day ago

My daughter is in grade 1 next year and I would like her to join the program. We are a French as a first language family.

Dagmar Day

Georgetown, Canada

1 day ago

French skills are retained at an early age. Their retention of French will be enhanced in later years!

Ida Continenza

Acton, Canada

2 days ago

I'm signing because I firmly believe in the benefits of early French immersion for children. Research shows that the younger a child is, the more they will acquire AND KEEP second language skills. In Canada's plurilinguistic climate, this is absolutely essential for the future of our country and it all starts at each individual school board for each individual province. HCDSB, please re-consider and let's work extra hard at recruiting as soon as possible. Thank you for your consideration.

Manuela Rotar

burlington, ontario, Canada

5 days ago

it is one of the official languages of Canada

Nicole Nedescu

Toronto, Canada

5 days ago

I'm a French teacher and languages are so important

Nermin Gerges

Mississauga, Canada

6 days ago

my son is attending French immersion program ,. it is a great program and he learn a lot, I found it is very easy to learn French on grade 1 then in grade 4 and kids struggle a lot when introducing the French later like grade 4... please keep the program

kim buswell

Hamilton, Canada

6 days ago

kids will bennefit from early french immersion.

Cory Urquhart

Hamilton, Canada

6 days ago

I'm signing because my niece is enrolled in french program and so is my girlfriend's daughter it's really good for them

Marcio Campos

Burlington, Canada

6 days ago

I'm appalled by the lack of consultation with the parent community in this decision process. My son's teachers knew nothing about this, and apparently not even the principal was aware. I understand a pilot project at some point has to be assessed and evaluated, and that there are obviously constraints and challenges, but the lack of publicity of these discussions and community engagement is, frankly, outraging.

Brandie Bailey

Kitchener, Canada

6 days ago

I feel the French immersion program is an incredible opportunity for our youth, and if we were to withdraw the program, we would be holding our children back from the many doors that could be opened for them in the future.

Henderson Renee

Oakville, Canada

6 days ago

I have two children in the Early French Immersion program and it has been a significant value-add to their education. The children have invested tremendous time, energy and effort into their learning. Aside from the fact that ending the program would be a huge disappointment, it will undoubtedly have a detrimental effect on the children's morale. As parents, we are committed to Catholic education AND to the wonderful opportunity to learn and function in both of our national languages.

Tina Jaeger

Oakville, Canada

6 days ago

Very disappointing. This puts all our children at a disadvantage.

Rob McKichan

Oakville, Canada

6 days ago

There is a high demand for the EFI Program, it should be EXPANDED not phased out.

Craig Talosi

Burlington, Canada

I want to see the EFI program continue as I have seen the benefits of it through my son's participation and I want my daughter and others to be able to experience the same benefits.

Nervine Wassef

Mississauga, Canada

1 week ago

Future of all children as I tried this program with my daughter

Krysta Salera

Burlington, Canada

1 week ago

Im signing this because I have family attending this program and I've seen their great progress and speed of learning french. Moreover this gives them opportunities now and in the future that I never had when I was younger.

Stuart Feth

Oakville, Canada

1 week ago

My wife got her first job out of University because she was fluent in dual languages. I work for a Canadian company and have had opportunities to advance due to knowledge in French. It is a clear mandate for our board to provide our children with the best possible education to position them for future success in their careers. It is a clear choice that this program must continue or the board has failed. Make it work!

Mariam Wassef

oakville, Canada

1 week ago

My elder son in EFI and I see the benefit for such program and I wished I will make my second son join this program next year. it is totally unfair to cancel this program we have moved from Mississauga to Oakville when we were sure that my kids will be able to study EFI in a catholic schools and we are lost now with such decision.

John Markarian

Orleans, Canada

1 week ago

I am signing this petition because I believe in a bilingual French and English Canada... This makes Canada and Canadian children more open to the world around them... and therefore more opportunities in life...

Nancy Reed

Burlington, Canada

1 week ago

Every advantage we can give our children is critical for later integration in todays competitive job market. Creating a love for French as early as possible is part of long term success.

Debora Oliveira

Burlington, Canada

1 week ago

I have seen what 4 months of EFI has done for my oldest and I want the same opportunity for my youngest. Also I prefer 24 children in a class vs 28 especially when introducing a new language. Also

this change means my daughters will never been in the same school together making life very hard for a very long time. In my opinion, this decision appears to be based on saving money on transportation and new hires! I thought EFI was being introduced because the extended French appeared to be to late of an introduction.

Troy Van Dyk

Burlington, Canada

1 week ago

Families should have the option to choose which FSL path their children travel. Keeping all programs will help ensure more French teachers in the future...which is a main issue at hand. Prepare for the future, don't panic in the present.

Beth Hynes

Burlington, Canada

1 week ago

Growing up in the Bilingual Province of New Brunswick - it is an amazing option to have the opportunity to learn a second language. Having this in my children's school will give them the opportunity to learn a second language and opportunities for their future!

Kathleen Fiesta

Burlington, Canada

1 week ago

My family supports the early French immersion program.

Rose D'Alimonte

Brampton, Canada

1 week ago

Would like to see my granddaughter educated in French. Everyone should study at least another language. I believe it teaches better life perspective.

Agnes Gajewski

Halton Hills, Canada

1 week ago

The recommendation has been made without adequate consultation or measurement of the EFI program.

Annie Kuni

Oakville, Canada

1 week ago

My daughter is currently in the EFI program and absolutely loves it! She is picking up the French so quickly and it's amazing to hear her try and speak it at home. I believe she will supersede my son in this language skill who is in the extended French prigram because of the rate that she is picking it up. Early French immersion is far better than the extended French program in my opinion because the children have far more exposure over time. This is based on what I have seen having 2 kids going through both programs.

Leidy Marion Pacheco

Burlington, Canada

1 week ago

I am signing because our children deserve a quality education...

Donald Fellows

Burlington, Canada

1 week ago

"Pilot" should not mean our children should be treated like an experiment. If the board had thoroughly researched prior to launching the pilot, the investment in the obvious areas could have been made to

support our children over the past 3 years. The study cites "Equity" as a factor. It is not equitable to uproot children that have been attending schools outside their border to attend the EFI program.

Sylvie Plante

Oakville, Canada

1 week ago

Le Canada sera plus fort et plus tolérant si tous les canadiennes et tous les canadiens embrassent la langue et la culture des deux langues officielles du Canada.

Teresa DiBiase

Burlington, Canada

1 week ago

My child loves the EFI program and she is becoming very comfortable speaking the French language with her French aunt! It is a great opportunity to learn Canada's other language in a safe and nurturing environment. Cancelling this program would be awful for the kids and grandfathering the current classes would show a lack of direction for the board and our children would be 'the lost kids'. Please don't take this opportunity away from our children.

E Patroi

Oakville, Canada

1 week ago

My child loves the early french immersion program. Every morning is filled with so much joy when grandmother (retired french teacher) from overseas has a french conversation with her grandchild! This program brings so much happiness in our lives! We wish everyone a Merry Christmas!

JoAnn Toomath

Burlington, Canada

1 week ago

I believe in the benefits of offering learning of French at a very young age including, but not limited to; resiliency in learning, early adaptive behaviours, fostering early childhood dedication & determination to learning and the knowledge development of a second language. Offering this in our Catholic school systems provides a Faith-based curriculum essential to the overall growth and development of our children. Please reconsider phasing out this program as it has not been implanted long enough in our school system to effectively assess its successes. Phasing it out now would be a disservice to all of those families enrolled now and in the future who have faith in its success & in our educational system. Please provide the financial means necessary to continue to support this curriculum in our school system.

Ken MacDonald

Toronto, Canada

1 week ago

I want my grand-children to have the ability to learn both official languages of Canada.

Adeline Markarian

North Vancouver, Canada

1 week ago

Our first nephew is currently enrolled in the EFI program and we hope that his younger brother will have the same opportunity when his turn comes. Learning a second language early is crucial. Most importantly, the earlier, the better. Waiting until Grade 5 would not do anyone any favour. Decision makers should examine the current teaching approach used in several European countries where 1-2 foreign languages are taught to all children and teenagers. Young people in these countries are not only fluent in other languages faster but the quality of their language skills is better too. Finally, board members should be reminded that education is a very competitive field nowadays. Families are more than willing and ready to change schools (and even school districts) when their needs are not met.

W Barna

Brampton, Canada

1 week ago

EFL is important and beneficial for many more reasons than NOT having it! Simple as that!!!

Melanie Gaddi

Burlington, Canada

1 week ago

I believe in the current EFL program and don't want to see it phased out or changed.

Jason Gollop

Burlington, Canada

1 week ago

Learning French is a critical skill for today's students. Having lived in Ottawa for a couple of years, I realized how many opportunities I was missing out on by not being bilingual. If our future children wish to hold decent federal government jobs. It's absolutely a requirement. The federal government is scrambling to train current employees in French so they can do their jobs properly. Don't take this generations opportunity for high paying jobs away from them.

Nerissa Aringo

Burlington, Canada

1 week ago

My child is in the EFL program and loves it. She has even sparked interest in my son and he isn't even old enough to be in the program yet!

Jen Wei

Mississauga, Canada

1 week ago

My friends children matter

Monique Lemmer

Burlington, Canada

1 week ago

I currently have 2 children enrolled in the French immersion program at sacred heart of Jesus and have 2 more starting school in the next 2 years...this program has been truly amazing for my children, not only have we had the opportunity to remain in our preferred catholic school system but we have offered our children the best opportunity at learning another language. Both my children have done very well and are extremely happy, as am I. As a parent my goal is to give my children the best opportunities I have available and this has been one of those opportunities. However, hearing of these proposed changes has left me very concerned...what will be available for them moving forward and how to I offer my younger two the same opportunities? I strongly feel early immersion allows for easier assimilation into a new language and as such will be forced to look into my options in the public French immersion programs...that way I not only allow my children to keep moving forward but I can keep them all in one school...while the reasons seem valid I truly believe there are ways we can find solutions that will not affect our children as adversely as a program shut down would. It is valued part of our children's education and desperately needs to be maintained if we wish to give our children their best chance!

Lucja Krawiec

Oakville, Canada

1 week ago

I have two children in this program.

Gysel Matos

Oakville, Canada

1 week ago

I consider that having French Immersion program across Catholic School is a good opportunity for our children. An early start to learning an additional language has many long term benefits for the future of the new generation! All together we have to find ways to keep this program running and growing day by day!!!

Grace Bruch

Oakville, ON, Canada

1 week ago

Please do not phase out French immersion. I support the continuation of the EFI program because of the numerous benefits of this program, including:

- early intervention allows kids to retain their French skills longer
- students are more likely to take French classes through their high school years and be able to use those skills when they get into the work force
- offering our children the opportunity for French Immersion within the faith environment of our Catholic Schools

Matilda Capasso

Oakville, Canada

1 week ago

I have two daughters currently enrolled and they love the program. Their teachers are wonderful. Upsetting if other kids will not have the same opportunity.

brianne wright

georgetown, Canada

1 week ago

I am shocked that it's even an option to phase out this program. It's in such high demand. It needs to continue going so that it can become stronger. Parents with children in this program work hard to support them. Everyone will be devastated if it is cancelled.

Jason Mula

Oakville, Canada

1 week ago

As parents, we have all (whether we have signed this petition, or not) made the decision to enroll our child(ren) in the Catholic French Immersion program after much consideration, and have come to the conclusion that this is what is best for them. We all know there are other options, such as the Grade 5 entry level, and yet we still chose Grade 1. As with anything that we learn at a younger age, it becomes second nature. I just need to look at the progress, and happiness in my child to know that this is a successful program that has helped to challenge and develop him in a positive way. I wish for that to continue for future years of our youth in Halton. Let us please focus our energy on alternative ways to continue and enhance the EFI program. Working together, this is a great opportunity to demonstrate to our children how to face challenges with brainstorming and problem-solving, rather than giving up.

Lamah Massaad

Oakville, Canada

1 week ago

I believe the immersion is an excellent program to offer especially since we are a bilingual French/English country

Mihaela Vidican

Oakville, Canada

1 week ago

We deserve to have French Immersion start in grade 1 in Catholic Schools , better program starts early.

Kids perform better learning a new language earlier in their life is science proved!

We are a bilingual country and this should be enough to consider that our kids are learning both

languages from the first grade at school.
Thank you and God bless

Rocio Zavala

Oakville, Canada

1 week ago

Why weren't the parents informed of this intention?

This would be totally detrimental for our kids and their education potential. The Board should consider phasing out the Extended French Immersion and expanding the Grade 1 Early FI program instead.

Joanne Ennever

Milton, Canada

1 week ago

My daughter is in the EFI program and I think it's an amazing program.

Christian Dupont

Janeville, Canada

1 week ago

I believe the Catholic school children should have the same access to a french program as the public system. The program should start as soon as the child enters the school system. Our children should not be disadvantaged in life by not having the same advantage to having a second language as the public system.

David Dupont

Oakville, Canada

1 week ago

As a citizen of a bilingual country I am astounded that the French immersion is not offered to all interested students at the earliest possible age. My wife and I were over the moon that our local school offers French emersion for our daughter. Having a good Catholic school within walking distance is important to us.

Miguel Salvati

oakville, Canada

1 week ago

Strongly believe that the same programs be offered in the Catholic school board as the public board. There is a huge demand for FI in the Catholic board with not enough offered. This is extremely important to us and our kids future.

R Zovko

Oakville, Canada

1 week ago

For the future "self-sustainability" of french educators in the HCDSB. Phasing out programs do not help with HCDSB students coming back full circle to the board that educated them.

Michelle Salvati

Oakville, Canada

1 week ago

The French education is important to our family and we do not feel that we should have to make a choice between a language curriculum and religion.
Thank you

Jenna Gallo

Georgetown, Canada

1 week ago

I was hoping to enroll my daughter in the program in two years. Please keep it starting in grade 1.

Linda Farrell

Mississauga, Canada

2 weeks ago

I believe Children should get every opportunity possible.

David Kantor

Oakville, Canada

2 weeks ago

I started learning French in kindergarten and despite not using my French regularly, the foundation I receive in those early primary years allows me to this day, to speak French fluently when necessary. This is one of the main reasons we are thrilled to have two of our kids in the EFI program at a faith-centred school like St. Mary's and why we sincerely hope the program will remain in place for our other children.

Terri Mirecki

Burlington, Canada

2 weeks ago

I care about our choice to choose if we want to learn another language. Being in French immersion has helped our entire family learn french together and together we can bond over new learning. We live in a country that prides itself on multiculturalism, yet we try to find reasons to stop our young growing minds from learning another language! Families need to be heard!

Amanda Casasfranco

Burlington, Canada

2 weeks ago

EFI really makes a difference compared at grade 5 start. My gr 1 daughter loves it and has learned so much in just a few months. I am very surprised by these findings saying that it was better not to have.

Whitney Gilgan

Waterdown, Canada

2 weeks ago

I'm signing because I believe that knowing more than one language opens doors for our children.

Frank Mirecki

Burlington, AL

2 weeks ago

We live in Canada, a bilingual country, why would we take away an opportunity for our children to learn the a 2nd language?

Cecilia Corelli

Halton Hills, Canada

2 weeks ago

I believe in French Immersion - although I have my kids at Sacree Coeur the french based school I believe all families should have access to french as early as possible.

Kyra Mancini

Burlington, Canada

2 weeks ago

My daughter is currently in grade 1 EFI and loves the program.

Natalia Zapata

Trawden Way, Canada

2 weeks ago

French is a very important legacy that we want our children to have

Noel Da costa

Georgetown, Canada

2 weeks ago

I want my daughter to attend the program when she turns 4. I took French through high school and graduated with a BA in French studies from Glendon collage. I want to have the same opportunities for my daughter. My French education started in grade 1 and I believe that's why I had the path I had.

Younjin Oh

Oakville, Canada

2 weeks ago

This program is truly beneficial to my son and our family has sacrificed to make sure he can have this opportunity. I want my younger son to have the opportunity as well.

Pearl Kathryn

Halton Hills, Canada

2 weeks ago

As a bilingual country, I believe learning French as a second language is vital

Yolanda Parker

Halton Hills, Canada

2 weeks ago

I have two children in the program and am witnessing the benefits and successes the program provides them. The public board has managed to maintain their program for years and if the Catholic board were to eliminate it, it would place our Catholic children at a disadvantage. Early language acquisition is important and an advantage to the future of our children. By eliminating the program we are going backwards instead of forward in education, it would not make sense.

Franca Barna

Brampton, Canada

2 weeks ago

My older child is benefiting from this FI program and I want the same for my young daughter. If you take this away I will have to move out of Georgetown to continue their studies. This is very disappointing. Need more funding and more teachers. This is the future of our children. We need to invest in our children.

Luwin Chiaco

oakville, ontario, Canada

2 weeks ago

I am signing because I believe in the educational value of EFL and kids who are receptive to learning French at an early age should not be denied the chance to do so.

Jose Pinto

oakville, Canada

2 weeks ago

My older son is enrolled in the EFL program at St Mary. He is doing great and loves learning both official Canadian languages. Our intention is to enroll our younger son in the program next year. This program only bring benefits to the students and the school is doing a great job delivering it. Why is always \$ who determines what is best for kids?

Meghan van Asseldonk

Acton, Canada

2 weeks ago

My son is currently enrolled in this program, he is excelling in school. We fully intended to apply for all of our children to attend EFL.

Kim Ramsahoye

Oakville, Canada

2 weeks ago

I have a child in both the early immersion and the extended French program. We have seen how effective the early immersion is with our younger daughter and I believe this is the better way of teaching language - from as early an age as possible.

Nicole DE ROCHE

Whitchurch-Stouffville, Canada

2 weeks ago

I believe in the EFI as I did it as a child and both my kids are in it now and excelling. I just hope the Catholic board keeps it. My kids go where French is being offered and if the Catholic school didn't offer it, they would be in public school.

Laura Moore

Toronto, Canada

2 weeks ago

Taking away resources and opportunities from students is a disgrace. We talk about supporting our children but actions such as removing such enriching programs is the very opposite. Tax payers voices should be heard and the message is loud and clear... Do not eliminate this program.

Tamara Adamo

Oakville, Canada

2 weeks ago

This is my daughter's third year in EFI and I'm witnessing the incredible speed she has picked up the language in... She's already able to read books and communicate with people in French all on her own.. She takes so much pride in speaking French and I'm confident it will be a strong element in her future education and career life.. For these reasons I'm hoping the program stays in place as is to allow the enrolment opportunity for my other kids..

Bei Alonso

Oakville, Canada

2 weeks ago

I believe in the French Immersion programme for kids .

Eugene Minchenko

Oakville, Canada

2 weeks ago

It is important to continue offering French-Immersion program

Rich Ng

Seoul, South Korea

2 weeks ago

This is needed for the next generation to be successful in Canada and beyond.

Olga Barrera

Toronto, Canada

2 weeks ago

I am signing this petition because I consider that having French Immersion program across Catholic SchoolSchool is a good opportunity and gift for our children. Let's keep the good effort in the things that can add to the integrational education of our children. Let's try to find ways to keep this program running and growing.

Jerry Celuch

Mississauga, Canada

2 weeks ago

French is a second official language and all schools should have this program. Stop teaching other ethnic languages and you find \$\$\$ to support Canadian official language

Juan Padilla

Oakville, Canada

2 weeks ago

I'd like both of my sons to have the same opportunities. Currently one of them is attending EFI and I'd like the other one to have the same opportunity. We see the value of learning more than one language and would like to have that opportunity from Grade 1.

Maria Landa

Oakville, Canada

2 weeks ago

I would like my son currently at SK to start the French Immersion at the Catholic Board' program at Grade 1, same as my oldest son.

Jennifer Shea

Oakville, Canada

2 weeks ago

I have children who I will want to enrol in the EFI program when they are school aged.

Erin Sexton

Georgetown, Canada

2 weeks ago

My daughter is currently in the EFI program. Her brother is in SK and he was looking forward to learning French next year like his sister.

It's important to start learning languages early. I started FI in Grade 5 but the EFI program is a better program.

Adolfo Uribe

Oakville, Canada

2 weeks ago

French opens one more door for our kids and their future well-being and gives them a lifelong ability to communicate with French-speaking people, here in Canada and around the globe. Combined with Catholic education we are giving our kids two powerful and beautiful tools to enrich their lives.

Jeremy Debling

Windsor, Canada

2 weeks ago

French is important in education and building future leaders.

Dalyce Bergeron

Oakville, Canada

2 weeks ago

The FI program is an integral part of our family. I am anglophone and my husband and his family is francophone and it is our goal for our kids to speak fluently in both. We also place a high importance on the Catholic religion and for our kids to be educated in both is an amazing opportunity both now and for their future. My eldest is currently in the Catholic FI program and I am waiting to enroll my 4 yr old twins once they attend grade 1. We just moved to Oakville from BC and the main attraction to our area and ultimately in the purchase of our home was access to St. Mary and the FI program. There are so many more opportunities for those that are bilingual. It would do all kids and their families who are excited and ready to learn our fabulous french language and injustice to eliminated the program.

Farahnaz Faez

OAKVILLE, Canada

2 weeks ago

An early start to learning an additional language has many long term benefits.

Roxane Bay

Hubbards, NS

2 weeks ago

It is important to me that my grand children learn my mother tongue which is French!

**Delegation by Dr. Sophia Kusyk
To the Halton Catholic District School Board
December 6, 2016 Board of Trustee Meeting
Invalid and Incomplete Survey Findings**

Thank you trustees for this opportunity to have my voice heard along with voices of so many other concerned parents. I will be speaking to my grave concerns that I have in terms of taking your decision about the Early French Immersion pilot based on highly questionable and incomplete November 15, 2016 Survey (herein referred to as Survey) findings.

Authority to address the survey findings:

I am qualified to speak to the adequacy of the survey as in the last 12 years as Professor of Management in the MBA program I have reviewed thousands of surveys and reports from executives representing different organizations.

Executive summary

My presentation would like to highlight key points from my submitted report. The purpose of my being here is to:

Support you in our common goal to **“develop functionally bilingual students...”** (HCDSB, 2012:128, HCDSB, 2016:71) **while fostering Catholic values**. In light of said goals I need to address the following agenda points with regards to the survey findings as outlined in HCDSB (Nov, 15, 2016) meeting.

1. Provide solid evidence that the survey findings outlined at the HCDSB (2016) meeting are **incomplete and therefore highly questionable** in terms of rigor in process and presentation. Therefore, the study does not provide a valid base for your decision on how to proceed with regards of the Early French Immersion (EFI) pilot. I urge to consider 4 serious concerns:

1. Consultation period -> Inadequate review period (pg. 1 - 2)
2. Exclusion of key stakeholders -> Missing key feedback (pg. 2 - 3)
3. Appropriateness of evaluation criteria -> Lacking goal congruence (pg. 3 - 5)
4. Incomplete options provided -> Options alignment to goal (pg. 6)

2. Based on my findings I request of you to consider 2 parallel courses of action:

2.1. A valid study with the goal of creating functionally bilingual students

As the survey is incomplete in the findings, most likely due to the rushed nature of authorship, exclusion of key stakeholders, lack of transparency of assumptions and failing to evaluate strategic criteria I propose that in the short term to keep the status quo, while in the short-medium term to **elicit a study whose process adequately follows best practices in terms of consultation and key stakeholder engagement**. Furthermore that the study reflects in it's criteria the consideration of strategic goals (creating functionally bilingual students that continue to Secondary Education) and evidence of meaningful reflection on options to support those said goals.

2.2. Provide an action plan for addressing the systemic faculty recruitment issue

In parallel, it is my understanding from the numbers presented in the survey, that the board, in order to not fall into gross negligence of meeting future educational needs, has to present a viable action plan to address the faculty qualification issue irrelevant of what option is considered in the short-medium-long term.

Introduction

The current program is the result of high demand.

- The current Early French Immersion Program (EFIP) has been granted a trial period due to: "...feedback from the 2010 HCDSB Parent Survey and ongoing advocacy from parents for an earlier entry into the French Immersion program..." (HCDSB, 2012:128)
- "The significant on-going demand of the EFI program..."(HCDSB, 2016:67)

Why is it that despite high demand the pilot program being shut down?

- The reasons are provided is an incomplete survey whose finding must be found highly questionable due to serious concerns with regards to:
 - Consultation period
 - Exclusion of key stakeholders
 - Transparency and appropriateness of evaluation criteria
 - Incomplete options provided

1. Inadequate review period

1.1 Can we assess the program success based on the review period?

- Evaluation of the goal is not possible as the program is closing before the success can be assessed.
- The goal as laid out by the HCDSB is "The ***goal of Early French Immersion is to develop functionally bilingual students*** through teaching an equitable amount of curriculum with French as the language of instruction. Students enrolled in Early French Immersion would receive the required Ministry minimum of 3800 hours of instruction in French ***by the end of grade 8.***" (HCDSB, 2012:128)
- However, the oldest grade to graduate the "pilot" is grade 4 and therefore it is impossible to assess the how functionally bilingual students would be by the end of grade 8.
- Question
How do you assess the success of the program without waiting for it to run its course with regards to the goal?

1.2 Where best practice standards on review period adhered to?

- Information I have been able to gather is that the study started "...in the Spring of 2016 a program review committee was formed..." (HCDSB, 2016:67).
- However, 3 meetings in 4 years are insufficient to adequately discuss the program. " in a series of three meetings" (HCDSB, 2016:67).
- Due to lack of transparency around best practice for program evaluation I am highlighting the Halton Public Board (HPB) standard "For 15 months the

board's Program Viability Committee held public consultation in the form of meetings, an online parent questionnaire and parent/community focus group sessions to get suggestions on a preferred program..."(HPB, June, 2016)

- Thus far the current consultation process does not meet standard of transparency, time **(at least 15 months of currently assumed 9 months if the committee form in Spring (ie March?))** forms of consultation including an unbiased questionnaire **(biased questionnaire send out in November 2016)** and focus groups (none indicated).
- Question
How can a survey that seems at least 6 months rushed meet standards of due diligence in terms of process?

2. Non-inclusive stakeholder consultation

2.1 Was there adequate representation of consulted stakeholders?

- "In the Spring of 2016 a program committee was formed comprised of (1) Trustees, (2) CPIC Parent Representatives, (3) Administrators and Superintendents comprised of 4 geographic areas ". (HCDSB, 2016:67).
- Due to the lack of transparency on the these 3 stakeholders I would like **inquire about the composition and representation of the stakeholders**. In particular what was the make up of the representation of EFI versus Core French? Also what input did each of the 3 stakeholders have? In particular, was there any parent or other stakeholder input or was this survey limited to the French Sustainability Study committee?

2.2 Were key stakeholders consulted?

- Based on my understanding the survey did not include in this dialogue a number of important stakeholders (whose views are not represented in this study) commonly consulted in reviews (TDSB, 2006:236):
 1. Experts on French language education such as Canadian Parents for French;
 2. Graduates of French Immersion and Extended French Programs;
 3. Students currently in French Immersion or Extended French Programs (when applicable);
 4. Parents:
 - in a series of public meetings;
 - through submissions from groups and individual parents;
 - through responses to an electronic questionnaire;
 - through focus groups;
 5. Parent and Community Organizations:
 - French as a Second Language Advisory Committee (FSLAC);
 - the system wide review of French Immersion and Extended French Immersion Parents Association (FIPA);

- chapters of the Canadian Parents for French through meetings devoted entirely to the Review process;
- 6. Trustees, through individual interviews, as requested;
- 7. Staff, including:
 - teachers;
 - members of the French as a Second Language department;
 - principals of schools with French Immersion and/or Extended French Programs;
 - focus groups of principals of schools with(out) French Immersion and/or Extended French programs;
 - supervisory officers and senior staff.
- Question
How can a survey that does not include all relevant stakeholders adequately reflect the current issues and criteria?

3. Strategically incongruent success evaluation criteria

3.1. Are these criteria strategically aligned in the correct hierarchy?

- Current criteria given for evaluating the survey in assumed order of hierarchy:
 1. Staffing Requirements: How can a program effectiveness be first of all evaluated on staffing requirements. This is a logistics and systemic issue with short and long-term impacts across all options. The removal of any program only postpones but does not alleviate the staffing program. As shutting down the EFI pilot will not solve any long-term staffing issues, could it be that the EFI pilot program is being used as a scapegoat for the issue?
 2. Equity of Access: This is a logistics/implementation issue and a result of cost and staffing requirements and really sub-criteria should be subordinated into the action plan and not considered the 2nd most important criteria for deciding on program effectiveness.
 3. Early Intervention: This is a logistics/Implementation issue surround curriculum quality.
 4. Transportation: This is a logistics/Implementation issue. How can program effectiveness be evaluated on cost of transportation? Can you be more transparent about how costs have been calculated and who in particular is responsible for these costs? (Currently some options have 0 transportation costs, which is clearly an error as all schools have students taking the bus.)
- Overall, The criteria proposed appear not be of a strategic nature but for implementation purposes. To take a decision we first of all need to know our goal. Criteria need to be strategically aligned.
- Question
Where is the strategic goal for the program reflected within the criteria?

3.2 Missing strategic goal criteria in the study.

- I propose a revised criteria for evaluation based on board goals and priorities: First, the current board goal or aim is to “develop functionally bilingual students...” (HCDSB, 2012:128, HCDSB, 2016:71). As such I would place this as the first criteria.
 - The earlier the French immersion the greater French learning results. (Dicks, 2015). “Based on the most recent results, **Early French Immersion** has 42% meeting Advanced proficiency and **85%** meeting Intermediate Plus; **Late French Immersion** has 9% meeting Advanced and **46%** meeting Intermediate Plus; and **less than 1% of core French** students meet Intermediate Plus. The Intermediate Plus level, described below, constitutes a minimal threshold level for bilingualism.” (Dicks, J. 2008:5)
 - Therefore the earlier entry and more exposure to French hours in the class room yields better the results.
 - Recommendation: We need to collectively define what is our comfortable threshold in terms of student success rate.
- Secondly, currently board is concerned with “the continuity of programming to Secondary School...” (HCDSB, 2016:74)
 - Student retention of EFI is currently 87%-91%. (HCDSB, 2016:74)
 - Student retention of Extended French is less than 50% (<46%). (HCDSB, 2016:74)¹.
- Thirdly, the overall academic quality of the program needs to be considered. In terms of English language the EFI programs are scoring on par or better than regular track classes or all other programs.
 - By Grade 3, 77% all students are on or above all reading assessment Benchmarks (HCDSB, 2016:74).
- Questions
 - ***Most importantly, I would like for you to be transparent about how many hours of French study and at what year of entry will allow for the goal of reasonable success rate of functionally bilingual students be met?***² Thus far I read from the survey that you wish to dismiss a program with a success rate of 85%. How much lower do you want to go³?
 - How does the current study reflect strategic goal congruence without first answering my previous question? (The study only touches on assumptions around hours and entry points, without discussing the goal outcome of each option.

¹ It would be worthwhile to follow-up to see if there is a correlation between functionally French students or advanced French students and continuity into Secondary School. It makes intuitive sense that students that are comfortable with French would continue studying in the language.

² (For example: Please be transparent about if you are comfortable with a 1%, 50%, 75% or 85% success rate. We need to know our own target (See Appendix 2). If you tell me 2000 hours starting in Grade 3 to 8 will produce 75% success rate I will know what the aim of the curriculum should be.

³ If 80%, 2 out of 10 students will not be functionally French. If 70%, 3 out of 10 students will not be functionally French. How is funding allocated to reflect success rate? At what point is it no longer interesting to allocated funding to a program with a high failure rate.

4. Due diligence on options provided?

4.1. Insufficient options provided

- Due to lack of transparency about what are the best practices in options development I cite the Halton Public Board (HPB) standard “14 options were developed by the committee and four shared with parents and the public for feedback, with different grade entries and intensity of French instruction offered and considered...” (HPB, June, 2016)
- The current (HCDSB, 2016) survey states 4 options and makes no indication of any further options having been developed. This falls about 70% short of standard (at least 10 other options).
- If you bring the adequate representative stakeholders to the dialogue (See point 2) you will be able to collectively craft a range of viable options that are congruent with our goal of developing functionally bilingual students.
- Questions
 - **What was the full range of options considered and was due diligence exercised while developing the survey?**
 - **How do these options reflect goal congruency of functionally bilingual students?** (For example, Based on research discussed previously there is strong evidence that concurs the more French hours and earlier entry points have greater retention and fluency. Therefore, I am under the impression that two options do not meet our goal of functionally bilingual students. If this is true we were only provided with 2 viable options.)

Conclusion

Based on my findings I request of you to consider 2 parallel courses of action:

- **A valid study with the goal of creating functionally bilingual students**
As the survey is incomplete in the findings, most likely due to the rushed nature of authorship, exclusion of key stakeholders, lack of transparency of assumptions and failing to evaluate strategic criteria I propose that in the short term to keep the status quo, while in the short-medium term to **elicit a study whose process adequately follows best practices in terms of consultation and key stakeholder engagement.** Furthermore that the study reflects in it's criteria the consideration of strategic goals (creating functionally bilingual students that continue to Secondary Education) and evidence of meaningful reflection on options to support those said goals.
- **Provide an action plan for addressing the systemic faculty recruitment issue**
In parallel, it is my understanding from the numbers presented in the survey, that the board, in order to not fall into gross negligence of meeting future educational needs, has to present a viable action plan to address the faculty qualification issue irrelevant of what option is considered in the short-medium-long term.

Appendix 1: Summary of Strategic Criteria⁴

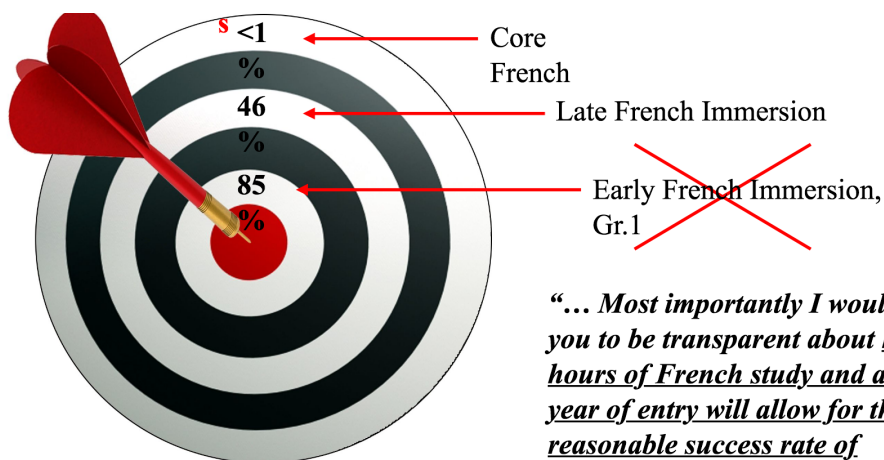
Criteria	Alternatives				
	Core French	EFI (later entry)	EFI (9 sites)	EFI (4 sites)	New Model
Most important!					
Functionally French*	Hours: 600 Entry: Grade 3	Hours: ? Entry: Grade 2	Hours: 3800 Entry: Grade 1	Hours: 3800 Entry: Grade 1	Hours: ? Entry: Grade 3, Grade 4?
Student success rate	<1%	85%-?	85%	85%	46%-1%?
Student Secondary Retention	concerning	concerning	?	?	?
Student Program Retention	<49% All options have faculty requirements, either short or long term. Any program change will have faculty movement. Faculty shortage is a systemic issue. One program should not be scapegoated for this issue.	<49%	87%-91% ++	87%-91% ++ I am unclear on the actual hours of French. It is clear that class size will increase.	?
Implementation Curriculum (Quality) Program Administration (Equity, Staffing) Cost (Transportation, Curriculum Development) etc					

*Dicks, J. 2015. A Case for Early French Immersion, pg. 5, minimum functionally French defined as "Intermediate plus".

⁴ "Based on research discussed previously there is strong evidence that concurs the more French hours and earlier entry points have greater retention and fluency. Therefore, I am under the impression that two options do not meet our goal of functionally bilingual students. If this is true we were only provided with 2 viable options"

Appendix 2: Strategic Target Functionally French Range⁵

Strategic Goal Congruence = Success Rate



“... Most importantly I would like for you to be transparent about how many hours of French study and at what year of entry will allow for the goal of reasonable success rate of functionally bilingual students be met?”

How do the options of the survey provided reflect goal congruency of functionally bilingual students?

*Statistics are based on Dicks, J. (2008:5).

⁵ It is like shooting darts at a target. What target are we aiming for?

“... Most importantly I would like for you to be transparent about how many hours of French study and at what year of entry will allow for the goal of reasonable success rate of functionally bilingual students be met?”

How do the options of the survey provided reflect goal congruency of functionally bilingual students?

Sources Consulted

Dicks, J. 2008. A Case For Early French Immersion.

http://www.unb.ca/fredericton/second-language/_resources/pdf/lricnotes/spring2008.pdf.

Halton Catholic District School Board (HCDSB). Regular Board Meeting,. Tuesday, November 15, 2016. Pg. 67-78.

Halton Catholic District School Board (HCDSB). Regular Board Meeting,. Tuesday, November 20, 2012. Pg.127-136.

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InsideHalton.com <http://www.insidehalton.com/news-story/6727369-halton-public-board-to-move-french-immersion-entry-point-to-grade-2/> June 16, 2016. Accessed: November 20th, 2016.

Toronto District School Board (TDSB), Special Meeting. March 22, 2006. Pg. 236.



To the Halton Catholic District School Board
December 6, 2016 Board of Trustee Meeting
“Invalid and Incomplete Survey Findings”
Delegation by Dr. Sophia Kusyk

Executive Summary

Purpose: Support you in our common goal to **“develop functionally bilingual students...”** (HCDSB, 2012:128, HCDSB, 2016:71) **while fostering Catholic values.**

Survey findings

The survey findings as outlined in HCDSB (Nov, 15, 2016) are incomplete and highly questionable and do not provide a solid basis for your decision. I urge to consider 4 serious concerns with regards to:

1. Consultation period -> Inadequate review period
2. Exclusion of key stakeholders
3. Appropriateness of evaluation criteria -> strategically incongruent criteria
4. Incomplete options provided -> based on strategically congruent criteria

Courses of action request

Based on my findings I request of you to consider 2 parallel courses of action:

- a. A valid study with the goal of creating functionally bilingual students
- b. Provide an action plan for addressing the systemic faculty recruitment issue

Survey findings

1. Inadequate review period

- Can we assess the program success based on the review period?
- Where best practice standards on review period adhered to?

Study	Standard
Evaluation in middle of program: Grade 4	Finish program & evaluate: Grade 8
9 months	15 months
3 meetings over 4 years	Numerous public consultations

2. Non-inclusive stakeholder consultation

- Was there adequate representation of consulted stakeholders?
- Were key stakeholders consulted?

Study	Standard
<ol style="list-style-type: none"> 1. Trustees 2. CPIC Parent Representatives 3. Administrators and Superintendents comprised of 4 geographic areas 	<p>Parent and Community Organizations:</p> <ol style="list-style-type: none"> 1. French as a Second Language Advisory Committee (FSLAC); 2. French Immersion and Extended French Immersion Parents Association (FIPA); 3. Chapters of the Canadian Parents for French; 4. Graduates of French Immersion and Extended French Programs; 5. Students currently in French Immersion or Extended French Programs(when applicable); 4. Parents in a series of public meetings; <ul style="list-style-type: none"> -through submissions from groups and individual parents; -through responses to an electronic questionnaire; -through focus groups; 5. Trustees, through individual interviews, as requested; <p>Staff, including:</p> <ol style="list-style-type: none"> 6. Teachers; 7. Members of the French as a Second Language department; 8. Principals of schools with French Immersion and/or Extended French Programs; 9. Supervisory officers and senior staff; 10. Affected union staff.

Survey findings

3. Strategically incongruent success evaluation criteria

- Are the proposed criteria strategically aligned in the correct hierarchy?
- **Missing strategic goal criteria in the study.**

Study	Strategic Criteria Proposal
<ol style="list-style-type: none"> Staffing Requirements Equity of Access Early Intervention Transportation 	<p>Strategic</p> <ol style="list-style-type: none"> Functionally Bilingual (Student Success Rate) Student Secondary Retention Student Program Retention <p>Implementation</p> <ul style="list-style-type: none"> Curriculum Requirements (Early Intervention) Program Administration (Equity of Access) Staffing Requirements Costs (Transportation, Program Costs etc.)

Questions:

- Can you to be transparent about how many hours of French study and at what year of entry will allow for the goal of reasonable success rate of functionally bilingual students to be met?
- How does the current study reflect strategic goal congruence without first answering my previous question?

Survey findings

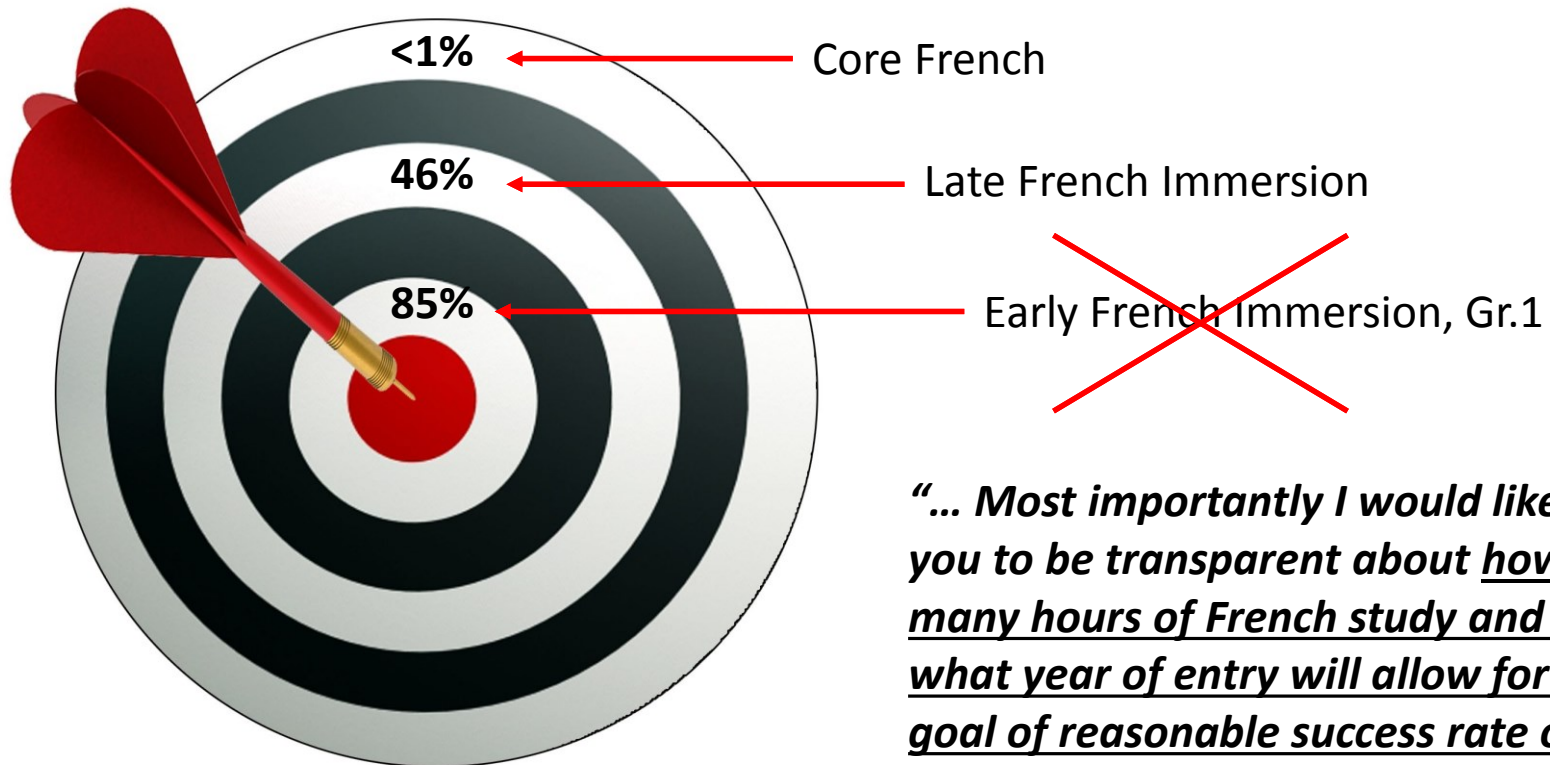
4. Due diligence on options provided

- Insufficient options provided

Study	Standard
4 options With goal congruency: 3 options	14+ options

Appendix 2*: Strategic Target “Functionally French” Range

Strategic Goal Congruence = Success



How do the options of the survey provided reflect goal congruency of functionally bilingual students?

“... Most importantly I would like for you to be transparent about how many hours of French study and at what year of entry will allow for the goal of reasonable success rate of functionally bilingual students be met?”

Need more strategically congruent alternatives.

Appendix 1: Summary of Strategic Criteria

Criteria	Alternatives				
	Core French	EFI (later entry)	EFI (9 sites)	EFI (4 sites)	New Model
Functionally French*	Hours: 600 Entry: Grade 3	Hours: ? Entry: Grade 2	Hours: 3800 Entry: Grade 1	Hours: 3800 Entry: Grade 1	Hours: ? Entry: Grade 3/ Grade 4?
Student success rate	<1%	85%-?	85%	85%	46%-1%?
Student Secondary Retention	concerning	concerning	?	?	?
Student Program Retention	<49% -	<49% -	87%-91% ++	87%-91% ++	?
Implementation Curriculum (Quality) Program Administration (Equity, Staffing) Cost (Transportation, Curriculum Development) etc	All options have faculty requirements, either short or long term. Any program change will have faculty movement. Faculty shortage is a systemic issue. One program should not be scapegoated for this issue.			I am unclear on the actual hours of French. It is clear that class size will increase.	

*Dicks, J. 2015. A Case for Early French Immersion, pg. 5, minimum functionally French defined as "Intermediate plus".

Courses of action request

Based on my findings I request of you to consider **2 parallel courses of action**:

1. A **valid study** with the goal of creating **functionally bilingual students**

- In the short term to keep the status quo.
- In the short-medium term to elicit a study whose process adequately follows best practices in terms of:
 - Key Stakeholder consultation and engagement.
 - Options reflect criteria considerate of strategic goals (creating functionally bilingual students that continue to Secondary Education);
 - Evidence of meaningful reflection of range of options to support those said goals.

2. **Provide an action plan for addressing the systemic faculty recruitment issue**

In parallel, present a viable action plan to address the faculty qualification issue irrelevant of what option is considered in the short-medium-long term.

Sincere thanks for this opportunity to address the Board's recommendation to phase out the EFI program. I am here today both as a concerned parent and as a Catholic French educator of 22 years. I would like to address the benefits of early language acquisition, equity and staffing in regards to the program and the importance of preserving it.

It is indisputable that early language acquisition creates a confident and proficient language learner, improves cognitive skills, increases attention span and facilitates task switching capabilities. Furthermore, fluency is a provincial goal which is evident in the revised French curriculum where oral communication is key. Not only do many studies support this point but it is apparent in the advanced language development of students. I witness this fluency on a daily basis in my classroom. The implementation of the EFI program in 2013 has generated a great amount of interest and demand within the HCDSB. The majority of Boards in the province have provided this flourishing program for numerous years commencing at the SK or grade 1 level. EFI has been a program in Canada for 50 years that has a proven track record and is available across the province and the country. Shouldn't a Board of our magnitude be part of this indisputable majority?

The proposed French Sustainability Study addresses the lack of equity in the EFI program within the HCDSB which is an important issue that must be considered and rectified. In addition to this concern, the provincial educational equity for our students must be addressed. How is it equitable to eliminate opportunities for Halton Catholic students based on their geographic location and their faith? We all know first-hand how Catholic schools significantly affect and shape our children's lives. If a student from any another Catholic Board in the province moves into the Halton region, they would not be offered the same programming opportunities from their previous educational experience and be forced to seek education elsewhere. Where is the equity in that?

In addition, EFI and EF are not equal. EF starts as early as grade 4 when funding is offered and requires a minimum of 1260 hours of instruction by the end of grade 8. In comparison, EFI is funded as early as JK and requires a minimum of 3800 hours. Core French does not receive funding until grade 4. The fourth option of the Sustainability Study suggests starting Core French at the grade 3 level. This would indeed be beneficial for Core students, however it does not fulfill the demand of parents interested in placing their children in an Immersion program which offers an earlier, more intense language experience. Our Board currently starts EF at grade 5 acquiring 1520 hours prior to the end of grade 8. If the program were to start at grade 4, only 1900 hours of instruction would be acquired which is half the total of the EFI program. The fluency and self-confidence of EFI students is undeniable due to their exposure to the target language. Oftentimes, this proficiency occurs before the EF program commences as language acquisition is easier at a younger age. The French language is effortlessly engrained in these learners and it becomes second nature for them. Current students in the EF program were never given the opportunity to be in the EFI program. Why shouldn't parents be given the option of both programs and choose the best path for their child's needs?

Staffing these beneficial programs is a pressing issue. In addition to aggressive recruitment of new French teachers, HCDSB's current qualified staff should be considered. We have 9 EF schools employing more than 40 teachers and some sites currently have 2 grade 5 EF classes. The number of grade 5 classes is dependent on annual enrollment. If outside recruitment is unsuccessful, why not redeploy some EF teachers to EFI rather than cancel EFI altogether? These educators would be great mentors and offer invaluable resources to new staff. As well, Core French teachers should not be overlooked. Teachers with strong oral capabilities should be given the opportunity to make a program change if they wish to. In fact, I am a former Core teacher who has taught Extended French for the past 16 years and I primarily teach grade 12 to both Immersion and Extended French students. Many teachers wait patiently for opportunities to arise and welcome the change. In fact, four of my seven colleagues also followed the same path by choice. FSL part 1 is the same teaching requirement for Core, Extended and Immersion programs therefore no special requirements are needed to teach immersion. Considering that our Board has over 40 elementary schools with multiple teachers per site, this opportunity should be given to individuals who are linguistically inclined.

Considering all options and the aforementioned suggestions, it would be prudent to take a status quo approach (option #1) working towards the expansion of the program (option #2) to make it more equitable for students. If more than the 8 teachers required for next year are hired, additional classes should be added to address the wait lists as soon as possible. We should ask ourselves, why should life-long Catholic school supporters, learners, and educators be given no choice but to move to the Public system in order to have the same quality of education as other students in the province?

In a time where Catholic boards should be manifesting their sustainability, why should enrolment decline due to the phasing out of a program that other Boards are embracing?

(RESPONSE TO)

HCDSB'S FRENCH SUSTAINABILITY STUDY

(PHASING OUT THE EFI PROGRAM)

- ✓ Early Language Acquisition
- ✓ Equity
- ✓ Staffing

EARLY LANGUAGE ACQUISITION

- ✓ Provincial Goal
- ✓ Validated by research
- ✓ Boosts confidence
- ✓ Proficiency
- ✓ Improves cognitive skills
- ✓ Increases attention span
- ✓ Facilitates task-switching

EQUITY

- ✓ Equity comes from expanding the EFI program due to demand
- ✓ Inequitable to eliminate opportunities based on geography or faith
- ✓ Alignment with opportunities of other provincial school boards

EXTENDED FRENCH VS EARLY FRENCH IMMERSION

Extended French

- ▶ Funded as early as grade 4
- ▶ Requires a minimum of 1260 hours
- ▶ HCDSB offers 1520 hours from grade 5
- ▶ With grade 4 entry point 1900 hours

N.B. Core French funding starts at grade 4

Early French Immersion

- ▶ Funded as early as JK
- ▶ Requires a minimum of 3800 hours
- ▶ All other school boards start SK or grade 1
- ▶ Same registration process as EF

STAFFING

- ✓ Aggressive recruitment
- ✓ Use of current qualified staff
- ✓ Redeploy available EF teachers
- ✓ Offer current Core teachers with strong linguistic capabilities the opportunity to join the EFL program

PROPOSAL

- ✓ Option 1 (Status Quo Approach) working towards...
- ✓ Option 2 (Expansion of the EFI Program to meet demand)
- ✓ If more than 8 teachers are redeployed or hired additional classes should be added to address the wait lists

**Delegation by Yvette Alonso
To the Halton Catholic District School Board
December 6, 2016 Board of Trustee Meeting**

Thank you trustees for this opportunity to have my voice heard. Today I stand before you in partnership and speak on behalf of many Halton parents who are concerned about the Early French Immersion program. I will be speaking to the following two points: Sustainability of our Catholic Schools, and the Effect on our Catholic Families.

Sustainability of our Catholic Schools

This past January Mr. P. McMahon spoke to you regarding the “4 Year Ministry Enrolment Project” where he noted *“although continued enrolment declines are expected in Burlington and Oakville, the Board should anticipate a steady enrolment over the next 4 years due to stable enrolment in Halton Hills, higher than expected growth in S. Milton and increasing growth in North Oakville.”*

Where in that report guarantees that parents will be enrolling their children in a Catholic Board system. In the last 3 weeks, I have been speaking with many parents who will be faced with the same difficult decision. If the Catholic Board cannot give our children the right to Early French Immersion, you are forcing us to make a change into the Public System. Why must we make a choice between a language curriculum and religion? One of my roles as a parent is to ensure that I provide my children with as many doors and pathways to success. The Public System is going to give my kids the education and gift of learning French at a young age.

The statistics are there. An email sent to all trustees earlier this week by concerned parents Dave and Kim Ramsahoye who have one child in EFI and one child in Extended French gave many links to research stating:

“Early immersion programs have generally produced better French-language results than other programs. Levels of language proficiency attained in early immersion are higher than those attained in the core French program. Proficiency levels are also higher than those for the partial, middle, and late immersion programs. Generally speaking, early immersion students perform better on tests of French listening comprehension, reading comprehension, general French achievement, and overall French proficiency.”

The province of New Brunswick cancelled their entire early immersion program in 2008 and now, they have looked at it again and found that their replacement Grade 3 entry didn't work and Grade 1 is being put back next year. Dr. Joseph Dicks from the University of New Brunswick states in a Report of the French Second Language Task Force *“If we want students with the widest range of abilities to achieve a high level of bilingualism, we need to start early”*.

To date, Halton Catholic District School Board has 4 schools which provide French Immersion. Our public counterpart has 32. In March it was reported in the Halton News that declining student enrolment in south Oakville has the Halton Catholic District School Board considering closing one school and consolidating two others. How many kids will we lose to the public board? As a Catholic parent and a Catholic school teacher, I am constantly concerned about the sustainability of our Catholic Schools. Aren't we as educators mandated to look for the best practices, to look at the data and use the research that assists our students in achieving excellence? Why wouldn't we give our children the right to this education and offer even better French programs? If a conservative 25% of those approximate 670 students currently enrolled in the Early French Immersion program leave, that's 168 students gone to the public school down the street. And if every family has an average of 2 kids in their family, that's 335 students immediately no longer in the Catholic School System. Furthermore, the French Sustainability Study indicates 233 are applying each year and not getting into the program. If a conservative 25% of those students go to the public system and each of those families has 2 kids that's 117 additional students each year not coming into our Board. After a decade over 1500 young, hearts and minds will not be able to use their God given potential in a Catholic School environment. Is this what we want? Has the Assembly of the Catholic Bishops in Ontario been consulted regarding the phase out of EFI program as they were consulted with at the start of the pilot? Instead of losing Catholics to a better French program, I challenge our Board to flip that coin and make our program the best to attract more people to Catholicism. One of the issues in the French Sustainability Study was equity of access. Where is the equity for our students when 24 other Catholic Boards in our province are able to provide Early French Immersion? Hamilton Wentworth Catholic begins early French Immersion at SK at 100%. Have we reached out to them and collaborated with them on how Halton Catholic can also provide better French programs?

Our Ministry has mandated our Board to support the “well-being in our schools, and strength in our society”.

As we continue to strive for excellence in our education system, we know it is essential to support all of our students to have a positive sense of well-being – the sense of self, identity, and belonging in the world that will help them to learn, grow and thrive.

Children who are currently in this EFI program have a sense of belonging, a sense of identity and are very proud of their French and Catholicism. What does it say to them about our commitment to their education if we are even considering phasing it out? This past week I experienced firsthand how strong our commitment must be as parents as the news spread, that you, our trustees were voting for Scenario 4. Four mothers sitting around a table, trying to solve the EFI issues in 10 days felt daunting and the lack of communication being given was very discouraging, which brings me to my second point in this delegation.

The Effects on our Catholic Families

From the beginning, we were told that families may end up with children attending different schools because of the first-come-first-serve system of admission into French Immersion. Now families are faced with possibility of children being spread out across two or three schools not getting the immersion program we want. Let's consider families with children in an EFI school, Extended French School, and children in their own boundary school. How does this affect the well-being of our Catholic families, when their time, money, efforts, and resources are stretched across three schools? This was not the "Pilot" that they signed up for. 4 years ago when we sat in the St. Mary gymnasium and listened to the Early French Immersion presentation, we were listening to a presentation on how this "Pilot" program was expected to take off with further expansion and future programs in Early French Immersion. Today we sit here fighting to keep this EFI program so that the children we enrolled in are not "Phased Out" and so our younger children are given equal opportunity. How can these families build fellowship, or community, in these many environments, especially when activities, Christmas concerts, curriculum nights, or special events or fund-raisers may all happen on the same calendar date? In a faith that cherishes authentic relationships and calls for nurturing care of families, we would be pulling them too thin across multiple schools.

In Closing, we the parents appeal to you, our trustees, to vote Scenario 1: Status Quo and allow our children the right to Early French Immersion as the other 24 Catholic School Boards in Ontario have given their students that right. Then, I challenge you to take the next year to consult on and put in place a plan to achieve Scenario 2 over the next few years. We **believe** that you will **achieve** a vote that finds a resolution that supports an Early French Immersion program, ensures our place and increases our children's sense of **belonging** in Canada and in our Catholic School.

Thank you.

Yvette Alonso

Parent at St. Mary, 2 enrolled in EFI, 2 in S.K.

MINUTES OF REGULAR BOARD MEETING

Date: November 15, 2016
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	A. Danko	A. Quinn
	A. Iantomasi, Vice Chair of the Board	D. Rabenda
	P. Marai	J.M. Rowe
	J. Michael, Chair of the Board	S. Trites

Members Excused H. Karabela

Student Trustees	M. Zapata	I. Schwecht
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Student Trustee Excused C. Atrach

Staff Present	C. Cipriano	J. O'Hara
	G. Corbacio	T. Overholt
	P. Dawson, Secretary of the Board	T. Pinelli
	C. McGillicuddy	A. Prkacin
	R. Nego	

Also Present

- S. Allum, Manager, Facility Management Services
- A. Bartucci, Communication Officer, Strategic Communications Services
- L. Commisso, Teacher, St. Christopher Catholic Elementary School
- D. Marks, KPMG International
- M. Mahler, Teacher, St. Christopher Catholic Elementary School
- B. Doan, Acting Chief Research Officer, Research & Development Services
- A. Lofts, Senior Administrator, Financial Services
- N. March, President, OECTA Elementary
- R. Merrick, Senior Administrator, Facility Management Services
- J. Staples, Curriculum Coordinator, Program 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 7:30 p.m. with a prayer led by M. Zapata.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

A. Iantomasi read the information received in-camera.

Acting Elementary School Principal - Ascension

John Guzzo appointed as Acting Elementary Principal effective November 8, 2016 with an end date to be determined (approximately November 29, 2016).

2. Approval of the Agenda

#188/16

Moved by: P. Marai

Seconded by: A. Iantomasi

RESOLVED, that the agenda be accepted as presented.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations**4.1 International Baccalaureate Program (T. Pinelli, A. Perusin)**

Trustees were provided an update on the status of the International Baccalaureate (IB) Programme at St. Thomas Aquinas Catholic Secondary School. An overview on how the IB programme is keeping with Halton Catholic District School Board's vision, mission and strategic plan dedicated to excellence in Catholic education was given. The value and importance of the International Baccalaureate Programme is widely recognized throughout the Board and post-secondary institutions.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the November 1, 2016 Regular Board Meeting**

#189/16

Moved by: S. Trites

Seconded by: P. Marai

RESOLVED, that the minutes of the November 1, 2016 Regular Board meeting be approved.

CARRIED

7. Business Arising from Previous Meetings

There was no business arising from previous meetings.

8. Action Items

8.1 Policy I-08 Staff Allocation Elementary; Policy I-17 Secondary Staff Allocation Committee; and Policy I-17(a) Secondary Staff Allocation Committee Factors (P. Marai)

#190/16**Moved by:** D. Rabenda**Seconded by:** J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policies I-08 Staff Allocation Elementary, I-17 Secondary Staff Allocation Committee, and I-17 (a) Secondary Staff Allocation Committee Factors.

The Chair called for a vote on resolution **#190/16**:

In Favour	Abstained
C. Atrach (non-binding)	A. Quinn
A. Danko	
A. Iantomasi	
P. Marai	
D. Rabenda	
J. M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

8.2 Policy II - 18 Non-Motorized and Non-Licensed Motorized Transportation Safety (P. Marai)

#191/16**Moved by:** A. Iantomasi**Seconded by:** S. Trites

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety.

The Chair called for a vote on resolution **#191/16**:

In Favour	Abstained
C. Atrach (non-binding)	A. Quinn
A. Danko	
A. Iantomasi	
P. Marai	
D. Rabenda	
J. M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

8.3 2015-2016 Draft Audited Financial Statements (R. Negoi)

On October 4, 2016, the Board received the 2015-2016 Year End Audit Planning Report from KPMG, including the 2015-2016 Year-End Schedule. The report detailed the audit approach to be followed and the responsibilities of the Board of Trustees, Management and the External Auditors, with respect to financial statement reporting. One of the responsibilities of the Board of Trustees is to review and approve the Financial Statements.

#192/16

Moved by: J.M. Rowe

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board approve the 2015-2016 Draft Audited Financial Statements dated August 31, 2016.

A. Lofts presented an overview of the 2015-2016 Draft Audited Financial Statements and its findings.

Questions regarding temporary borrowing and the incurring of interest were addressed.

The Chair called for a vote on resolution **#192/16** and it **UNANIMOUSLY CARRIED**.

8.4 French Sustainability Study (A. Prkacin)

P. Marai suggested deferring the decision on the French Sustainability Study until February 2017 in order to allow parents time to review the study and have an opportunity to delegate.

Staff explained that a delay in the decision would have implications regarding the planning for the 2017-2018 school year, registration, staffing, and obligations to the collective agreement. A decision before the new year was recommended.

The following motion was put forward:

#193 /16

Moved by: P. Marai

Seconded by: A. Danko

RESOLVED, that the French Sustainability Study decision be deferred to the December 20, 2016 Regular Board Meeting in order to communicate the options to all school communities regarding the intended recommendations.

Staff provided information regarding the make-up of the Committee and confirmed that the Catholic Parent Involvement Committee (CPIC) was part of the discussions, and although difficult the Committee was understanding of the recommendation. Staff also acknowledged that the Early French Immersion was approved as a pilot program. Data shows that an alternate model requires consideration.

The chair called for a vote on resolution #193 and it **UNANIMOUSLY CARRIED**.

**8.5 Intermediate Core French Resource Purchase (A. Prkacin)
#194/16**

Moved by: D. Rabenda

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board approve the purchase of **Mon réseau, ma vie**, as the approved Grade 7 Core French resource.

The chair called a vote on resolution **#194/16** and it **UNANIMOUSLY CARRIED**.

**8.6 Appointment of SEAC Members (B. Browne)
#195/16**

Moved by: D. Rabenda

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board accept the nominations to SEAC and appoint J. Parisi to SEAC as member-at-large representative; B. Agnew as representative for Easter Seals Ontario; and C. Parreira as alternate representative for Easter Seals Ontario effective November 2016 until November 2018.

The chair called a vote on resolution **#195/16** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

9.1 2016 Kindergarten Natural Outdoor Learning Playspaces Implementation Update (G. Corbacio)

Information on the implementation status of the Kindergarten Natural Outdoor Learning Playspaces installed during the summer of 2016 was provided. The kindergarten projects were completed on time for the start of the 2016-2017 school year and the projects were within the approved project budget. The benefits and response to the new Kindergarten natural outdoor learning playspaces has been overwhelmingly positive and has exceeded expectation. Staff continues to receive feedback and input on the Kindergarten outdoor learning spaces to gain knowledge to make improvements and adjustments to the new playspaces for the benefit of students and staff. Staff will address concerns to improve accessibility of the playspaces to the extent possible and will continue to monitor the playspaces and incorporate improvements as needed.

The Kindergarten teaching team from St. Christopher Catholic Elementary School, Burlington presented student benefits to the new playspaces.

It was confirmed that feedback from parents has been positive.

The Natural Outdoor Playspaces require a fair amount of maintenance, however through observation and feedback it is evident that they have been an overwhelming success. Plans are in place to replace the remaining structures with natural playspaces. Structures that have been removed are being used for replacement parts.

9.2 Proposed 2017 Facility Renewal Projects (G. Corbacio, R. Negoii)

Staff provide a report that identifies a number of Facility Renewal Projects that require completion in 2017. The estimated preliminary budget for the proposed Facility Renewal

Projects is \$14 million. Funding is available in the Facilities Capital Reserve to cover the proposed expenditures.

9.3 Milton No. 8 Catholic Elementary School Approval to Proceed with School Capital Planning (G. Corbacio)

The authorization to proceed with the school capital planning for the New Milton No. 8 Catholic Elementary School will be recommended at the December 6, 2016 Regular Board Meeting.

10. Information Items

10.1 Student Trustees Update (M. Zapata)

Preparations for the November 22, 2016 Bullying Prevention launch (See the Problem, Be the Solution) are underway. Student Senate is in the process of developing a logo which will be presented at the launch.

Student Trustees will be attending the Fall OSTA-AECO AGM taking place November 17 - 20, 2016.

The pillars of Achieving, Believing and Belonging detailing activities in the schools were provided.

10.2 School Educational Field Trips (C. McGillicuddy)

The trips were provided as information. A request was made that successes of OFSSA tournaments be provided at a future Board meeting.

10.3 Extensive Trip Advisory Committee (ETAC) (C. Cipriano)

Trustees were provided information regarding the extensive field trips submitted by Secondary Schools for the 2016 – 2017 school year. How credits are obtained and supervision ratios were clarified.

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

Board staff has met with staff at the four (4) affected schools in order to review the process, address questions and receive feedback.

The Accommodation Review Committee (ARC) has met and reviewed the current options. All variations of the options were examined and discussed by the ARC. Discussion and coordination of the upcoming Community Consultation Meeting is taking place. Alternate options have been brought forward from the parent representatives of the ARC and will be the focus at the next working meeting.

New dates for their respective Catholic School Council meetings will be shared once finalized.

10.5 Burlington Northeast School Boundary Review Update (C. McGillicuddy)

Information on the initiation of the Burlington Elementary Schools Boundary Review process was provided. Logistics regarding the format of the Community Consultation Meeting taking place Monday, December 12, 2016 are being finalized.

- 10.6 St. Gregory the Great and Holy Rosary (M) Construction Reports (G. Corbacio)**
Construction at both St. Gregory the Great and Holy Rosary (M) is progressing well.

11. Miscellaneous Information

11.1 Minutes of the October 3, 2016 CPIC Meeting

The minutes of the October 3, 2016 CPIC meeting were provided as information.

11.2 Minutes of the October 11, 2016 Policy Committee Meeting

The minutes of the October 11, 2016 Policy meeting were provided as information.

11.3 OCSTA Updates

OCSTA updates were provided as information.

11.3.1 Proposed Amendments to Ontario Regulation 243/07, Safe Drinking Water Act

11.3.2 New Brochure to Support Promotion and Protection of Catholic Education in Ontario

11.3.3 Response from Premier Wynne re: Ontario's Well-Being Strategy

12. Correspondence

An email regarding the French Sustainability Study was shared.

13. Open Question Period

The following question was addressed in *Action item 8.4 – French Sustainability Study*:
What was the extent of parent consultation for the Early French Immersion Program review and can a final decision be delayed until a more thorough parent consultation be conducted?

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

#196/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

RESOLVED, that H. Karabela and C. Atrach be excused from the meeting.

CARRIED

16. Adjournment and Closing Prayer (J. Michael)

#197/16

Moved by: P. Marai

Seconded by: A. Danko

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:37 p.m. with a prayer led by J. Michael.

Secretary of the Board

Chair

ACTION REPORT

ITEM 9.2

MILTON NO. 8 CATHOLIC ELEMENTARY SCHOOL APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING

PURPOSE:

To obtain Board authorization for staff to select an architect for the proposed Milton No. 8 Catholic Elementary School, to initiate a School Attendance Boundary Review and to proceed with any other planning matters for this school project.

BACKGROUND INFORMATION:

At the November 15, 2016 Regular Meeting of the Board, Staff Report 9.3 Milton No. 8 Catholic Elementary School Approval to Proceed with School Capital Planning, was presented (Appendix "A"). On May 26, 2016 the Ministry issued Memorandum 2016:B11 directing school boards to submit their 2016 Capital Priorities funding requests for consideration by the Ministry no later than July 15, 2016. Staff prepared a priority ranking of the proposed 2016 Capital Priorities and presented Action Report 8.6 for Trustee approval at the June 21, 2016 Regular Meeting of the Board. Subsequently, staff submitted to the Ministry the Board's 2016 Capital Priorities Projects and the associated Business Cases for the top 5 capital project priorities as approved by the Board.

REMARKS:

On October 28, 2016 the Board was informed of its Capital Priorities allocation for the new Milton No. 8 Catholic Elementary School (Appendix "B"). Now that the Board has received this school capital allocation, the objective is to establish the new Milton No. 8 school community and to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new Milton No. 8 Catholic Elementary School capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. Therefore, it is recommended that staff be authorized to immediately commence the Board's Request for Proposal – Architectural Services process, which has been successfully implemented for the past several school capital projects, for the new Milton No. 8 Catholic Elementary School.

Another important activity to initiate when a new school is being planned is a school attendance boundary review process. It is recommended that staff be authorized to commence a school attendance boundary review process for the new Milton No. 8 Catholic Elementary School.

The commencement of the above noted school capital planning steps would greatly assist the Board to achieve a September 2018 school opening date for the new Milton No. 8 Catholic Elementary School, and avoid a serious elementary student accommodation situation in the Town of Milton.

CONCLUSION:

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in Milton with its announcement of funding for the new Milton No. 8 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new Milton No. 8 Catholic Elementary School, including the selection of an Architect and the commencement of a School Attendance Boundary Review.

RECOMMENDATION:

The following recommendations are submitted for Trustee consideration and approval:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed Milton No. 8 Catholic Elementary School Project.

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the proposed Milton No. 8 Catholic Elementary School, and any other elementary schools as determined by staff that may be impacted by the opening of this new school.

REPORT PREPARED AND SUBMITTED BY:

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Regular Board Meeting
Tuesday, November 15, 2016

STAFF REPORT

ITEM 9.3

MILTON NO. 8 CATHOLIC ELEMENTARY SCHOOL APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING

PURPOSE:

To obtain Board authorization for staff to select an architect for the proposed Milton No. 8 Catholic Elementary School, to initiate a School Attendance Boundary Review and to proceed with any other planning matters for this school project.

BACKGROUND:

On May 26, 2016 the Ministry issued Memorandum 2016:B11 directing school boards to submit their 2016 Capital Priorities funding requests for consideration by the Ministry no later than July 15, 2016. Staff prepared a priority ranking of the proposed 2016 Capital Priorities and presented Action Report 8.6 for Trustee approval at the June 21, 2016 Regular Meeting of the Board. A copy of Action Report 8.6 is attached for Trustee reference (Appendix "A"). Subsequently, staff submitted to the Ministry the Board's 2016 Capital Priorities Projects and the associated Business Cases for the top 5 capital project priorities as approved by the Board.

COMMENTS:

On October 28, 2016 the Board was informed of its Capital Priorities allocation for the new Milton No. 8 Catholic Elementary School (Appendix "B"). Now that the Board has received this school capital allocation, the objective is to establish the new Milton No. 8 school community and to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new Milton No. 8 Catholic Elementary School capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. Therefore, it is recommended that staff be authorized to immediately commence the Board's Request for Proposal – Architectural Services process, which has been successfully implemented for the past several school capital projects, for the new Milton No. 8 Catholic Elementary School.

Another important activity to initiate when a new school is being planned is a school attendance boundary review process. It is recommended that staff be authorized to commence a school attendance boundary review process for the new Milton No. 8 Catholic Elementary School.

The commencement of the above noted school capital planning steps would greatly assist the Board to achieve a September 2018 school opening date for the new Milton No. 8 Catholic Elementary School, and avoid a serious elementary student accommodation situation in the Town of Milton.

CONCLUSION:

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in Milton with its announcement of funding for the new Milton No. 8 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new Milton No. 8 Catholic Elementary School.

The following recommendations will be submitted for Trustee consideration and approval at the December 6, 2016 Regular Meeting of the Board:

RESOLUTION:*Moved by:**Seconded by:*

RESOLVED, that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed Milton No. 8 Catholic Elementary School Project.

RESOLUTION:*Moved by:**Seconded by:*

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the proposed Milton No. 8 Catholic Elementary School, and any other elementary schools as determined by staff that may be impacted by the opening of this new school.

**REPORT PREPARED
AND SUBMITTED BY:**

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT**ITEM 8.6**

2016 CAPITAL PRIORITIES BUSINESS CASES SUBMISSION

PURPOSE:

To obtain Board approval for the proposed list and priority ranking of capital projects for the 2016 Ministry request for Capital Priorities Business Cases.

BACKGROUND INFORMATION:

- 1) Staff Report 9.2, "2016 Capital Priorities Business Cases Submission" from the June 7, 2016, Regular Board Meeting.
- 2) Action Item 8.1, "North Georgetown Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 3) Action Item 8.4, "Oakville South Central Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 4) Information Report Item 10.4, "2016 Annual Facility Accommodation Report" from the January 19, 2016, Regular Board Meeting.
- 5) Information Report Item 10.6, "Four Year Ministry Enrolment Projection" from the December 15, 2015, Regular Board Meeting.
- 6) Action Report Item 8.8, "2015 Capital Priorities Business Cases Submission" from the June 16, 2015 Regular Board Meeting.

COMMENTS:

On May 19, 2016, the Board received correspondence from the Ministry of Education indicating that none of the Business Cases submitted for the four (4) Modified Pupil Accommodation Reviews (MPAR) were approved, as the Board decision regarding the school closure/consolidation was not made before the required deadline. The Ministry indicated that once the decision has been made, each proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital – accordingly, staff is submitting the two (2) approved business cases to the Ministry.

On May 26, 2016, the Ministry of Education circulated Memorandum 2016: B11 "Request for Capital Project Funding Submissions". This memo requests that Boards submit their most pressing capital priority needs in the next three years, opening no later than the 2019-20 school year. The memo also requests that the Board submit jointly with their local Consolidated Municipal Service Managers (CMSM) potential Child Care and/or Family Support projects. Business cases for selected projects must be submitted to the Ministry no later than July 15, 2016.

The Capital Priorities program serves as the primary funding mechanism to fund projects that address accommodation pressures resulting from new growth; facility condition of existing building stock; and potential closure and consolidation projects.

As such, following the completion of two Modified Pupil Accommodation Reviews (MPAR) in Georgetown and Oakville, the Board now has two (2) eligible projects for consolidation projects eligible under the Capital Priorities grants.

In the last Capital Priorities Business Case submission to the Ministry on July 15, 2015, the Board presented six (6) business cases, and identified a number of subsequent priorities to be met in later years. The six (6) priorities submitted in 2015 included:

TENTATIVE RANKING	2015 CAPITAL PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	North Oakville CE#2 'The Preserve' Catholic Elementary School	2014-15	2016-17
2	Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School	2016-17	2018-19
3	12-14 Classroom Addition to Bishop P.F. Reding Catholic Secondary School	2015-16	2017-18
4	Georgetown West Catholic Elementary School – Holy Cross Catholic Elementary School Replacement	2016-17	2018-19
5	4 Classroom Addition to Holy Rosary (M) Catholic Elementary School (Combined with allocated FDK funding for two classrooms)	2015-16	2016-17
6	Boyne Milton Secondary #3 Catholic Secondary School	2016-17	2019-20

North Oakville has a total of 4 additional elementary sites and 1 secondary site designated; the Town of Milton has a total of 3 additional elementary sites and 1 secondary site designated for the HCDSB; and Georgetown (Town of Halton Hills) has a total of 2 additional elementary sites designated for the HCDSB.

On November 9, 2015, the Ministry approved Priority 1, the North Oakville Catholic Elementary School, and Priority 5, the four (4) classroom addition to Holy Rosary (M) Catholic Elementary School. In addition to this, the Ministry also approved funding for the construction of a five (5) room Child Care Facility as part of the North Oakville School. As for the remaining four (4) priorities, both Priority 2 and Priority 6 will be re-submitted.

In developing the 2016 proposed priority listing, the Board's 2013 Long Term Capital Plan, and updated Planning Services projections were used. Additional background information in support of the priorities can be found in the annual Ministry Enrolment Projection report, which was presented at the Regular Meeting of the Board on December 15, 2015 and the 2016 Annual Facility Accommodation Report presented at the Regular Meeting of the Board on January 19, 2016. A full list of future projects is found in Appendix A. The 2016 Annual Facility Accommodation Report provides a full summary of information on new school needs and consolidation needs within the Region of Halton.

Based on this information, and following a detailed analysis of Board enrolment projections and monitoring of ongoing development activities within the Region of Halton, the following growth related and consolidation priorities have been identified:

TENTATIVE RANKING	2016 CAPITAL PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	North Georgetown Catholic Elementary School (MPAR Approved on April 19, 2016)	2016-17	2018-19
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild (MPAR Approved on April 19, 2016)	2016-17	2018-19
3	Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School	2016-17	2018-19
4	Boyne Milton Secondary #3 Catholic Secondary School	2017-18	2019-20
5	Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild (MPAR Approved on April 19, 2016)	2018-19	2019-20

The Board will retain Watson and Associates to assist in peer reviewing Priorities 1 and 4, the updated Capital Priorities for the 2016 submission.

On June 9, 2016, Board staff met with the Consolidate Municipal Service Managers (CMSM) of the Halton Region, and discussed future Child-Care projects that align with capital priorities projects as well as potential standalone projects that would serve to introduce new programs in neighbourhoods of need.

The two (2) Child Care centres referred to below, which were contemplated as part of the original School Consolidation Capital submission in February and proposed as part of the MPAR process, will be re-submitted. The following priorities were ranked by the local CMSM as regional priorities:

RANKING	BOARD	SITE/PROJECT	PROJECT TYPE	OPENING
1	HDSB	Milton Elementary	Child Care & Ontario Early Years Centre	2018-19
2	HDSB	South QEW Oakville	Ontario Early Years Centre	2017-18
3	HDSB	Oakville Elementary	Child Care & Ontario Early Years Centre	2018-19
4	HCDSB	North Georgetown CES (Halton Hills)	Child Care	2018-19
5	HCDSB	St. Dominic CES – Rebuild (Oakville)	Child Care	2019-20
6	HDSB	Acton	Ontario Early Years Centre	2018-19

The Region expressed an interest in providing for community supports within St. James Catholic Elementary School once consolidations and closures were completed and the Oakville Adult Learning Centre is relocated. Future discussions on this matter will be undertaken once the Ministry provides additional guidelines and funding details on Community Hubs, expected later this years.

CONCLUSION:

Following a detailed analysis of Board enrolment projections and through monitoring of ongoing development activities within the Region of Halton, staff have identified five (5) priorities: two (2) in Oakville; two (2) in Milton; one (1) in Georgetown. In addition, three (3) child care support projects have been identified by the local CMSM as priorities.

Once draft business cases are completed, staff will request a meeting with the Ministry of Education to review business cases prior to submission on July 15, 2016.

Staff is requesting approval of the Capital Priorities list as presented below.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Board approve the proposed ranking of the Capital Priorities Business Cases for 2016 as follows:

RANKING 2016 CAPITAL PROJECT DESCRIPTION

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

RESOLVED, that the Board approve the potential Child Care projects for 2016 as follows:

2016 CHILD CARE PROJECT DESCRIPTION

North Georgetown Catholic Elementary School – Child Care Centre
St. Dominic Catholic Elementary School – Child Care Centre

RESOLVED, that the Board authorize staff to submit the Board's 2016 Capital Priorities Business Cases Submission to the Ministry of Education for funding consideration on July 15, 2016.

REPORT PREPARED BY:

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

G. CORBACIO
SUPERINTENDENT OF FACILITY SERVICES

SUBMITTED BY:

P. McMAHON
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

FUTURE CAPITAL PRIORITIES

As was discussed in the 2016 Annual Facility Accommodation report, there are seventeen (17) additional 'FUTURE PRIORITY' projects have also been listed below to identify future capital needs that are anticipated to be submitted to the Ministry in future capital funding and consolidation capital requests. These future projects are based on needs extending beyond the 2019-20 opening deadline or reliant on Pupil Accommodation Reviews (PAR) that have not yet been completed.

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
Bishop P. F. Reding 12-14 classroom addition	TBD ^{1.}	Growth
Boyne Secondary Plan Milton #10 'Cobden' Catholic Elementary School	2020-21 ^{4.}	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
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 ^{4.}	Growth
North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School	2020-21	Growth
North Oakville CE#1 Catholic Elementary School	TBD ^{2.}	Growth
North Oakville CE#3 Catholic Elementary School	TBD ^{2.}	Growth
North Oakville CE#5 Catholic Elementary School	TBD ^{2.}	Growth
North Oakville CS#1 Catholic Secondary School	TBD ^{2.}	Growth
CEO4: Oakville – Southeast Oakville North of QEW	TBD	PAR
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 ^{3.}	2025-26 ^{4.}	Growth
CEB2: Burlington South of the QEW Review Areas	TBD	PAR
CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills	TBD	PAR
CS01: Burlington Secondary Schools	TBD	PAR

1. Awaiting the Completion of the Regional Official Plan Amendment that will allocate units in the new Milton Expansion Area. Development phase will need to be reviewed in collaboration with the Town.
2. 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.
3. 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.
4. 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 identify and designate a site.

Ontario Building New Halton Schools

Province Supporting Students with Better Learning Spaces

NEWS

October 28, 2016

Ontario is building five new high-quality, modern schools that will better support student achievement and well-being in Halton.

The new projects — all of which are located in fast-growing Milton — are:

- A new elementary school for 776 students to relieve accommodation pressure.
- A new secondary school for 1,200 students to relieve accommodation pressure.
- A new Catholic elementary school for 671 students to relieve accommodation pressure.
- A new elementary school for 354 French-language students to address the accommodation needs of French language rights holders.
- A new French Catholic elementary school for 308 students to relieve accommodation pressure.

Across the province, Ontario is building 28 new schools and expanding and renovating 23 existing ones. This investment will ensure more students are benefitting from state-of-the-art learning facilities that can deliver a full range of programming.

Investing in better buildings for better learning is part of the government's plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

"Building new and improved schools is one of the many ways our government is supporting improved student achievement and well-being. The investment announced today will have a strong impact on students' learning experience and will help them reach their full potential."

— Indira Naidoo-Harris, MPP for Halton

"High-quality schools are the heart of our local communities and the foundation of our publicly funded education system. We know that better buildings support better learning. The funding announced today is a strategic investment in student achievement and well-being, and in the long-term prosperity of our province."

— Mitzie Hunter, Minister of Education

"We thank the Ontario Ministry of Education for this great news, which will allow more families from the Milton area to exercise their right to French-language Catholic education. Many families wish to register their child in a French-language Catholic school. We look forward to working with the Ontario Ministry of Education on making this possible in Halton region and in other communities served by our school board."

— Melinda Chartrand, Chair, CSD Catholique Centre-Sud

"We are very pleased to begin planning for these two new schools in the growing community of Milton. The addition of these schools will help us continue to provide safe, accessible and engaging learning environments for our students."

— Kelly Amos, Chair, Halton District School Board

"We are grateful for the support of the Ministry of Education in this project, as in all other past and future projects. Each investment is a tangible sign that the government believes in the French language secular education. The financing of a Viamonde elementary school in Milton is an investment in the success of students and increases the vitality of our community. "

— Jean-François L'Heureux, Chair, Conseil scolaire Viamonde

"Today's announcement is wonderful news for our school district and for the families who reside in the growing community of Milton. We are grateful for the ongoing support and commitment of the Ministry of Education through the provision of funding to help us build new schools so that we may better serve the needs of our students."

— Diane Rabenda, Milton Board Trustee, Halton Catholic District School Board

QUICK FACTS

- Ontario is investing more than \$77 million towards these projects in Milton.
- Since 2013, the province has provided more than \$2.5 billion in capital funding for school boards to support 155 new schools and 156 additions and renovations.
- The province is investing \$2.7 billion over two years to support school repair and renewal. This funding is estimated to benefit more than 2,100 schools that have repair and renewal projects valued at \$100,000 or more.
- Ontario is providing school boards across the province with more than \$12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and invest in projects to reduce surplus space through school consolidations.

LEARN MORE

[Capital Investments](#)

[Achieving Excellence — A Renewed Vision for Education in Ontario](#)

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Ontario Building New Halton Schools

Province Supporting Students with Better Learning Spaces

NEWS

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Investing in better buildings for better learning is part of the government's plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

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"High-quality schools are the heart of our local communities and the foundation of our publicly funded education system. We know that better buildings support better learning. The funding announced today is a strategic investment in student achievement and well-being, and in the long-term prosperity of our province."

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"We thank the Ontario Ministry of Education for this great news, which will allow more families from the Milton area to exercise their right to French-language Catholic education. Many families wish to register their child in a French-language Catholic school. We look forward to working with the Ontario Ministry of Education on making this possible in Halton region and in other communities served by our school board."

— Melinda Chartrand, Chair, CSD Catholique Centre-Sud

"We are very pleased to begin planning for these two new schools in the growing community of Milton. The addition of these schools will help us continue to provide safe, accessible and engaging learning environments for our students."

— Kelly Amos, Chair, Halton District School Board

"We are grateful for the support of the Ministry of Education in this project, as in all other past and future projects. Each investment is a tangible sign that the government believes in the French language secular education. The financing of a Viamonde elementary school in Milton is an investment in the success of students and increases the vitality of our community. "

— Jean-François L'Heureux, Chair, Conseil scolaire Viamonde

"Today's announcement is wonderful news for our school district and for the families who reside in the growing community of Milton. We are grateful for the ongoing support and commitment of the Ministry of Education through the provision of funding to help us build new schools so that we may better serve the needs of our students."

— Diane Rabenda, Milton Board Trustee, Halton Catholic District School Board

QUICK FACTS

- Ontario is investing more than \$77 million towards these projects in Milton.
- Since 2013, the province has provided more than \$2.5 billion in capital funding for school boards to support 155 new schools and 156 additions and renovations.
- The province is investing \$2.7 billion over two years to support school repair and renewal. This funding is estimated to benefit more than 2,100 schools that have repair and renewal projects valued at \$100,000 or more.
- Ontario is providing school boards across the province with more than \$12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and invest in projects to reduce surplus space through school consolidations.

LEARN MORE

[Capital Investments](#)

[Achieving Excellence — A Renewed Vision for Education in Ontario](#)

Patrick Searle, Minister's Office,
Patrick.Searle@ontario.ca
Heather Irwin, Communications Branch, 416-325-2454
Public Inquiries, 416-325-2929 or 1-800-387-5514
TTY 1-800-268-7095

ontario.ca/education-news
Disponible en français

STAFF REPORT

ITEM 10.1

TRUSTEE AWARD OF MERIT & STUDENT TRUSTEE ALUMNUS AWARD

PURPOSE

To provide trustees with the opportunity to submit a nomination for the Trustee Award of Merit and the Student Trustee Alumnus Award.

BACKGROUND INFORMATION

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

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

The recipients of both of these awards will be honoured during the Eucharistic Celebration on Friday, April 28, as part of the 2017 AGM & Conference.

COMMENTS

Attached are guidelines and nomination form, as well as a list of past recipients of this award.

CONCLUSION

Trustees are invited to submit name(s) of nominees to the Chair of the Board for consideration by December 13, 2016. If name(s) are submitted, recommendations will be presented at the December 20th Board meeting.

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

**REPORT PREPARED, SUBMITTED AND
APPROVED BY:**

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Ontario Catholic School
Trustees' Association

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

September 26, 2016

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

FROM: Margaret Binns, Director of Administrative Services

RE: **2017 OCSTA Trustee Award of Merit**

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

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

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

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

2017 OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

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

EVALUATION CRITERIA

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

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

REGULATIONS

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

NOMINATION FORMAT

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

SUBMISSION METHOD AND DEADLINE

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

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

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

2017 OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

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

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

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



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients from 1974

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

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

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

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

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Ontario Catholic School
Trustees' Association

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

September 28, 2016

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

CC: Student Trustees
– Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: 2017 OCSTA Student Trustee Alumnus Award

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

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

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

Please see the attached guidelines and nomination form.

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

2017 OCSTA Student Trustee Alumnus Award: Guidelines

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

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

Eligibility

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

Process

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

Evaluation Criteria

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



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumnus Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee (month/year): _____ / _____ to _____ / _____

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this recognition within the context of the criteria set for this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

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

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

INFORMATION REPORT

ITEM 11.2

FRENCH SUSTAINABILITY STUDY: PARENT FEEDBACK

PURPOSE:

To provide the Board of Trustees with feedback gathered from parents on the French Sustainability Study.

BACKGROUND INFORMATION:

In 2013, the Halton Catholic District School Board implemented the Early French Immersion (EFI) Pilot Program, offered to a limited number of students beginning in Grade 1.

In June, 2016, the French Sustainability Committee was established to review the current Early French Immersion (EFI) Pilot Program to determine whether the EFI program should be continued, discontinued, or modified moving forward. In reviewing the EFI Pilot Program, the committee looked at all French programming, including Core French, Extended French (Grade 5 entry), and Early French Immersion (Grade 1 entry).

The findings and recommendations of the French Sustainability Study Committee were provided to the Board of Trustees in [Staff Report 9.1](#) at the Regular Board Meeting held on Tuesday, November 1, 2016.

At the Regular Board Meeting held on Tuesday, November 15, 2016, the Board of Trustees received [Action Report 8.4](#) for their review and deliberation. At this meeting, Trustees expressed an interest in hearing the perspective of parents before making a final determination regarding the delivery of French programming to students in our district. Staff were asked to share the French Sustainability Study Report with parents and extend an opportunity for them to provide feedback.

Online Survey

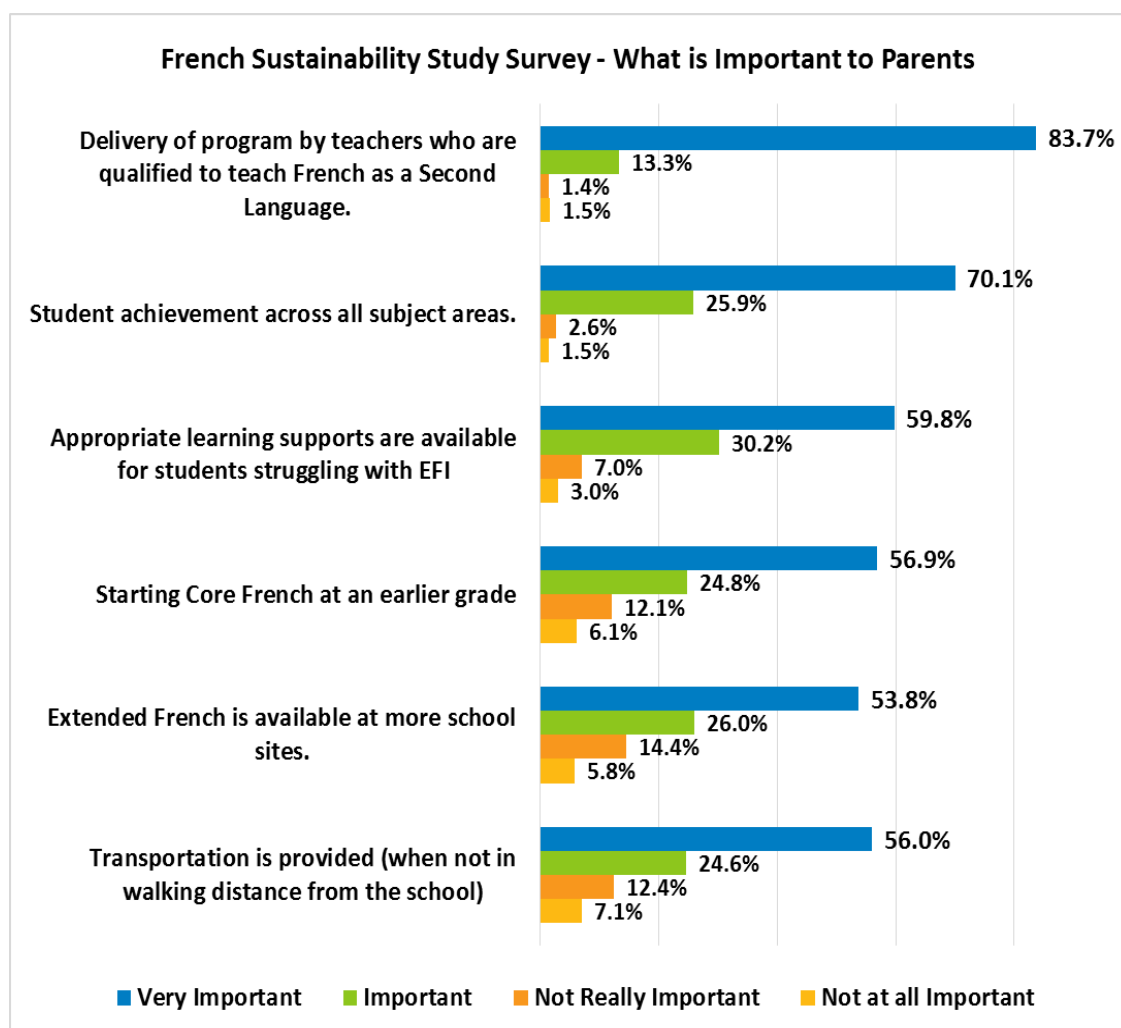
On Tuesday, November 22, 2016, a letter was emailed to all parents across the district. The letter provided a link to the French Sustainability Study, as well as a link to an online feedback survey. A reminder email to complete the online survey was sent to all parents on Monday, November 28, 2016. The survey remained open until 9:00 a.m. on Thursday, December 1, 2016.

A total of 3041 surveys were submitted. The survey asked parents to review the Staff Report on the French Sustainability Study, and answer two questions. The first question asked parents to rate the importance of each area identified by the French Sustainability Committee. A summary of the responses to question 1 are provided in the tables below.

The second question in the French Sustainability Study Online Survey was open-ended, asking parents to share concerns or comments. 1003 open-ended responses were submitted, and are provided in their entirety in Appendix 'A'.

Results from Question 1

Question	Very Important	N	Important	N	Not Really Important	N	Not at all Important	N	Total
Delivery of program by teachers who are qualified to teach French as a Second Language.	83.72%	2495	13.32%	397	1.44%	43	1.51%	45	2980
Student achievement across all subject areas.	70.09%	2086	25.87%	770	2.55%	76	1.48%	44	2976
Appropriate learning supports are available for students struggling with EFI.	59.76%	1773	30.20%	896	7.01%	208	3.03%	90	2967
Starting Core French at an earlier grade.	56.92%	1690	24.82%	737	12.13%	360	6.13%	182	2969
Extended French is available at more school sites.	53.77%	1597	25.99%	772	14.44%	429	5.79%	172	2970
Transportation is provided (when not in walking distance from the school).	55.99%	1660	24.55%	728	12.41%	368	7.05%	209	2965



Additional Feedback Received

In addition to the feedback received through the online survey, individual Trustees and staff also received feedback through emailed correspondence. This correspondence is attached as Appendix 'B'.

COMMENTS:

The number of online survey responses received indicates a strong parental interest in the overall delivery and provision of French programs to students in our Board. The feedback gathered is provided to Trustees to assist them as they deliberate on the final decision regarding the delivery of French programming to students in our district.

REPORT PREPARED BY: B. DOAN, ACTING CHIEF RESEARCH OFFICER
 A. PRKACIN, SUPERINTENDENT OF EDUCATION

REPORT SUBMITTED BY: A. PRKACIN, SUPERINTENDENT OF EDUCATION

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

The second question in the French Sustainability Study Online Survey was open-ended, asking parents to share concerns or comments. 1003 open-ended responses were submitted. The comments have been organized according to common themes identified.

The following nine (9) themes were identified.

- I. Concerns with Equitable Access to French Language Learning
 - II. Extended French or Early French Immersion Offered in More Schools
 - III. French Learning at an Earlier Age
 - IV. Quality of French Language Instructors and Content Being Taught
 - V. Resource Allocation-Other Priorities than French Language
 - VI. Leave Existing Program As-is
 - VII. More Effort Required to Retain Program and Board Direction and Answers Required
 - VIII. Accommodation for Alternative Learning Styles/IEPS
 - IX. Support for Option 4
-

I. Concerns with Equitable Access to French Language Learning

1. Transportation

- Most parents do not want to uproot their kids and place them on a lengthy bus ride simply for EFI
- Voted not important to bus transportation as this increases the costs of the program. As a parent if I elect to place my child in a French immersion program outside of walking distance, I do that with the understanding that transportation is my responsibility. It's only fair.
- I do not agree with the pilot program or early french. This is a program limited to very few students. High logistics costs and resources are invested in this small group, e.g transportation to students living too far. The hosting schools get crowded with students outside boundaries.
- As a parent of a current EMI student, I am dismayed that the Staffing, Equity, Early Intervention and Transportation considerations could not have been anticipated. Does the \$298, 920.00 in transportation savings include the withdraw of current EMI transportation?
- As bus transportation is used more of a means of daycare, perhaps providing more flexible before and after care would eliminate the need for the school buses. Early French immersion at more schools would be ideal, such as st elizabeth seton

2. Lottery

- My oldest child who is now in grade seven really enjoys the extended French program. It has been a pleasure to watch her improve her French skills every year. This program

should be available to all students who want to participate. The lottery system excludes students that could benefit from program

- A better selection process is required to ensure that qualified and capable students are admitted to the program not strictly by lottery as then better qualified students risk not getting in.
- French immersion should be an option at EVERY catholic school and not be a lottery system
- Yes - the ability to satisfy only 38% of applicants in Oakville and that if you don't register in the first 3 minutes your child misses out is shocking
- The registration and waitlist process is the main issue for me
- The criteria is not fair how people can get in the program. If my son has longer name and we don't have a faster internet access however is showing a lot of interest in French language he should be able to have access to the program. Science proved is better to learn a language earlier in life.
- My daughter is still on a waiting list for almost a year now for the french immersion program grade 2, so unfortunate that the catholic board is providing french immersion program in only one school in milton!!
- As a tax-payers the EFI program should be provide to everyone and NOT limited to the lottery system. This program should start in grade 1, NOT in grade 5, which results and struggles are different
- to be enrolled in the programs. And first come first serve or lottery is unfair, the choice or privilege should be given to students who have excelled in the English program and has grades to
- Access for all and no lotteries are key - please keep up the good work!
- I would love to see the availability of classes increase especially in Milton. The demand is huge and the application process is very stressful for parents
- I feel that the French program should be offered at more schools. I just moved to Milton from Mississauga and already up rooted my child from one school to another. That alone was a huge change for her. If the program was offered at Our Lady Fatima I would enroll my child.
- Students who live within the school's boundary should be given priority for admission to Extended French programs.
- There should be many classes available according to how many students apply for the program. As it is unfair that there is a draw to see who can get into the program or not. Very disappointed in the system as you are not going to only allow kids to get a spot to be educated while the others are not
- We would really like to see more schools offer the same opportunity for children to learn French. It is our official language. It is quite disappointing come registration that everyone is on a raffle of who gets to take French stressful for parents and unfortunate for some children.
- I don't think that the lottery system for registering a child makes the system equitable for everyone. On top of that siblings could end up on different schools as there is no guarantee that the sibling will be also accepted in the program. I agree with the results presented in the study.

- French programs should be available equally to all the students in the catholic schools and admission should not be a lottery. It is hard to keep up the faith when you are treated differently. When is about education we should be able that people want more for their kids and not limit their number

3. Siblings Separated

- If some of the see things were offered, I would be more inclined to start my child in the EFI program. But I'm deterred from this decision because it would be out of my way and not interested in bringing 2 kids to 2 different schools due to age difference.
- it would be greatly beneficial if early French immersions was extended to home schools or allow parents to be able to register their other kindergarten children within the same school of their EFI siblings so that the French immersion school be considered the actual home school.
- Seems like a knee jerk reaction to the Ministry's new 60 minute Math requirement. Real impact of sibling issues on family's needs more attention. If you can't find qualified teachers in ON then expand your search to include Quebec/French speaking countries - most worrisome aspect of report
- Should consider the financial impact to parents having to manage before and after care of students outside regular school zone. Different start and end times of siblings in different schools so inability to use siblings to walk to school/bus. Inability to enroll younger siblings in same school.
- I am against more bussing and breaking kids off just for French immersion. Keep schools intact, keep kids walking to schools and if French immersion is the way the board wants to go they should charge for bussing as it is a waste of resources to bus kids when they could otherwise walk to school.
- Sibling separation and transportation issues will not be solved. Still, the program benefits the families that live close to the selected schools. I have two kids and cannot have them separated.

4. Teacher Evaluation Prior to Admittance to the Program

- Teachers should make strong recommendations to whether a student should go into the FI or EFI program b/c there are limited spots. Keep programs together so that more resources are available to all students, this will strengthen the quality of the program. Move St. Peter EFI to St. Benedict.

II. Extended French or Early French Immersion Offered in More Schools

1. Create Similar French Learning Opportunities as Public Board

- I Really Hope EFI will continue to be offered for 2017 start. If not, I will consider sending my child to a different school board.

- We really hope that EFI will continue to be offered as 2017 is the year our son was to start. We have been extremely stressed out since reading the recommendation to discontinue EFI. What are our options now? Public School?
- We considered switching our child from the catholic school board to the public system so that she could learn French starting in grade one as there were no catholic schools offering the program close to our residency. We believe French is very important for future career opportunities
- A strong EFI program is important to us. Our son is in SK at St. Anthony of Padua & we are going to switch schools next year because there is no EFI program, and the closest school with an EFI program in our zone is part of HDSB. French is an essential asset in the workplace. Pls prioritize EFI !!!
- My son loved this program and I'm upset that my daughter who was supposed to start next year will not get the opportunity. A lot of parents are talking about switching to the public school board now so Sacred Heart may see significant dip in their numbers.
- I hope that EFI is a program that remains with our board. We are already losing a lot of kids in grade one to the public board as they don't have a cap for EFI.
- Living in Burlington the options for an early track French immersion are so limited (1 school) that my children will most likely be switching to a public school that has early French immersion. This is unfortunate as I would really prefer them to stay within the catholic board.
- I believe that all Halton Catholic schools should have this program available and not just certain schools. My Daughter goes to St.Elizabeth and she should have the choice of taking French Immersion at her school. She shouldn't have to go to Sacred Heart. The public school system has this program

2. Offer Extended French EFI in More Schools

- I strongly believe we should keep the current EFI sites as well as adding a second site in Burlington and Oakville.
- not enough schools in the Burlington area with French immersion grade 1 entry
- EFI programs should be more accessible in our community as there is huge demand for it!
- Looks like in Milton there is not enough to meet demand. It would make sense then to continue with the program and expand it. I try to read to my young daughter French books but would need help to get her to learn
- Early French Immersion should be available at more school sites. HCDSB risks losing students enrolment as parents are forced, unfortunately, to decide between a better bilingual education or Catholicism.
- We really need more French immersion in our local schools
- I wish the program would expand to include St. Mark.
- French should be made available at more Catholic schools
- Hopefully we can have more catholic schools that offer early French for grade one in Oakville
- Very much would like to see more opportunities within schools for early French immersion
- The high demand for EFI means the program must expand not be phased out!
- Please have French Immersion at St. Andrew!!

- EFI needs to be offered in more locations - Option 2
- My daughter loves French and would really be amazing if given a chance to do more French at the same school.
- With such high demand, and the fact that the program registration is full within 3 minutes of when the online registration process started, does it not make sense to try to match the availability with the demand?
- More schools to offer this program and the earlier the better
- I would like to see St. Gabriel introduce French earlier than gr 5 but I will want both kids to take advantage of it when they get to Gr 5 in a few years
- I think early French should be offered at more schools to give all students the opportunity and not have to leave their home school.
- The demand is high - it will be greatly appreciated if an increase of availability on each school or even add more school sites.
- I'm definitely in favour of more extended French programs being offered at home schools instead of EFI.
- Hope to have EFI available at St. Marguerite d'Youville in 2017
- Provide more school sites where the French programs (core, extended and immersion) can be offered. There should be no limits to enrollment into any of these programs. Make it available to all students who would like to take up French as a 2nd language. After all, isn't Canada a bilingual country?
- I would love to see Fresh immersion at St. Dominic's as I would enroll my children in that program.
- would like to see the French program extended in more schools. It was a battle getting my child in and now that my child is in the program, I can see her excel in many ways. The program has opened opportunities and interest in many things. I would like to see it with my other children too.
- French immersion needs to be offered at more schools. That will be critical to the success of the program throughout Halton.
- would like extended French in more schools
- I wish that early French immersion class for grade 1 is available at Queen of Heaven school. I wish for my children to have an opportunity to learn French from their own school where she already establish friendship with other kids as oppose to going to another school location. Thanks!
- it would be great for Early French immersion to be offered at all schools across the board, due to limited space for both the French program and daycare in the area i wasn't able to enrol my daughter.
- Extended French program to be offered at all sites, however I am not in agreement of a full French Immersion program that will take away the English school aspect in my community
- Extend core French for all students caters to most students
- Program needs to be offered at a greater number of schools; access is far too limited and restricted to a select few.

- I'd like to see early FI offered at my children's school or a closer location.

III. French Learning at an Earlier Age

1. Ability to Learn at Younger Age

- The program should start in kindergarten and students should be given the chance to try the program regardless of their academic background.
- Have you thought of dropping Early French Immersion altogether and starting Core French in Grade 1 for 40 minutes a day. This would prepare students well for entry in Extended French in Grades 4 or 5.
- I think that students would benefit from core French started at a younger age. Kindergarten or grade 1
- Coming from a background that my spouse and I don't speak French, I value the fact that my child now can learn French at a young age. I have a 4-year old who I would like to have this opportunity when he gets to grade 1. Children are like sponges and the sooner we teach them the better it is.
- Grade 1 French should already be implemented in all schools with our board
- I believe French should be offered as early as possible
- If you can't expand immersion programs to every school beginning in grade 1 or 2. Then at least give French instruction starting in grade 1. Especially in schools without immersion. Otherwise we feel like our kids are disadvantaged because no instruction until grade 4
- Early French immersion provides the best French language learning opportunity. If EFI is phased out I support starting Core French at an earlier grade, but I would choose Early French Immersion over earlier Core French. Only if EFI is phased out would I support Extended French at more school sites.
- There should be a Core French program that includes all grades and all students, there is not enough spaces for students wanting to enroll any of the immersion programs and the actual core program is not sufficient for a regular student.
- Please think this through. Most boards offer French immersion starting in grade 1 or 2 because research shows it is best. Catholic parents will not have equal access to French immersion for their children and might switch boards. Grade 4 is too late and the social studies units are too advanced.
- There is no point in starting French in grade 5- it is too late. Young children learn a second language best. Keep it as grade 1 early French immersion please.
- I currently am learning French as an adult and really see and value the importance of introducing French as a second language as early as possible. I think it should be started much earlier than grade 4. JK/SK is ideal and every year we wait after this is a year lost.
- Grade 1 FI should be more readily available. Many students are waitlisted and then don't get into the program
- I would love for our school to offer French in earliest grades. I believe students are missing the opportunity to learn a second language when they are most able to absorb it.

- French from JK should be available in all schools. This is Canada - country with unique opportunity. We all should speak both languages. No doubt!
- My son is in Grade 3 at Holy Rosary in Burlington. They haven't even started French yet. This is way too late. There is no local catholic French immersion offered. It's shameful.
- I'm concerned that the children in the English program do not learn any French until grade 4. This puts them at a huge disadvantage with most of their peers in the province who receive French instruction from JK
- Based on what scientists say about when children's brain is most absorbent to new languages, grade five is too late to start an immersion program. It should be offered from grade 1 with student success and adaptability being monitored in both languages and changes done accordingly.
- Would like the Delivery of French immersion to start at grade 1
- The research is very clear that the earlier a student begins to learn French, the better. Why would our Board go against this? The majority of other boards begin immersion in grade 1 or 2. Grade 5 is too late and students 'French is not strong enough to discuss the more advanced science topics.
- I believe the French program at an early age is crucial for students. I teach for PDSB and at a school where FI is offered in Grade 1 and has been offered for many years. This program is beneficial and should continue to be offered at the HCDSB
- French should be offered to all students in Halton Catholic School Board beginning in grade one.
- my oldest child is in extended French and my youngest child is in early French immersion. EFI is by far the more superior of the two. My youngest child is learning at such a fast rate it's amazing. I feel that she will supersede my oldest in her language skill much sooner because of more exposure.
- From a learning standpoint for students, the EFI would be the most beneficial as they are better for learning languages at a younger age.
- Starting earlier is easier for the students. Gr 5 is a little late so starting all French immersion in Gr 1 would be ideal.
- I strongly feel that core French should be offer from grade 1. French immersion should not be a first come first serve but rather be merit based. It doesn't seem that education of our children should be treated like trying to get tickets to a popular concert.
- My daughter did one year of French immersion in grade 5. I firmly believe if she had the opportunity to start at a younger age she would not have struggled with it as much. If we want French to be a valuable part of our country we need to teach French from JK-12
- I honestly believe all schools should start French learning in grade one.
- We will be leaving our current school because French is not an option at an early age. It is really disappointing that is not available to the students who wish to have French
- Early French immersion should be the norm. Available to all students in more schools.
- The French program starting grade 1 is excellent program that should continue
- Early French immersion should be the norm, equally available to all hcdb students. Promoting bilingual education in a bilingual country, it is almost a must and an

improvement for our children and should not be seeing as cannibalizing the English only programs

- French should be taught from JK. French is as important as English in many career paths
- I think it is critical for success of the program that it starts in grade 1 and not grade 5. I have a daughter who has started this year in French immersion in grade 5 and it is impossible. She will be dropping out of the program. The expectations to already speak French are not reasonable.
- Everything possible must be done to keep FSL sustainable at every level.
- I'd like French to start in grade 1 at all schools
- Wish all students began French in grade one
- I believe how the school board in Peterborough does it as in starting the French immersion in JK is wonderful my son learnt so much in the time he was there, starting in grade 1 is late I think ALL schools should have the program. the money that the board gets from taxes should allow for more students
- My eldest started FI in grade 5 and my youngest started EFI in grade 1 and I can confirm that earlier start (i.e. Grade 1) is much more advantageous and truly beneficial. The elder is graduating this year and moving back to English Academic since French distances him from grades he wishes for.
- Scenario 2 is the best choice, introducing French early is very important
- I feel very strongly about French being offered to our young students, as they grow it is important to deliver familiarity to train their sponge brains. It can only benefit children, not hinder
- French should be introduced in FDK like in other school boards.
- French immersion needs to start at an early stage for students to be able to adjust properly. Starting at a later stage is not conducive.
- Introducing new language to kids at an early stage is very important
- EFI programs are vital to the development of language proficiency. The later the programs begin the harder it is to develop proper pronunciation and be fluent. In order to acquire and be proficient in a language, one must be immersed in it at length each and every day
- Learning a second language is crucial to our children's brain development and must be offered starting in grade 1 as core program. Kids need to be challenged. Way too much time watching movies & bringing in electronics
- I think the children could be exposed to French from JK-5. Then when children are older a more informed decision can be made about switching to French Immersion in grade 5
- Would love to see EFI program starting in grade 1, as many studies show an earlier start is better
- French should not be optional. It's best to start French in Kindergarten.
- I do believe that starting core French in Grade 1 is extremely beneficial for children. They are more likely to be fluent in French when they start learning it as early as possible.

- I feel based on my experience, the earlier children are exposed to a secondary language for greater periods of time throughout the day, the quicker they are able to pick it up, retain and use what they are learning.
- Introducing French immersion at a grade 5 level should be abolished! It is merely a peer pressure decision with unsuccessful continued interest in low percentages in continuing French immersion into secondary school!!
- French Immersion should be in as many schools as possible and start in grade 1 or earlier.
- More French classes should be provided at a younger age for parents who would like their children to speak, read and write in French.
- A urgent need to focused on starting the Students as early as possible (preferably at Kindergarten) as that is proven as the most important factor in success at French immersion.
- The EFI program should continue the way it is, or even more it should be extended to all the catholic schools, starting in grade One. It is a real struggle for the students to start a new language in grade 5.
- I can't stress enough how much of a difference it makes when a child starts extended French in grade 1 as opposed to grade 5. I have has two children start extended French at grade 5 and found it a struggle where as my daughter who started in grade 1 found it very easy.
- The transition from 2 years play based learning to a traditional structured environment is challenging enough but to allow children with very little exposure to French to enter into French immersion seems counterintuitive to fostering a love of learning a strong foundation of learning core skills
- We have no interest to start at the grade 5 level, it is our opinion it must start at grade one.

2. Bilingual Country-Importance on Early Learning

- As French as our second language I believe core should be brought to grade 1. Even if it is just to introduce a language that's not English. Imagine the possibilities if each future student had a hand up, that they could travel anywhere in Canada and be able to communicate. I fully support French!
- Extensive French learning should start in Grade 1 on mandatory basis - this will set up kids for success in our bilingual country. I am disappointed that it's not done at all schools and that my kid doesn't have access to French in grade 1.
- It is essential that French is provided to our kids at a young age. We are a bilingual country and our kids need to be given the opportunity to work towards being bilingual. The schools need to provide this opportunity to our kids and parents shouldn't have to pay for French classes outside of
- Being Canada a bilingual country, French is not given enough weight and importance in the Ontario Curriculum. Every Canadian should be bilingual.

- Canada as a bilingual country should always provide French classes that help our children grow as professionals in a very competitive market.
- French is our second language. Learning new languages such as French are vital to be taught very early on at least grade one to help students have a better grasp of the language. This opportunity should be given to our children early on to help them appreciate the language and know it well
- Canada is a bilingual country. French is as important as English and should be an option for students
- The importance of bilingualism in Canada should be advertised to all parents and students
- French programs are key to sustain bilingualism in Canada as part of our culture and identity.
- As Canada is a country with 2 official languages, having more higher paying jobs when a person knows both English and French I think that It's extremely important to continue to offer Early French Immersion either from Grade 1 or Grade 2. I will be sending a message to the PM about the lack of EFI
- I believe that as a bilingual country we need to make every effort to provide students with the ability to learn French as early as possible.
- Living in a bilingual country there should be no question about it. The answer is obvious and clear, French must be readily available and taught starting from the time a child begins school. why not travel outside the country to find qualified teachers like France or Lebanon
- French is our second language in Canada. We should strive to make better for each student.

IV. Quality of French Language Instructors and Content Being Taught

1. Content

- Our son was at st Bernie's before holy trinity. The curriculum was focused on learning the language and punctuation. With minimal focus on actual speaking. My son after three years has zero confidence is forming a sentence. That is horrible and unacceptable. The program should be junked
- I feel my children's French education has been inconsistent. I'm not sure if Halton teacher's follow a set French program but my daughter is an A student in Grade 7 and she didn't even know the words for yesterday and tomorrow.

2. Shortage of Qualified Teachers

- It seems like a real shortage of French teachers. I want the BEST teachers for my daughter who is currently in EFLand for my son who will most likely be in core French.
- We also need to focus more on the students who have gone through the elementary extended program into highschool. Appropriate teachers who are fluent in the French language is needed. Have come across teachers where students are correcting their French which is tragic.

- The qualifications and abilities of French Immersion teacher's needs to be scrutinized very closely as some are not even competent enough to teach in any language.
- The Quality of teachers for this program is the key to having a GREAT PROGRAM
- YES - why would the Catholic Board expand the French program when there is a clear, obvious shortage of QUALIFIED French speaking teachers? As the program expands the quality of the program has been in decline. When you are bringing in English speaking substitutes to cover existing French teacher
- Can the board sustain a well-balanced French program given a shortage of qualified teachers
- Qualified French teachers
- Why start earlier when there does not seem to be enough teachers available to teach. My sons are in grade 5 and 7 and should have a French teacher for planning time classes but do not.
- I have concerns about the ability to hire the appropriate French level teachers as it has proven impossible last year to find a supply teacher when required. My daughters French immersion class had no French instruction from February to June. What plans are in place to support the addtl' staff?
- The quality of teachers in the extended French program is concerning esp at the secondary level in Burlington. Over the year the quality of teachers has diminished and students are choosing not to continue in high school at
- It is very important that the french teacher knows French as his/her first language (or at the same level as) . I have seen teachers less fluent than the students and it demotivates the entire class.
- It seems like there aren't enough qualified French teachers because the Catholic board didn't offer French immersion in grade 1 30 years ago. Let's not go backwards by phasing out Gr1 French immersion
- I was surprised to see that there was no looking beyond Ont. for French-speaking teachers. The job fairs should expand to Que. and N.B. at the least to capture a larger pool of potential candidates. With more French-speaking teachers, there is clearly an offset. Use nat. attrition for a new mix.
- Concerns: that this program was created without a plan for sustainability at the outset. Finding French teachers has been a well-publicized problem for YEARS. Recruitment needs to be done for French teachers early the year prior. This program deserves to continue once started for future students.
- is an awesome program, and it's critical that ALL teachers including substitutes are fluent in both reading and writing French. I and my daughter find it very tiring when a substitute (or even regular teacher) isn't fluent and will not accept correction.
- s a student, I would just like to voice my opinion, as I know MANY of people in my grade (10) felt that our French teachers in elementary schools were horrible and didn't give us the proper knowledge and skills for high school. You guys NEED to hire teachers that are better qualified.
- Lack of appropriate educators.
- The main pain point I find is the lack of staff. For your specific issues why not try undergrads from Teachers College who are learning to teach French and use them as a resource. They can be supervised by fulltime staff and be deployed to teach students
- I think finding quality teachers is most important and most difficult

- Making sure that the French teachers are qualified to fit the program
- Need better qualified instructors to teach French
- I am concerned that EFI teachers are being hired solely for their qualifications and not for their skill as teachers. Some of these teachers need better professional development related to classroom management strategies and sensitivity training to teach especially the younger students.
- The lack of qualified French teachers currently is a primary concern and is a contributing factor to attrition rates of continuing EF and EFI into secondary school. To increase interest, and retention of EF students there has to be an increase in recruitment of QUALIFIED French fluent teachers
- There numerous teachers currently out of work. I don't feel it is a need for the French teachers to be Catholic as they will not be teaching religion. Many non Catholic French teachers are discouraged to apply at our school board due to the difficulty in overcoming the religion barrier.
- I am hearing that it is becoming more and more difficult to acquire qualified French teachers and I would much rather see these qualified teachers teaching older students French then having an early French immersion program.
- I have a grave concern that the study did not deal with one very core element - the quality of French being taught, although someone addressed in the qualification of teachers. As both parents speak French, I can submit with authority there were large gaps in the quality of French being taught.
- Love the program. Doing a good job and needs to continue for our children. Need qualified teachers for kids to learn.
- With an already low number of qualified ad competent French teachers available I am concerned about the sustainability of both the regular stream French and beyond - students are entering high school with French deficits due to under qualified teachers
- I would like to see the search for FI teachers broadened.
- Have more qualified French teachers in order to offer a great program. Have qualified supply teachers in place in the event of teacher absences.
- My only comment would be about how teachers are "qualified" for teaching French. I have a tutor for my son, who has her master's in education and grew up in Quebec. French is her primary language but she is unable to teach in French since she did not get her qualification to teach French.
- A major concern is staffing - My child (now in grade 8 Extended French) has firsthand experience of ongoing staffing issues: Retirement, contract positions, resignations to move to new schools and maternity leave mid-way through the year has a highly negative impact on continuity / learning.
- It is important to ensure there are qualifed teacher's providing the programs and equal access for all stduents I nHCDSB. Valuable resources should not be spent supporting learners struggling in an extended french of FI program.
- Teachers should be able to speak proper French.
- Plans to retain / engage more francophone staff need more alternatives / thought.
- yes - we are a bi-lingual country. Stop pissing money away on fake stone walls and floor to ceiling windows and I don't know buy MATERIALS to TEACH and hire qualified teachers!!

V. Resource Allocation-Other Priorities than French Language

1. Alternate Subjects or Focus Areas

- I did not put my children in French programming through school. This is a nice to have, but not a requirement. If the school board were to focus on anything it should be the core subjects of English and Math. Canadian French does not relate to a global environment, but math does.
- French is NOT that important to the kid's future. The competition in math and science is in order to get into so many programs in university. Why don't you focus on those subjects in grade 11 and 12. So then the kids are well prepared and not struggling to move forward. These are such HEAVY course
- Physical Education should be priority! All students don't use French after high school whatsoever. So many complaints about obesity! Stand up, get Phys Ed. A priority or. Teachers starting in elementary school instead of French!!!!
- Focus on English and Math
- Take the funds that are being allocated to French to support special education students with learning disabilities. An area that HCSB needs much improvement in.
- French is nice to have however future skills needed for Canadians are digital innovation. I am not sure we need to allocate more funds to French and should consider funding other programs.

2. Delay French Learning

- EFI should start in grade 2 if it is going to continue. Grade 1 is too early and students are not ready following the FDK program.
- Only when a child has proven a good grasp of English should French be introduced.
- Grade 1 is too early, unless students wish to pursue post-secondary studies in French. Starting in a later grade allows the students to have a better balance between learning another language and being proficient across subjects in English and French.
- Grade 1 is young especially if English is already a second language
- I have a lot of empathy with teachers delivering the program to grade 1 students. It must be double the work, especially as students need to get a basic grasp of English before learning an additional language. It would be better suited to grade 2. It would also allow more info.
- believe FSL should begin in primary and that EFI in grade one is too early when children are still learning to read in English
- I don't believe grade 1 start of French immersion is appropriate. I think it should start at a grade where the student is old enough to make the decision and I don't feel that a 6 year old has that capacity. (even in gifted children). If the student really wants to learn the language, they will.
- French Immersion is started too young. Students need stronger fundamentals in their native language.

- I agree with later start allowing English development as a priority in primary grades
- I do not believe that core French needs to be forced on children in grades 5-8. If parents/children want to learn French, they should have option, not forced.
- I don't believe that they are in a suitable position to learn a new language at grade 1. Please leave them alone.

3. Alternate Languages

- My preference would be to focus resources toward academics vs French Language studies, additional resources available should be used to assist ESL students rather than being put towards French Language studies.
- French is over played. What about Mandarin?
- Only concern is that we keep wasting money on this useless language. Learn Spanish or Chinese

4. French Language Not of Value

- I think to be fair and equitable, the early French immersion program should come to an end. It is elitist and not in the best interest of the MAJORITY of students within our Board. Let's take a stand against the ever popular 'poorman's private school' and redirect those funds more evenly throughout
- Now software is much more effective in teaching languages than the classroom setting is. It seems that regardless of test results, students seem to show little or no fluency in the French language by the time they graduate with an OSSD. I think the time/resources can be better used elsewhere
- It's a waste of time for the kids to take French in high school! It should be their decision if they want to take French after grade 8! Not forced to take grade 9 French and then drop it!
- The cost of EFI cannot be justified given the small number of students that benefit.
- Currently I have three children in Elementary school who began core French in grade four. I don't see a point to this. I can't support my children in a French program. I believe if parents want their child to learn French then they will place them in French immersion.
- I believe the EFI program should be discontinued. Nowhere on this survey is that a question. First question should ask: Should the EFI be 1) continued, 2) discontinued, or 3) modified
- We shouldn't waste more money on this
- New observer of the French program and find that the students don't care for the language of French. Most kids are disengaged and feel learning even basic French is a waste of time. Rather have studies in other languages especially if their parents and relatives speak a second language
- Take French out of the schools
- Stop spending tax payer dollars on French...if people in Ontario want to learn that language or any other language they should pay for it themselves, or move to Quebec

- I'm not overly concerned with the French Study, but more concerned about Teacher to Student Ratio that affects the learning at an early age.
- limited education money could be better spent on other areas rather than French instruction in Ontario
- I do not think French in school is necessary
- This is like school uniforms, a complete waste of time. Let's focus on teaching the children English first. In reality, how many children continue on with French in grade ten? Also, is what is learned up to grade nine really going to help in life

VI. Leave Existing Program As-is

- I'd like to give thanks to the extended french program because it has allowed me to watch my daughter grow and learn in a french environment. That experience is absolutely incredible, not only for me, but also for my daughter, who I know now has a bright future ahead of her.
- I am constantly amazed at my daughter's progression and enthusiasm with French. This program has provided her the opportunity to develop in so many areas.
- I am so happy my son is enjoying the extended french at St. Bernardette. I consider it is a great opportunity to have this program available. thanks so much
- I work hard to get my child in program, she should continue until complete grade 8 and we will see to have them change in the middle of the 8 years program seems ridiculous. I just hope that there are enough qualified teachers in french to continue with the program
- The extended french program is a very important program to us. I have 2 children in high school whom are doing amazing in french and 1 child in grade 5 in the program as well. They all love it and feel it is important to their futures as well. Please keep the program going!
- I think you are running a great program, My son attended schools in Quebec for seven years, he said that your program is teaching him very important stuff in french much better than what he learned in Quebec, thank you for your help on keeping the french language alive this is very important to us.
- This is an extremely valuable program to which we have noticed higher and faster than expected development with our child in the program.

VII. More Effort Required to Retain Program and Board Direction and Answers Required

- The EFI program has not been given enough time to be shut down already. It is a highly sought after program. I intend to put both my children through EFI. I hope we have the opportunity.
- Please keep the French program, do not take the board recommendation to cancel it. At the very least keep the status quo, ideally the program would be expanded to more schools
- I find it shocking that this is how the Board shares plans of eliminating a program that my child is enrolled in, why as a parent was I not consulted? The board should consult with the parents before they plan on vote or make a decision on this. Please delay the vote and collaborate with Parents!
- My worry is this....that the board will do whatever is in their best interest financially without really thinking about the children. This is typical of ALL of the decisions you make.

- Suggestion to have another survey based on the registration process - lots of valuable feedback would be provided there.
- why does the survey not ask our views on EFI ? Why is the survey coming out now? This survey seems very contrived.
- I would have liked to have been advised sooner that this was a model that was being reviewed. Having to review it now and not being able to have or share conversation over it seems like too little too late
- My concern is to have only learned about this study after the report with the recommendation is done. This is NOT consultation. I wish the board had reached out to the community prior to getting to conclusions.
- Were there representatives from EFI parents? If there are, why wasn't there a survey sent out to all EFI parents to seek their input? By phasing out EFI, the board will no longer be invested in this minority group of students.
- The EFI program is an important program, Canada is a bilingual country and our children should be given that opportunity. This survey was completely biased to cater to the findings in your study and I was actually hesitant to complete it. Pls obtain actual feedback fr parents and kids that lv prog.
- I am concerned that the board was alittle short sided when pilot program of EFI began in 2013 and now is opting to phase program out before giving it a full chance to develop or measure its success. There is an obvious demandfor the program , perhaps consider offering at more than one site.

VIII. Accommodation for Alternative Learning Styles/IEPS

- Also for children who struggle greatly with French incl. those with an IEP to either get extra time and help w/French or offered exemption on an Individual basis.
- Children with a learning disability often struggle with a second language like French making it hard for them tofeel successful in a F.I program. What can be offered to help them so that they have a fair chance at beingsuccessful in French so that they do not feel discouraged and quit
- Extra support should be available after school hours for children who are struggling or not meeting the standard expected.
- Students stuggling with EFI should transfer to the regular program. I do not feel that extensive extra support should be provided by the board for students who struggle with FI.
- The EFI students definitely lack the English supports. For example St. Peter's has reading clubs for struggling students in the English stream but it seems EFI students are not offered the same support. I think option 4 is best scenario so the initial building blocks and Phonic's are solid first.
- Children with learning disabilities should be made exempt from French when they are struggling with learning how to read and write English. Further support should be given to those on IEPs to concentrate more on English and not the French language. This only demoralizes & saddens kids w IEPs
- The EFI program should have support for those who are having difficulty

IX. Support for Option 4

- I fully agree with scenario 4
- I agree with model #4
- I agree that the French program should reach more students at an early age. Scenario 4 seems the best alternative
- I would prefer scenario 4 to be implemented for our school.
- I agree with scenario 4. I don't understand the need of doing 30 minutes daily of religion. Let's just say that in Italy, one of the most catholic country in the world, students have only 1 hour a week of religion. So maybe reduce religion, increase English Language and teach math only in english.
- Option 4 seems the best option for the largest number of families
- Start ASAP please!!
- I agree with model 4, where core French starts in grade 3, the amount saved can be redirected to the French class for resources.
- I would prefer that the French program are extended to more schools and make it available to more students as in Scenario 4.
- Option Scenario 4 is a more acceptable and equitable option (the status quo has too much problematic areas and concerns). Adopting this new model would mean Making French Accessible to All students. Furthermore, Extended French (EF) should likewise be offered to All to Ensure Sustainability.
- I fully support the recommended option. Currently, French Immersion is an elite program for a lucky few. We should offer French to as many students as possible as early as possible.
- Scenario 4 makes the most sense to me.
- Option 4 seems the most feasible if the desire is to create more French speakers. In today and tomorrow's world I personally don't see any economic advantage to my children by focusing on learning French.
- Option 4 is the best option. However, I have heard of parents (who can send their children to catholic schools)choosing to send their children to th public school because they want early French immersion. Option 4 may notcombat this 'leaking ' as the halton public board offers EFI in grade 2
- I agree with the study's findings and remove the French Immersion programs (I know 8 children who have started and have all dropped it early) with French classes starting at an earlier age (my daughter was learning basic French in Pre Kindergarten Montessori while also developing English as a ESL).
- I fully support your recommendation of scenario 4. It addresses all of the criteria of having qualitiy staff andgreater accessibility for all students to French programs. It also allows for a strong English foundation for all students and more time for math instruction in English.
- The balance between French and English are very important to us. Allowing the children to have more time with English at grade 1-2 and the start core French at grade 3 is a very good option. This will give more sites to have access and parents do not need to fright over the early EFI

- Option 4 appears to be a viable option with the expectation that those who are currently participating in the EFI program will not be disrupted by the proposed changes now or moving forward.
- I agree with scenario 4. The current pilot drains lots of resources. Equity is out of the equation. French for all, even one hourly daily would make the difference.
- I agree with the proposal of option 4. There are a lot of factors to consider and I would personally like to see resources used differently than to expand EFI or Extended French.
- I support option 4, as recommended.
- I agree that the board should focus on the Extended French Program (grade 5 entry) and ensure adequate resources are available and eliminate the grade 1 Early French Program.
- I am in favour of Scenario 4, having personally seen the issue of adequate teachers to teach French and the quality of the French program. This would allow students to focus English in the early development years and identify learning obstacles before having kids introduced to french.
- In support of Option 4 as the fairest model with all concerns the report addresses.
- I like that the children would be exposed to French at an earlier age in your scenerio 4.
- Great report and the selected option makes sense. However, I sometimes feel enough consultation isn't done and these reports are initiated with the end results already pre-determined. Whether that's a plus for a dynamic, thoughtful school board or not remains to be seen.
- Scenario 4 is more equitable to the majority of students in the school board. It has many benefits for the students and the system as a whole, while offering variety in the older grades and sustainability throughout all programming. It is efficient and accessible for all.
- Although my children are not FI or EFI students I like option 4, although prefer less math time in French (which circumvents Ministry mandate).

Question 2 - Open Ended response: After reading the French Sustainability Study, do you have any comments or concerns?

List of Open Ended Responses

I believe that French is important however the core fundamentals of English are needed to ensure student success well beyond elementary and secondary school. Also, a review of the cost for a small foot print of students must be reviewed at a time of reduced funding
I vote for the French program to be continue in all school.
Scenario 4 seems to be the best option
French Immersion Students should be taught by qualified French teachers!
Thank you!
why must religion be taught in French? why willing to sacrifice time spent in English language but not Religion? what adjustments would be made to Gr. 3 curriculum to accomodate for core French?
no
More locations available, and better communication about buses before the start of school. Ability to accommodate siblings in the same school is also a big factor. We did not take our position for grade 1, as his sister could not go to the same school.
To ensure success ,it is important that French programs in Halton gain more respect and commitment than they have had in the past
No
French immersion is an important benefit that should be offered in a manner that is more accessible to families to limit the negative impacts of splitting the program between schools
I would like to see more classes open for extended French next year. The fact that my son is gifted in second language acquisition and he needs to be "lucky" to get in, makes me very disappointed!
I am concerned that the HCDSB is considering ending the EFL program. The benefits of EFL program cannot be replaced through enrollment in other French programs i.e Extended French. http://www.telegraph.co.uk/education/educationopinion/11151726/Children-should-start-learning-languages-at-age-three.html
My concern is that the program will dissipate and my other child(ren) won't have the same opportunities as my daughter who is thriving the the program. It is a shame that this wonderful program is no available to more families and now might be gone altogether.
All teachers should have up to date resources and regular support.
I am very disappointed that the recommendation has been to phase out the EFL program. The public school board provides EFL at a number of different sites and is able to accommodate all students who wish to be in the program. I wish the Catholic board would continue and expand the EFL program.
they are great programs, should continue
We specifically moved into St Brigid school zone to ensure our child would not have to change schools to start EFL. Very upset at the possibility it may be eliminated, esp since French is not available otherwise until Gr 4.
French programs should be expanded we dont want to lose out
In my opinion the French Inmersión Program should be prioritized in the curriculum due to is one of the Canada official lenguajes, may open oportunities for the kids in their profesional future and helps them to develop better their brains.

If needed, i can switch my children to the public board for EFL. i can teach my children religion but not French. Make an exception and hire non Catholic French teachers especially since they aren't teaching religion in EFL. High school students dont have to be Catholic to attend HCDSB right?
I believe that the board has made up their minds and this is a pretense to indicate that our opinions matter. There has been no parent information night set up for EFL. Also, interesting how other boards are attempting to find other means to keep their EFL program but not HCDSB.
I have many concern, learning a language should happen as early as possible for children as the younger they are the easier it is for them to grasp. It appears there was a lack of planning to supply french teachers. I must admit that the study reads to have a biased view, ie. bolded words p.1&2
Extended French should be available at more catholic schools
EFL has become much too elitist. We are governed by an ethic of the common good...not just some people get something.
Concerned that the bord is putting significan resources in the french language instead of math, science or a more globally advantageous language such as Spanish
No
Too much religion and math... not well balanced with English and French knowledge!
Due to the shortage of qualified french teachers, I think it would be beneficial to the program if the service was not offered to too many classes is it just seems to dilute the quality of the program.
From my experience as a researcher working with French teacher candidates in Ontario, I think that the most successful and sustainable option, at least, long-term is Scenario 2: Extending EFL. Research shows Core French is the least desirable option. I wish I could write more but there is no space.
As a parent of a student in the EFL program, my concern is that if the program is phased out, there will be less resources directed towards the current program.
No
We are concerned/disappointed that the French immersion program may be phased out. We put our child at St. Brigid instead of Sacre-Coeur because we thought this program would be available. If it not then we will consider putting our son at Sacre-Coeur.
I am a graduate of an FI program which began in SK. I strongly believe that this program has a greater impact and is more successful when started at a younger age. If an FI program were to be selected, an EFL program in grade 1 should take precedent over an extended FI program beginning in gr 5.
Love the program, please expand and continue
As a family of 4, we are counting on the Early French Immersion program. We want it to work because both kids are in and we are concern with the continuation.
I would really like to see more schools offer the French immersion program. The lack of availability within our school area limits us from participating in the French immersion program. Children attending the school for jk/Sk will have tougher time to change schools for program
Early French immersion program has been great for my son on Grade 3. Introducing it at a young age has engaged him. I doubt he would be interested in taking French if it only started in Grade 5.
I love that my child has the opportunity for more extensive learning in French. it can be a struggle but it is all new to the student. I feel that she has plenty of opportunity for help and support. please dont cancel this excellent program
I strongly recommend extended French program be made available at more school sites and the program be available in grade 3 also.This would crate room for more students in the program.My opinion is in view of the fact that Canada is bilingual.In conclusion the program should be runin grades 1,3&5
In my view the need to substain the French Study Program cannot be overemphasied.Kindly seriously consider extending the program at more available sites .It grieves me so much that my younger son was not admitted into the program.Infact I recommend that another entry be made in grade 3.

My daughter is now 8 years old and has not yet been exposed to the French Language. Not enough is being done to ensure all students have the same equal opportunity. Hope this changes soon.
Since this is a bilingual country, it is very important our kids have the opportunity to learn French at grade 1. Our kids would be more competitive and successful in a market that each day is more difficult and challenging. Why take this opportunity off from our children?
I do not anticipate my 3 children enrolling in French immersion, but I would like them to have more to French language study, and to have the the access at an earlier age. Please continue to guard against the "cannibalization" of non-French immersion schools.
A second language is very important for future career opportunities!
I have grave concerns and attempted to type them all but this survey leaves LITTLE room!?! Who do I contact? Pls email me writeMJB@gmail.com. I am a parent who had two kids did FI during elementary and secondary and one entered into the early FI program. PLS ALLOW me a chance to provide more input
I believe that there are benefits of early introduction and that the recommendation being made is only a reflection of the program costs but will not meet the core objective of increasing french language fluency. This is just a cost cutting recommendation.
We support option 4, which provides access to all. If a child is not able to attend the EFI program, or moves and needs to withdraw as a result, they still have the opportunity to learn French at an early age. Early access to all might also reduce the withdrawal percentage.
There is an english and french school boards. French immersion should not be part of the english board. Parents that want french have the choice to send children to french schools.
Why french program dont start at early grade such as grade 1, will be ideally since young age learning process is faster
We have two official languages in this country which our public dollars should go towards in education. Learning the French language is our right and should be accessible and promoted to future generations. Access to these programs should be in a non-competitive manner.
That we not sacrafice learning English for learning French.
I strongly feel this survey was sent with false pretences that parent's opinions matter.The board handled the splitting of the EFI program similarly.The fact that there is very little space to provide my input is case in point.I'm dissapointed again in the HCDSB and question their intentions.
I believe siblings should be given priority over others and if this cannot be accomodated then they should be accepted for cross boundary schools in order to keep siblings together at the same school - this very important to keep families together!
I believe all children that are able should be in a french emersion or core french program from the start of school. The core french program should be changed to start in grade 1. Children need more opportunities available to them at a younger age to prepare them for when they are older.
It is very important that children learn French as a second language it has varios advantages such as: i) they become smarter; ii) they build multitasking skills; iii) they become more perceptive; iv) their decision making skills improve. In addition, children should be fully bilingual on both.
The qualifications & French teaching experience are the upmost concern to me as a parent who has had 2 children in the EFI program. I have noticed a significant difference & less comprehensive instruction when experienced French teachers retired & newer teachers took over as their replacements.
I am a supporter of the continuing access to all children to this extremely important French programme in our schools . it's invaluable to is and our youngsters
It's good to have more than one language
It would be ideal that all students would have the opportunity to participate in French immersion without discrimination when the student requires EA assistance or IEPs

I am French and I want to make sure there are French establishments available for my child. I understand immersion is not for all kids but I think it's very important to all parents that can speak French
As a bilingual country i strongly support the introduction of French as early as grade 1 instead of grade 4. Younger kids absorb languages faster at a younger age.
Early French Immersion is incredibly important to ensure french fluency of our students in our bilingual Canada. I would be very disappointed if this program was not continued and I would very likely remove my 6 children from the board and seek french programs in another board.
It is quite unfair that parents were not informed earlier about phasing out EFI in HCDSB. We vote to keep EFI and make them more available/accessible in catholic schools!
Parents clearly have strong interest and see considerable value in the EFI program. Discontinuation of EFI does not solve the equity / accessibility issues. I feel like there are other ways to offer the program while staying within budget - e.g. computer aided self learning in higher years.
Our son is in grade 4 EFI at St. Peter. We have made significant investments to ensure that he has been successful in both English and French. We hope that the board will take into consideration the children who have already completed several years of EFI by allowing them to continue in the program
No
We hope that you make the extended French class available to more students
Starting French earlier than grade four is more beneficial. Grade 4 is too late!
I would like that Canada as a bilingual country will implement french since early years as is now but also keeping the whole high school where the students will be at least communicate in French .it is very sad Canadian doesn't speak both languages .I think French need more support and be teach all I
If our neighbouring public boards and all the other 22 Catholic boards in the province are all willing to look for solutions and make their program work then the HCDSB should do the same.
There are over 640 children and families in the EFI program that are going to be affected by this decision. I believe the board owes it to them to form an expert panel committee to look for viable solutions.
This is Canada a bilingual country we should be proud of this and find solutions to keep these programs viable? We should stand in solidarity and find solutions to uphold the core languages of our nation. There is so much more at stake than these 5 questions.
The French Sustainability committee that the board put together only met a 3 times in the past few months. This is the effort the HCDSB has put into the program that approx. 640 students are currently apart of.
If the EFI pilot is cancelled my children will continue to be separated at two different schools which is difficult for our family. If the program is cancelled moving forward consideration for accommodation for siblings to attend the same school would be greatly appreciated.
Very few EFI students continue with the Immersion programs offered in our high school, in fact most of our classes in the high schools are filled with students that left the HCDSB in grade 1 to go to the public board to study French Immersion and then come back to HCDSB for immersion in high school.
This is a biased survey. I would hope that our elected trustee would see past the bias of the survey and not base their decision on these poorly formulated questions. The HCDSB needs to be considering phasing out the Extended FI, there has been no return on investment in that program.
No
With a wait list, people truly believe it is inequitable to have the program and then anyone could interpret it as needing to be reduced. T
The younger they are immersed in French the better.
How problematic is poaching from other Boards? Why? With more kids in EFI, have they planned for a lesser need for those kids in the Extended French? Why do hours have to decrease with increasing grade rather than vice versa?

After only 4 years, it's early to determine the success of the EFI program. Give it some more time. I tried typing more questions (e.g., the review committee list is misleading - CPIC isn't parents, staff isn't teachers) so why would such a small cap be placed on the # of characters in this box?
Learning French as a second language establish self esteem for every individual.
Has there been a study on whether extended french (grade 5 entry) is actually more beneficial than core french?
The program benefited our son a lot, both mentally and educationally. We are recommending it to all our friends.
No
Discontinuing EFI is a mistake; among the options offered, none address retention of the language. EFI students receive the 1A score for proficiency at University level; extended-french program typically receive a 1B score. We need to keep EFI in our school board.
No solution offered to deal with supposed enrolment issue. Taking a program away because its not equitable would leave HCDSB 1 of 7 out of 60 school boards without an EFI program which is hardly equitable to our students vs others in Ontario. Only 7% core french complete gr12 fr vs 47% EFI
I would like to see the French progr continue
Have students start French in earlier grades to develop sustainable learning schema and strategies. Evaluate the success of the current EFI program before deciding to shut it down. We are one of only a handful of Boards who have EFI offered to us; please allow our children to stay competitive.
Yes, you have not included solutions to address retention of French to & thru high school; nor have you offered a way to evaluate the current EFI program for its successes. Offering Faith-based EFI makes our kids more equipped for this global world. We need Faith in our gov't & businesses.
I'm concerned about the quality of the English program more than French. I don't believe that the immersion programs do create truly bilingual people and in addition it makes the students less competitive in English.
None
French immersion should in fact be offered but under teacher recommendations students should be able to be pulled from the program.
To gain access to the EF programs, some parents will consider switching their children to the public school system, as EF programs seem to be offered and more accessible in public schools than in Catholic schools.
This program should be continued and receive on going support to ensure its success for the current students. Option 1 at least should be ensured
I expect that the program keep running with more opportunities for future students.
Drop the immersion programs and put the funding to mainstream programming.
I would love to see the french core program extended to other sites and I think it would be so beneficial to start it as early as kindergarten.
French Immersion and Catholic Education are very important to our family but our daughter missed out on EFI because of when we moved to Milton from Quebec. While Extended French is our only emersion option we don't even know if we will get a spot. Extended French should be at each school.
Please - core french in primary grades! Help parents determine earlier if EF grade 5 is a good fit. No to grade 1 immersion. Too hard on English stream
French study should be implemented at Grade 1.
I prefer option 4
Option 2, if not sustainable then Option 4, Option 1 not so good, Option 3 doesn't really make sense with flop flopping

No
French is one of two official languages in Canada. It is disappointing that this is even an option. My children struggle in late immersion and should have had the option of early French immersion within a Catholic school system. I know if they were exposed to French earlier they would be fluent.
To find qualified teachers is very important to expand French education.
I think French should be optional. It stressed me out as a Canadian taking it up until grade 9. I struggled with it and I have never had any practical use for it . Now I am a mother of two and both of my english speaking children living in an english speaking home environment do not enjoy learning f
Agree with committee's recommendation for option #4
I am very concerned that FSL for grade 1 is not available at more sites. This limits the opportunities for parents that cannot afford transportation (time/resources) and gives a great disadvantage to children outside designated sites. Options should be equal to everyone
No at the moment
The EFI program should continue
Thank you for taking amazing cognitive growth that will support our Bilingual country!
I have three children in the EFI Program. I can not determine from the report if the way that they will be instructed, will be changed going forward or if they will be in a grandfathered program. Also, the report has risen my concerns about math. Do children in EFI get less math instruction than peer
What is going to happen with the existing EFI students?
Scenario 4 makes the most sense. More french to more students, core started earlier and transportation savings sounds good to me. Children need 60min of math in English as well as a full lesson in English skills to succeed in high school and beyond and that should be the priority, French is 2nd.
My daughter is in grade 1 and she learnt a lot of french in short duration , it is very important to give the kids chance to learn a second language when they are young
I have read the report and I believe that the last option is by far the best choice. The entire lottery system as well as the ridiculous cost paid for by all parents with kids attending catholic schools is appalling. Every child should have the same opportunity and exposure to French.
As a hometown "Montreal-er" and having most if not ALL of my education from kindergarden to CEGEP in french, I cannot understand why a program that is in such high demand that there are WAITING LISTS to get into, is even considering being cancelled!!!!
Instead of focusing on Early French Immersion, I believe Core French should be taught starting in kindergarten (or at the very least, starting in grade 1).
I strongly believe that French is a crucial requirement in a child's learning. Being bilingual is a valuable asset, the more languages you know the better rounded you will be. I do not believe that disbanding the French Immersion program is a good choice, as evidenced by N. Brunswick
It should be offered at each town that Halton has schools in
Something to consider; How will ESL students or students with language / learning difficulties be supported. Or will they be on specialized programming.
French should be more taught in depth as a subject rather than including subjects in french
It's not a balanced report. Not all stakeholders views were considered. Pilot goals not addressed. Poor leadership.
There should be more focus on French subjects considering we live in Canada, it should be a fun interactive experience at a young age so that children will be more engaged.

Really this is a waste of time and a huge waste of taxpayers dollars.
math in french is not a good idea. I would like to see Scenario 4 the new model implemented where extended french is available at more sites starting in grade 4. Grade 1 is too early to have so many subjects in french.
no
I would focus my recruiting efforts on those that are less qualified however have the potential to meet the minimum qualifications. Consider providing a monetary incentive in order to help fund further education. This can be offered as a condition of continued employment.
French is important but it currently seems that Math, Written English and Science seem to be the core subjects that will influence a child's success in the future. I would be more concerned with the basics in math and english and science being taught at a younger age before French is introduced.
I believe starting french in JK is the key to success.
The public (non- catholic) schools have been successfully running FI programs for a long time now. How are they able to overcome all these challenges? Can we leverage their knowledge on how to run the program? Surely, these challenges are not isolated to catholic schools only.
The early French immersion program should revert back to starting in grade five. This ensures students develop strong literacy skills in one language before learning another.
EFI is not inclusive enough...Option 4 would be wonderful for all! Thanks!
Its all important for the ppl who think its important.
I will suggest to offer French Classes to students that are not enroll in French Emergent Programs. It is extremely important for students to learn French as a second language but if they don't start at an early age and have the interest in learning to have the opportunity to take it at school
Interesting to read. Very informative. I'm leaning towards the third option, but still weighing the options.
My child is not pursuing French. Although the concerns don't apply directly to our family, the responses would reflect assistance to those pursuing the French stream.
delayed extended french was appropriate for our child. would like to see core (verbal) offered earlier. we experienced long bus ride and behaviour concerns - age at grade 5 helped with this. earlier entry in extended french will very likely require increased supervision on buses.
This data should not be used to justify the cancellation of the early french program due to lack of prioritization/resources to support its success. We are losing students to local public schools due to our inability to offer early french immersion, focus instead should be on resource recruitment
offering at least the core French to younger students as in option 4 would allow for a wider breadth of learning and opportunities for more students while still at an age where learning a second language is somewhat easier
I think the new model has distinct advantages over the other three options. I particularly like the fact that equity concerns are addressed and that it gives the children the opportunity to develop a solid foundation for their literary skills before adding the extra burden of learning in a second language
why not learn french in high school as oppose to elementary schools..
not comments. I hope that soon my daughter is in the Early French Immersion (EFI) Pilot Program
We enrolled our son in the French Immersion program with the intention he would be in the program til grade 8 and through high school.
My preference would be for Math and Science to be taught in English and for the students to start in French sooner rather than later.
Yes, I believe this program should have been mandatory in all grades of school, from the implementation of the program, not broke up the way it is.

We could do more
All Burlington programming is curenntly located in North Schools. There is nothing in the FIVE south schools. Because of this inequity, few south schools children will attend a north program. Such a shame.
More diversity in the teaching staff in Halton
Having previously worked for the LDCSB (London) where Core French started in Grade 1, my Grade 4 students with HCDSB are currently learning the same material as Grade 1s are cabable of. Please start Core French in Grade 1!!!
Importance is that every child is exposed to French at an early age. Teachers need to have general knowledge of the language. Something is better than nothing. Make it an elective in High school.
I am very concerned EFL may not be available & am already looking at taking my child out of his school and placing him in public school to ensure he receives French education at an early age.
French should start at the latestes grade one, Grade 4 and later is too late.
The 4h option sounds like the best choice
I personally had been hoping to enroll my daughter in grade 1, however after reading the report the 4th option sounds like the smartest choice out of all of them!
it's a waste of resources. I see writing that would appear to indciate many students do not know how to effectdively and appropriately communicate.lacking knowledge of formats and common social conventions such as wirting a complaint letter, a resume, a condolence letter, thank you note etc.
More sites offering early French immersion are necessary
there is still a lack of resources for these programs
I am concerned about the students currently in the EFL program. If the program is "grandfathered" out, what supports in terms of resources for teachers as well as for students, will be put in place. I foresee the HCDSB giving lip service, but nothing more to those students.
no
It is not clear innthe report how/when and where francophone teachers will be retained.
None
It's important to keep up with the public board....acceptance by address in Grade 1...or this board is going to lose a lot of as students.
FI is a luxury with limited prospects for career success. Struggling students should be in straight English curriculum. FI students should not outnumber English students.
The program my daughter is in which started in Grade 4 missed the boat on early French language skills. They are now learning most subjects in French byt have no basic verb conjugation or vocab skills. The program is not what we hoped for and is not very effective, just confusing to the students.
Interested how French is introduced in all public schools but not in Catholic school and apparently Catholic should be better.
no
Not interested in having French classes available at non-french school.
I feel that too much money and effort is being spent on a very specific, small group of students . Money would be better spent on curriculum and resources for the regular classroom.
the French program should be ofered on the east Noth side of Oakville. Because do to it only being ofered at St. Matthews are schools are loosing many students from our home schools in grade 1 and grade 5.

I think it is extremely important to have early access to the French program especially for younger siblings of students who are already in the program giving them the same opportunity
that there will be not enough spaces available for extended french program for all students who want to follow it. not enough school sites offering the extended french since it will become the only french program in country that speaks both languages.
I think the EFI is an incredible program for the right students. I fear many students in the program would actually benefit from mid immersion programs to resolve any underlying learning/behaviour issues before introducing French.
Early FI is key gives students a better chance for success. Adding subjects like math would confuse a subject that requires strong basic fundamentals, better learned in familiar languages. Please do not dismiss or change this program. commendable.
No
I think the report was well written and thought out. I think the report requires still doesn't completely address retention concerns. While I agree that scenario 4 is the better option, it doesn't address SERT support in French nor does it address the lack of general support. Char limit reached..
I find that the earlier the child is introduced to French language the easier for them to adapt. I have a child who struggled when it was introduced to him when he was in grade 5.
Often students are travelling for more than 45 minutes one way to get to an extended french school. Due to high class numbers often it is difficult for students to get the teacher support needed with the program.
As a society we should consider more math given appalling scores and less focus on French. We have lost all balance in our curriculum.
I hope there will be enough school/class will be offering in the future.
Expansion of EFI is extremely important to me and could help with retaining students who would be more willing to use the HDSB strictly based on access to EFI. I am concerned that HCDSB's decision will be heavily influenced by saving money. EFI expansion seems to meet the needs of community
No
no
I would love my kids to have the opportunity to start french immersion at an earlier age!
My child benefitted from the Extended-level French Gr5-8
No
There has been very little outreach/communication to the parent community by the Board regarding this very important issue. There is no mention of best practices for language acquisition and the importance of the multitude of benefits second language learning delivers.
yes, hope that the early french immersion program continues. children have been very receptive to program and as a parent would want it to be taught at an earlier age. a
Disappointed about the registration process, and the waiting list.
no
There is great value in providing French Immersion. My daughters did it in North Bay until they moved here in grade 10. I know numerous teachers who are qualified to teach and French is their first language but hiring practices of school boards prevents them from being hired..
Although finances are always a concern, I do not feel it should hold the same amount of weight as other factors when deciding to continue this rich and valuable EFI program.

If option number 4 is passed what happens to those students that continue on the EFI program but are classified as the phased out kids. Kids are sponges and are optimal for the EFI program. It is important to keep this program.
A serious concern is the amount of learning. Why is French language so important to learn when the actual learning time for core subjects is not very high - our child is in a non-French emersion school & the time for learning core subjects (math, english, history, science) can't even be met
More spaces should be offered to more kids interested to learn French as a second language. It is very important for our kids future to have French as a second language.
More classes to EFI program to accept all applicant students
Horrified that EFI may be eliminated. Where is the statistical data for the extended french program demand? And how does this preferred scenario 4 compare with the success of other provincial school boards? A grave mistake to pull early french altogether.
Concerns with qualified teaching staff , full accessibility to math and English language, sibling separation
With the growing population students need more school that teaches French.
The criteria above does not show much substance because as a parent who can say "Not at all important" to delivery of program by teachers who are qualifies to teach French as a Second Language to your child!!!!
No
Please make the French teaching more accessible . I grew up in the from the middle
It would be beneficial if French began at the grade one level or earlier.
My Main concern is the support that students will have from teachers, since the parents do not speak French at home.
No
Our children deserve the right to learn the recognized language of their country and their religious beliefs- sadly I can't expand my comments in the minuscule space you have provided for parental feedback, which leads me to assume that you aren't really that interested in parental voice on this
The early French immersion program is vital to the development of second language learners. In order to develop good oral communication skills one must be immersed in the language. In order to develop the correct pronunciation students need daily practise for extended periods of time!
EFI should be offered to all students in Canada. The constitution says we are a bilingual country yet our kids, our people are denied the chance to fully understand and participate in both official languages of this great nation. shame.
I would like a more equitable availability of French for my children instead of just the immersion program
No
In Canada teach Quebecois French NOT Parisian French.
French immersion is lacking compared to public board offerings. We put our younger daughter in the public board so she could begin FI sooner.
I would like to comment on the biased nature of this survey. The questions were clearly designed to elicit a response favourable for the discontinuation of the efi program. This is very disheartening.The efi program should be expanded to meet the demand. This would solve the elitist ridiculous view
No
None at this time
Very important kids learn early and fast

Concerns: quality & experience of program for our daughter currently in Gr.1 EFI if she becomes the last cohort of a program that is no longer supported/desired by the board & the inequity it creates in our home when our younger daughter entering JK in 2017 isn't offered the same opportunity
If course French needs to be taught by a qualified French teacher and no subject should suffer as a result. Canada is bilingual and I would be thrilled if my children could have a conversation in French.
No
Lottery at 12 noon excluded many parents who work
Wow.... that was interesting. Starting French instruction at a young age is very important, in my opinion. If the EFI was closer to my house, I would have enrolled my children. However, I understand the difficulty in finding enough staff to meet the need for additional EFI schools.
Priority for parents & teachers to help & encourage pupils. Schools to invest more resources...teaching aids & qualified teachers. Teachers be proactive through quizzes & tests.
No
The Public School system currently offers immersion at many school sites. This puts the Halton Catholic Board at a competitive disadvantage as parents seeking extended French and French immersion are forced to leave the Catholic system to meet the needs of their children.
My daughter loves extended French program
I would like to see this available to more students. If they would like to participate it would be nice to accommodate. The catholic board could lose students to other schools if French is available.
No
My concern is the number of spots are available for students that really want to learn French
No.
The EFI program is so important to me, that I would consider public board over catholic if not able to access EFI due to limited numbers.
It is a valuable program but it is still a privilege. I would not compromise funding in another area to provide transportation.
Early entrance to the French program is integral to the comprehension and practical use of the language. I would hope with the high retention rates of students along with the overall demand in Milton specifically, the pilot will eventually see an increase in regular funding.
Yes, I have many comments and concerns to address, but there is not enough room in this box to write them.
As Canada is bilingual country French should be consider as English language, mandatory in all schools from the beginning of the schooling, kindergarten.
Keep up the good work, please make extended French available at more school sites.
Given that Canada is a bilingual country both English and French should be a mandatory part of the program from jk-high school
In my opinion all the options presented seem to have concerns. however option 2 where EFI is expanded would be more realistic. In Oakville, since we are presently rationalizing school accommodation, I think this approach could work better..
The French is very important for the child
French is a great subject to offer students as an option. It is not for every student. Not all students are able to manage French Immersion and it should be treated as such.
By keeping the FSL program, it will help to prepare for future French teachers, so keep it up!!!

I am concerned about hiring enough qualified and quality French teachers to sustain any scenario that the Board decides upon.
I completed the surgery earlier but my comment got cut off. I strongly believe that Halton Catholic should continue to offer the EFI program beginning on Grade one. As parents we want to raise our children in the Catholic system; however, I also believe EFI opportunities should be available!!
Special Education support must be offered to ALL students if they are struggling in EFI in grades one and two before demitting them from the program.
I definitely think that EFI should continue to be offered in the Halton Catholic District School Board. The public board in Halton offers FI starting in Grade 2 and I think the same opportunities
The number of spots should be increased. The board should find a way to make the program accessible for at least three times of what it's currently offered
None of this matters if the teacher doesnt want to help the children that need extra support. Its all a waste of everyones time.
French is our country's second language and it is important that our children can speak it fluently. More school sites should offer EFI as well as extended french. Students in other school boards have a much easier opportunity to gain access to such programs.
Students who are willing to accept the challenge of the extended french program should only consider enrolling.
No
The second language is really importante for New generation
Language is best learned between the years of 0-6 and I am concerned that we are missing this critical period if we delay French language studies past these years. I was hoping that as educators the board would follow findings from child development research and begin French in JK as other boards do
I am concerned about students who start at grade 2 and doing 100% french - whether they wil adjust well and if they will fall back in their English language.
We feel that as French is our second language we need to encourage it's sustainability and growth amongst our children.
no
We are very happy that you implemented the Extended French as an option.
No
Very happy with the opportunity to have my daughter on the FU program
All kids in all the schools of our board should be able to start french at least in Gr 2. Studies show that younger brains can adapt and learn other languages much faster.
Wished it started in grade 1 for everyone child like Public Board
I know that my daughter has really benefited from the program and LOVES learning French. She has been catching on very quickly and I think that is mainly because she is learning it at such a young age. The younger you are, the better you learn a second language and that is invaluable for their fut
If students are struggling in French they should withdraw from the program and attend English language classes.
all frenxh teachers need to be fluent in french
Given that French teachers are all deployed and few supply teachers are available and qualified in French perhaps delaying the entry is better. Students with difficulties in EFI should be advised to drop rather than using board money and resources to support them.they will likely struggle in all gr

On the sake of our kids please don't phase off the EFI ours kids will have no choice other than the public system which we were against them. Thanks and please listen to a lost parent that don't know what to do with her two kids one already G4 EFI and the second SK was planning to apply next year.
Offering core french at an earlier grade is an ideal state...the ability to offer the opportunity to more students is better in my opinion.
I feel French should not be pushed so much I have a child that struggles and to add another language would push him back further
French should be taught starting at a very early grade not from grade five because some will find it difficult to learn.
Our daughter is currently in EFI in Grade 2. We wanted our son, who is currently 3 to have the same opportunity, and are very disappointed that that may not be the case. We truly hope you can find a way to keep the EFI program going.
N/a
I am eager to place my child in a French immersion program. Concerned there may not be enough schools that offers it.
No
Is it possible that if there are more than 24 students in one school that are interested to attend the EFI, the EFI will be offered to that school instead of offering only in St. Benedict? And is it possible if the child have siblings, can their siblings also attend the same school?
French Language Instruction of all types must continue to be taught at all grade levels.
Core french ideally would begin in grade 1. Montessori starts french in pre-k and it is well received by the kids. Starting french in grade 4 is ridiculous in my opinion.
I think the catholic board should look at what the public board is offering as we are losing students due to the lack of a good French program
If the early immersion program was available at more schools more parents would be trying to get in. A lot of parents I have spoken to want their child to start in grade 1
Core French should be starting in Grade One like York Catholic does. Junior grades are too late for this, tons of studies back up second language learning should begin at an early age.
i do have very important comments which is about the registartion in the French program , i beleive each child should have the oppurtuinity to have the chance of learining the second launguge and your limited spaces is not allowing all children to do so ,
I strongly believe kids to have access in grade 1 in French Immersion Program, not in a draw or first sign in but in the desire to learn a language and parents are willing to help them and offer support. Is important for parents to understand that French I is a harder program then just English p
It is very important for every kid in Canada to have both languages English and French
My oldest child who is now in grade seven really enjoys the extended French program. It has been a pleasure to watch her improve her French skills every year. This program should be available to all students who want to participate. The lottery system excludes students that could benefit from progr
I'd like to give thanks to the extended french program because it has allowed me to watch my daughter grow and learn in a french environment. That experience is absolutely incredible, not only for me, but also for my daughter, who I know now has a bright future ahead of her.
Looks like in Milton there is not enough to meet demand. It would make sense then to continue with the program and expand it. I try to read to my young daughter french books but would need help to get her to learn.
It seems like a real shortage of French teachers. I want the BEST teachers for my daughter who is currently in EFI and for my son who will most likely be in core French.
Also for children who struggle greatly with French incl. those with an IEP to either get extra time and help w/ French or offered exemption on an Individual basis.

The program should start in kindergarten and students should be given the chance to try the program regardless of their academic background.
It is essential that french is provided to our kids at a young age. We are a bilingual country and our kids need to be given the opportunity to work towards being bilingual. The schools need to provide this opportunity to our kids and parents shouldnt have to pay for french classes outside of scho
Academically the EFI program has been successful among children participating in it. It is really beneficial they get expose to the language as earlier as possible. Children probe the benefot from it and assimilated the language easier and more naturally. It is a worth educational gift for children
keep the good work
I did not put my children in French programing through school. This is a nice to have, but not a reguirement. If the school board were to focus on anything is should be the core subjects of English and Math. Canadian French does not relate to a global environment, but math does.
I'm not overly concerned with the French Study, but more concerned about Teacher to Student Ratio that affects the learning at an early age.
no
French should be taught from JK. French is as impor5ant as English in many career paths
limited education money could be better spent on other areas rather than french instruction in Ontario
not enough schools in the Burlington area with french immersion grade 1 entry
should consider the financial impact to parents having to manage before and after care of students outside regular school zone. Different start and end times of siblings in different schools so inability to use siblings to walk to school/bus. inability to enroll younger siblings in same school.
French needs to be seen as an important subject by all involved to ensure students do the best of their ability
make the survey or any other information about the program available in French as well.
I would love my child to learn French however we are not French speaking parents, would this be a problem for my child's learning?
Can the board sustain a well balanced french program given a shortage of qualified teachers
no
We really need more french immersion in our local schools
We are happy to have the opportunity for our daughter to be bilingual
No
We have no interest to start at the grade 5 level, it is our opinion it must start at grade one.
As a tax payers the EFI program should be provide to everyone and NOT limited to the lottery system. This program should start in grade 1, NOT in grade 5, which results and struggles are different
I fully agree with scenario 4
Love the program. Doing a good job and needs to contine for our children. Need qualified teachers for kids to learn.
Please continue the EFI program. Is there any way to phase out the extended French program and continue and expand the EFI program?

With an already low number of qualified and competent French teachers available I am concerned about the sustainability of both the regular stream French and beyond - students are entering high school with French deficits due to under-qualified teachers.
I would love to see the availability of classes increase especially in Milton. The demand is huge and the application process is very stressful for parents.
It doesn't work
The EFI program should continue the way it is, or even more it should be extended to all the Catholic schools, starting in grade One. It is a real struggle for the students to start a new language in grade 5.
There should be a Core French program that includes all grades and all students, there is not enough space for students wanting to enroll in any of the immersion programs and the actual core program is not sufficient for a regular student.
None
The EFI program has not been given enough time to be shut down already. It is a highly sought-after program. I intend to put both my children through EFI. I hope we have the opportunity.
The transition from 2 years play-based learning to a traditional structured environment is challenging enough but to allow children with very little exposure to French to enter into French immersion seems counterintuitive to fostering a love of learning a strong foundation of learning core skills.
I agree with model #4
This is an incredible opportunity for a student who might not have been ready earlier to study in a second language, to lose this would be a terrible shame.
I think it should remain available, we have the full intention of putting our children in that stream
Yes I believe that EFI should not be done until grade 2. Grade 1 is not early for parents to decide if EFI is the correct fit for their child.
It would be great to offer French immersion at more schools
Please keep the French program, do not take the board recommendation to cancel it. At the very least keep the status quo, ideally the program would be expanded to more schools
I think it is critical for the success of the program that it starts in grade 1 and not grade 5. I have a daughter who has started this year in French immersion in grade 5 and it is impossible. She will be dropping out of the program. The expectations to already speak French are not reasonable.
It is a shame we have such a poor French problem. It has been proved that kids that speak 2 or more languages excel in life.
I work hard to get my child in program, she should continue until complete grade 8 and we will see to have them change in the middle of the 8 years program seems ridiculous. I just hope that there are enough qualified teachers in French to continue with the program
Everything possible must be done to keep FSL sustainable at every level.
Being Canada a bilingual country, French is not given enough weight and importance in the Ontario Curriculum. Every Canadian should be bilingual.
No
It is important to ensure there are qualified teachers providing the programs and equal access for all students in HCDSB. Valuable resources should not be spent supporting learners struggling in an extended French or FI program.
I think it's a shame that if French immersion is cancelled, parents will need to choose between their children learning in faith and learning French in early immersion.
Have more qualified French teachers in order to offer a great program. Have qualified supply teachers in place in the event of teacher absences.

I can't stress enough how much of a difference it makes when a child starts extended french in grade 1 as opposed to grade 5. I have has two children start extended french at grade 5 and found it a struggle where as my daughter who syatted started in grade 1 found it very easy.
The issue of French sustainabilty is far more complex that these survey questions allow feedback for. If course all of these issues are very important but it is not sufficient to say that since we can provide each we should end French language instruction. The board needs to find solutions to mainta
Several concerns, what does this mean for students currently enrolled if program is to be phased out and why were transportation costs not considered at its inception to name a few.
Only concern is that we keep wasting money on this useless language. Learn Spanish or Chinese
I have a child in both in French Immersion and one in extended French. I can see the benefits of both. When my son started in grade 5 he needed a challenge and we already knew what kind of a student he was. My daughter in grade one last year could read but we didn't know what kind of a student sh
Have you thought of dropping Early French Immersion altogether and starting Core French in Grade 1 for 40 minutes a day. This would prepare students well for entry in Extended French in Grades 4 or 5.
No at his time
No
I'd like French to start in grade 1 at all schools
A urgent need to focused on starting the Students as early as possible (preferably at Kindergarden) as that is proven as the most improtant factor in sucess at French immersion.
This is like school uniforms, a complete waste of time. Let's focus on teaching the children English first. In reality, how many children continue on with French in grade ten. Also, is what is learned up to grade nine really going to help in life. help
More french classes should be provided at a younger age for parents who would like their children to speak, read and write in french.
The extended french program is a very important program to us. I have 2 children in high school whom are doing amazing in french and 1 chikd in grade 5 in the program as well. They all love it and feel it is important to their futures as well. Please keep the program going!
I have a Tutor for my child as there is no French Emmersion program at St. Timothy's
I'm extremely concerned to read that grade one French may NOT be available for my SK daughter come September 2017
I don't believe grade 1 start of french immersion is appropriate. I think it should start at a grade where the student is old enough to make the decision and I don't feel that a 6 year old has that capacity. (even in gifted children). If the student really wants to learn the language, they will.
I do believe that starting core French in Grade 1 is extremely beneficial for children. The are more likely to be fluent in French when they start learning it as early as possible.
Personally I would like to see more schools offering the EFI program
Hopes that still csn be expanded into other schools soon in hoped that our children have a chance. As a full blooded acadian was not taught or encouraged as a child as at the time parenta who were french first did not think it was important
Teachers should be able to speak proper French.
if you can't expand immersion programs to every school beginning in grade 1 or 2. Then atleast give French instruction starting in grade 1. Especially in schools without immersion. Otherwise we feel like our kids are disadvantaged because no instruction until grade 4

What exactly is going to be the state of the EFI program for the children that choose to remain? Recycled teachers were mentioned. What about resources? Cut, added, limited? How does HCDS intend to ensure that these kids are not an afterthought? Because it sounds like they will be?
None
French should be made available at more Catholic schools
The french program starting grade 1 is excellent program that should continue
Assessing children prior to entering the EFI might be beneficial.
We had 2 of our kids in French at KG and grade 1. It was taught by French teachers (first language) but we pulled both kids out after 1 and 2 years in the program. It was detrimental to their development at this age and these skills will not be needed down the road as they eventually graduate in 15y
I feel that the French program should be offered at more schools. I just moved to Milton from Mississauga and already up rooted my child from one school to another. That alone was a huge change for her. If the program was offered at Our Lady Fatima I would enroll my child.
Wish all students began French in grade one
French needs to accessible to all interested.
Need better qualified instructors to teach French
I wish extended French was offered at our school St. JOAN OF ARC
this is a great learning opportunity for students. I highly support its continuation.
French is our second language . Learning new languages such as french are vital to be taught very early on at least grade one to help students have a better grasp of the language. This opportunity should be given to our children early on to help them appreciate the language and know it well
No
I am against more bussing and breaking kids off just for french imersion. Keep schools intact, keep kids walking to schools and if french immersion is the way the board wants to go they should charge for bussing as it is a waste of resources to bus kids when they could otherwise walk to school.
French immersion is needed for our children
I agree with the study's findings and remove the French Immersion programs (I know 8 children who have started and have all dropped it early) with French classes starting at an earlier age (my daughter was learning basic French in Pre Kindergarten Montessori while also developing English as a ESL).
Any at all, very clear
French Immersion is started to young. Studentst need stronger fundamentals in their native language.
I believe that French should be started at an earlier age and at all schools.
I feel based on my experience, the earlier children are exposed to a secondary language for greater periods of time throughout the day, the quicker they are able to pick it up, retain and use what they are learning.
We enrolled our child in St Brigid's in Kindergarten with the expectation of moving forward into the EFI program, so they could maintain some of the same friends/peers.
We really hope that EFI will continue to be offered as 2017 is the year our son was to start. We have been extremely stressed out since reading the recommendation to discontinue EFI. What are our options now? Public School?

yes - we are a bilingual country. Stop wasting money on fake stone walls and floor to ceiling windows and I don't know how to buy MATERIALS to TEACH and hire qualified teachers!!
no.
I love this program for my kids
I find it shocking that this is how the Board shares plans of eliminating a program that my child is enrolled in, why as a parent was I not consulted? The board should consult with the parents before they plan on vote or make a decision on this. Please delay the vote and collaborate with Parents!
My child is thriving in the EFI program. My concern if you fade out the program is for all the children that are currently enrolled in the program and how they will transition within all the new changes. These children are not lab rats who are tested and then tossed to the side.
If some of the things were offered, I would be more inclined to start my child in the EFI program. But I'm deterred from this decision because it would be out of my way and not interested in bringing 2 kids to 2 different schools due to age difference.
We are very disappointed that the Early French Immersion program is likely to be removed, instead of being spread to more Catholic schools. Children will benefit in the long term with the early exposure to both languages. Please consider this more carefully.
Yes I feel the program truly segregates students starting in Grade 4. The English kids are separate in all capacities from French they don't even play at recess. I feel the French immersion should all be at a separate school ie Sacre coeur in Georgetown which is underpopulated. St. Brigid is absolute
Would like to see the program extended to more schools (Burlington - St. Anne's)
French should not be optional. It's best to start French in Kindergarten.
Provide French program in more schools in Oakville, please
Introducing French immersion at a grade 5 level should be abolished! It is merely a peer pressure decision with unsuccessful continued interest in low percentages in continuing French immersion into secondary school!!
No
I Really Hope EFI will continue to be offered for 2017 start. If not, I will consider sending my child to a different school board.
We must supply opportunities to learn French language as French is a second language in Canada and it may help in future job opportunities for them.
Learn French is very good for our kids future: take it seriously! Start immediately!
Since my child is in the French program, we are satisfied with the status quo. Our concern is that any change to the program will reduce the amount of French minutes my child currently has.
It is easy to learn a language at early age since and built vocabulary and complexity as kids acquire more knowledge on native language. My son has enjoyed French since grade one and has been his favorite subject. I feel that learning French at early age gives them the opportunity to be more Canadian
Learning a second language is crucial to our children's brain development and must be offered starting in grade 1 as core program. Kids need to be challenged. Way too much time watching movies & bringing in electronics
FL teacher calibre is of very high importance; math instruction in French is highly undesirable; the FI program should be regarded, promoted and protected as an investment in human capital, not as an elitist advantage
Being a bilingual parent, I am fully aware of the value of early exposure for language learning. Therefore, providing equal access to French language learning is very important to my family.
Canada is a bilingual country. French is as important as English and should be an option for students

No, I do feel though that our children should absolutely have the option of becoming bilingual as we are a bilingual province. I feel this is essential and support our board in making French an option. In European countries it's common to have a number of languages.
I feel that it is important to recognize that parents are using entering their students into the efi program not necessarily to learn French but for the additional academic challenge perceived within the program. Extra French is of no interest in this case as it does not address this
Re: transp expense, if you want your child in EFI, should be prepared to drive your child to school. Re: teachers. There MUST be ample qualified teachers available. I know SO many teachers that cannot find work.
I am very concerned that EFI (Gr 1) entry may not happen for the year that my son is to enter Grade 1. We have been waiting for this for 5 years and now that my child is of age, it appears it is being eliminated. Had I known earlier, I would have sent my son to Ecole Sacre Coeur. I am very upset.
My son is in grade 3 and can have a conversation with my neighbour who is French fluently! he loves it and is very proud!!!! PLEASE DONT TAKE THAT AWAY FROM HIM!!!!!!
Plans to retain / engage more francophone staff need more alternatives / thought.
Students struggling with EFI should transfer to the regular program. I do not feel that extensive extra support should be provided by the board for students who struggle with FI.
My concern is to have only learned about this study after the report with the recommendation is done. This is NOT consultation. I wish the board had reached out to the community prior to getting to conclusions.
Starting Core French at an earlier grade is very important for fostering a love for learning a second language.
My experience with French education started in grade 4 and completed in grade 9. It did not help me as my French is still poor. Some students struggle with other courses, I would prefer to see them succeed in something that will affect their highschool and future.
please continue french program. I have 2 children currently enrolled and want yo be to send mg son. they live the program and we feel that results eill improve with time. this is so imporyant to our family.
no
Early French Immersion should be available at more school sites. HCDSB risks losing students enrolment as parents are forced, unfortunately, to decide between a better bilingual education or Catholicism.
I think the children could be expose to French from jk-5. Then when children are older a more informed decision can be made about switching to French Emersion in grade 5
My only comment would be about how teachers are "qualified" for teaching French. I have a tutor for my son, who has her masters in education and grew up in Quebec. French is her primary laanguage but she is unable to teach in French since she did not get her qualification to teach french.
Were there representatives from EFI parents? If there are, why wasn't there a survey sent out to all EFI parents to seek their input? By phasing out EFI, the board will no longer be invested in this minority group of students.
Canada is French bilingual, I can not imagine our children live without the Early French immersion (grade 1 entry), i am expecting my children go to school every day picking up/learn French. It should be every parent 's wish.
why isn't there room for additional scenarios to be suggested by parents? Why only the 4?
Yes I don't agree with any of them. It doesn't address anything positive with the EFI program.
I am offended by the insinuation that I have chosen EFI for my children to segregate them from children with learning challenges. That is not the case. I belive early French language instruction provides the best oppotunity for learning and retention and that is the only reason I chose EFI.
I have chosen EFI for my children because I believe early French language instruction is important. Selecting very important for item 4 implies that I support scenario 4. I do believe starting French instruction at an earlier grade is important, but would prefer to have that in the form of EFI.

This questionnaire seems skewed to gather responses in support of scenario 4 rather than gathering data to help determine the best French language instruction possibilities. Parent input may lead to the realization of other options besides the 4 already put forth.
Early French immersion provides the best French language learning opportunity. If EFI is phased out I support starting Core French at an earlier grade, but I would choose Early French Immersion over earlier Core French. Only if EFI is phased out would I support Extended French at more school sites.
We hope that Holy Rosary School starts EFI
I believe it is important to start learning French at the earliest possible age (suggest JK/SK). I am against Option 4 in the report as it pushes the entry level back two years (Grade 1 to Grade 3). Overall I think parents are looking for better education experience and smaller class sizes.
Needs more school that offer French Emersion
we are very happy with the current model. Additional sites to should be added to meet the request of the community
I think having French immersion at one school is better than no school. Please
I strongly believe we should keep the current EFI sites as well as adding a second site in Burlington and Oakville.
Wish french immersion was available at St Anne's school in Alton Village
I am concerned that the board was a little short sighted when pilot program of EFI began in 2013 and now is opting to phase program out before giving it a full chance to develop or measure its success. There is an obvious demand for the program , perhaps consider offering at more than one site.
i hope the french language they start grade 1
EFI programs are vital to the development of language proficiency. The later the programs begin the harder it is to develop proper pronunciation and be fluent. In order to acquire and be proficient in a language, one must be immersed in it at length each and every day!
This program is highly important. As Roman Catholic Canadians we should not have to choose whether our children are educated in faith OR in our country's 2 languages. Our daughter has developed exceptionally while in this program. She is the happiest and most fulfilled she has been within a school
my understanding of the efi program is that is to be available to all that is interested instead it seems like an exclusive program for the few lucky who get on the list
my twins are in SK and I am hoping there will be enough room for them in EFI. if there is such a waiting list, this should tell the board something. more french is desired. we are a bilingual country. french should be mandatory.
i do not recommend phasing out EFI. My daughter was lucky to get into the extended french program but has a long drive. we live in a country that is bilingual. french should be offered as early as possible to ensure our children have the languages to work in their country.
Hopefully we can have more catholic schools that offer early French for grade one in Oakville
The importance of bilingualism in Canada should be advertised to all parents and students.
Very much would like to see more opportunities within schools for early French immersion
A major concern is staffing - My child (now in grade 8 Extended French) has first hand experience of ongoing staffing issues: Retirement, contract positions, resignations to move to new schools and maternity leave mid-way through the year has a highly negative impact on continuity / learning.
The high demand for EFI means the program must expand not be phased out!
Canadian Parents for French can help advocate for the continuation of early French Immersion. It's unfortunate that our Board is taking a step backwards instead of forwards

Yes - the Board cannot consider space both an unnecessary cost when school consolidation is on the agenda, and as a constraint when offering EFI or EF programs; the Board needs to have a consistent and comprehensive vision with academic achievement being the primary focus.
I fully support your recommendation of scenario 4. It addresses all of the criteria of having quality staff and greater accessibility for all students to French programs. It also allows for a strong English foundation for all students and more time for math instruction in English.
FI program should stay at the Gr1 entry point for better overall & transitional comprehension of the language. This will have less impact in graded subject matter in Gr5. Meaning it's hard to learn both a language & a subject at the same time; one will suffer. Keep intro at Gr1 when more conversational
My Daughter was not able to attend French because it was not available close to us. She is in Highschool and still trying. I hope she continues. If there was transportation and if there were more options for French I believe the outcome would be a greater number of bilingual youngsters
The Report is comprehensive and very helpful. French as Canada's Second Official Language is very important.
A strong EFI program is important to us. Our son is in SK at St. Anthony of Padua & we are going to switch schools next year because there is no EFI program, and the closest school with an EFI program in our zone is part of HDSB. French is an essential asset in the workplace. Please prioritize EFI !!!
I WOULD LIKE TO KNOW HOW QUICKLY WE'LL KNOW ABOUT THE DECISION. WILL THE DECISION BE TAKEN AFTER THE END OF THIS YEAR OR TERM??
I really encourage Early French Immersion to continue, starting in grade 1. I feel strongly about this, to the point we would switch school boards if not afforded.
Please have French Immersion at St. Andrew!!
The program is still not being offered in all the schools
I think it will be awesome if we have French 😊. Looking forward to it!!!
We would really like to see more schools offer the same opportunity for children to learn French. It is our official language. It is quite disappointing when registration is a raffle of who gets to take French - stressful for parents and unfortunate for some children.
More children should have the opportunity to participate in this program.
We would like to contribute to keep the program running in Halton under the Catholic education system.
I would like to see the search for FI teachers broadened.
French immersion needs to start at an early stage for students to be able to adjust properly. Starting at a later stage is not conducive.
I registered my daughter in the Catholic Board, with plans to apply for French Immersion. It is not okay to change the system for those who are already registered. Any changes that are done should only apply to those entering the school board next year, not to those already registered.
EFI needs to be offered in more locations - Option 2
French is critical - and learning it well in the diverse world we live in is very important.
The EFI program is an important program, Canada is a bilingual country and our children should be given that opportunity. This survey was completely biased to cater to the findings in your study and I was actually hesitant to complete it. Please obtain actual feedback from parents and kids that live in the program.
I would highly recommend for all schools to teach kids French to the level that they would be very competent in each and every field of life, to get more opportunities for a bright future.

After reading this survey I see you are trying to get the easy way out instead of trying to make this program a success, Also this box is not big enough for my full comments and alot of information on the study is untrue. If you read other studies you will find that student in french immersion excel
I agree with later start allowing English development as a priority in primary grades
Extensive French learning should start in Grade 1 on mandatory basis - this will set up kids for success in our bilingual country. I am dissappointed that it's not done at all schools and that my kid doesn't have access to French in grade 1. Introducing new language to kids at an early stage is very important
I don't believe that they are in a suitable position to learn a new language at grade 1. Please leave them alone.
I would recommend FI for High school as well
What happens to my child who is already enrolled in the EFI program if you go with a different option.
It is important to start children earlier in French as part of language speak generally in Canada as a whole in school it help on the future
No
Scenario #1 is not a viable solution. The others are based on Board priorities
My daughter loves French and would really be amazing if given a chance to do more French at the same school.
After reading the report, it seems that Scenario 4 is already recommended. I would like to understand how the students will feel adding a new language at Grade 3 when they have already established their mindset about their studies rather than Grade 1 where they are more open to learning?
There are several concerns, please provide and alternate mechanism of submitting the feedback. You can send it to cmtalosi@hotmail.com. This text box is not big enough.
I have several concerns, however this text box is not big enough to allow me to paste in my answer. I will be sending my concerns directly to the board and would be happy to provide details via another medium if it is available
Sibling separation and transportation issues will no be solved. Still, the program benefits the families that live close to the selected schools. I have two kids and cannot have them separated.
French programs are key to sustain bilingualism in Canada as part of our culture and identity.
I do not believe that core french needs to be forced on children in grades 5-8. If parents/children want to learn French, the should have option, not forced.
EFI program should continue, transportation cost shouldn't be a reason to cancel, Earlier in French means success
My son attends to St-Peters and due to French Emerson not available
The main pain point I find is the lack of staff. For your specific issues why not try undergrads from Teachers College who are learning to teach French and use them as a resource. They can be supervised by fulltime staff and be deployed to teach students
If math and science are taught in French it's a problem for post-secondary. I prefer EF
I am heartened to hear it is a concern to the board to see parents using the program to segregate children from the rest of the community and are looking for a way to lesson that elitist perception/behavior.
The balance between French and English are very important to us. Allowing the children to have more time with English at grade 1-2 and the start core French at grade 3 is a very good option. This will give more sites to have access and parents do not need to fright over the early EFI
As long as students have a mastery of the English language I believe this would be a great opportunity.

The EFI students definitely lack the English supports. For example St. Peter's has reading clubs for struggling students in the English stream but it seems EFI students are not offered the same support. I think option 4 is best scenario so the initial building blocks and Phonic's are solid first.
French is offered way too late in the education process. We do not celebrate or introduce Canada's french culture enough. The introduction of french songs or everyday phrases every now and again enables children to excel at language comprehension later on in their education.
I feel that French studies are very important in our school houses. I speak french frequently for business and have begun to teach it to my children. I appreciate the chance to support this and hope to see it taught in our schools in lower grades sooner then later
I think finding quality teachers is most important and most difficult
I would like qualified french teachers to teach kids one period a day of french
Children with learning disabilities should be made exempt from French when they are struggling with learning how to read and write English. Further support should be given to those on IEPs to concentrate more on English and not the French language. This only demoralizes & saddens kids w IEPs
Excelent program
I believe Math should be taught in English. It is a critical subject where concepts carry forward year over year.
There should be more openings available to students, parents should not have to wait to see if their child is the one accepted from the lottery pool of applicants. French as a second language is extremely important to me as a Canadian and our education system is one of the best ways to deliver that
We would love to have French implemented in the Halton Catholic School system earlier. Our daughter is in Grade 3 at St Andrew & hope she can start learning French in Grade 3!
With such high demand, and the fact that the program registration is full within 3 minutes of when the online registration process started, does it not make sense to try to match the availability with the demand?
As bus transportation is used more of a means of daycare, perhaps providing more flexible before and after care would eliminate the need foe the school buses. Early French immersion at more schools would be ideal, such as st elizabeth seton
I highly question the function of this committee. All studies consistently indicate early learning of a second language is always the most effective-never detrimental.
French needs to start earlier and students and parents need to be encouraged to enroll in the etended French program. Not enough encouragement, more drench teachers are needed. It is not healthy for kids to have these French teachers for three years. It hampers their success.
More schools to offer this program and the earlier the better
Taking away EFI program will be one step closer to the end of Catholic education in Halton - competitive programs are needed.HDSB doesn't limit enrolment - other children in the family can eventually participate so a better option?Why is it either EFI or starting core earlier? Do both?
Making sure that the french teachers are qualified to fit the program
Please keep EFI program. Our children must be bilingual to praerve the two languages as Canadians. Thx
There should be many classes available according to how many students apply for the program. As it is unfair that there is a draw to see who can get into the program or not. Very disappointed in the system as you arr not going to only allow kids to get a spot to be educated while the others are not
Offer program in more schools

I don't think that the lottery system for registering a child makes the system equitable for everyone. On top of that siblings could end up on different schools as there is no guarantee that the sibling will be also accepted in the program. I agree with the results presented in the study.
Option 4 is the best option. However, I have heard of parents (who can send their children to catholic schools) choosing to send their children to th public school because they want early French immersion. Option 4 may not combat this 'leaking ' as the halton public board offers EFI in grade 2
None
Very happy with the Program. Thank you for doing your best and keep supporting excellence among our kids
Scenario 4 makes the most sense to me.
FSL Core should start earlier; teacher's recommendations should be requested by board prior to accepting students in FI; some parents use it as an outlet to avoid IEPs for their child so when these kids enroll they have no support
Learning a second language is essentiel. Early French Immersion in Quebec is very successful. See model 80 to 100 percent French for kindergarten grade 1 and 2. English starts in grade 3.
Mt son is very happy in the program now and we think it is great opportunity for our kids to learn more than one national language. My family really want my second child be able to enrolled in EFI program and have same opportunity too next year.
It was too long to read.
Yes, I would like my two children grade 2 & 3 to have access to French class everyday. It should be available to all students at every school in every grade, just like gym class. There should also be French as it is one of national languages in Canada.
st.luke catholic school is losing students because they are going to James w hill for french immersion
Not in support.
I am hearing that it is becoming more and more difficult to acquire qualified French teachers and I would much rather see these qualified teachers teaching older students French then having an early french immersion program.
I have two children in the EFI program, keep EFI, its important to start early.Program is popular,expand it! And buses are not that widely used, dont use that as savings for changes!
French program is very important we are in a country that the first two languages are English and French.
My son loved this program and I'm upset that my daughter who was suppose to start next year will not get the opportunity. A lot of parents are talking about switching to the public school board now so Sacred Heart may see a significant dip in their numbers.
I agree with scenario 4. I don't understand the need of doing 30 minutes daily of religion. Let's just say that in Italy, one of the most catholic country in the world, students have only 1 hour a week of religion. So maybe reduce religion, increase English Language and teach math only in english.
I don't think there are enough French opportunities at all. Even in core French, they don't start until grade 4 and I think that is too late. There is no real reason why simple vocab and verbs can't be introduced in Grade 2, at the least.
Teaching French is useless if it does not lead pupils to really be able to start simple conversations. Either it gets*substantially* improved or it has to be removed from the curriculum. None of my English-speaking friends can say anything in French. What's the use of it all if no one recalls it?
Option 4 seems the best option for the largest number of families
An early start to learning an additional language always is a window open to the future! And the kids are the future.
none

Take the funds that are being allocated to French to support special education students with learning disabilities. An area that HCSB needs much improvement in.
I would send my child to French immersion if available in south burlington
no
Living in Ontario -I do not see the need for French in school , but respect taht it is part of the constitution. We do not speak French at home and are limited in our ability to help our children with learning to read or speak French.
I hope that EFI is a program that remains with our board. We are already loosing a lot of kids in grade one to the public board as they don't have a cap for EFI.
I have a grave concern that the study did not deal with one very core element - the quality of French being taught, although someone addressed in the qualification of teachers. As both parents speak french, I can submit with authority there were large gaps in the quality of French being taught.
It is my opinion that core french should be taught from grade 1 -8, with entry points into the immersion program at grades 1 and 4.
My eldest started FI in grade 5 and my youngest started EFI in grade 1 and I can confirm that earlier start (i.e. grade 1) is much more advantageous and truly beneficial. The elder is graduating this year and moving back to English Academic since French distances him from grades he wishes for.
I would like to see St. Gabriel introduce French earlier than gr 5 but I will want both kids to take advantage of it when they get to Gr 5 in a few years
The report was written to ensure the EFI program does not continue. There are no positives listed. That this pilot project was started without considering the problems outlined in the report makes we question the leadership of HCDSB.
Scenario 2 is the best choice , introducing french early is very important
The report didn't identify the reason why the board most offer 2 classes in the same school. Maintaining the 8 classes but at 8 schools would provide transportation and equity improvement benefits.
Create french conversation club in schools during lunch or after schools
I feel very strongly about french being offered to our young students, as they grow it is important to deliver familiarity to train their sponge brains. It can only benefit children, not hinder
None
n/a
How can know if your child has an aptitude or interest for French if there is not expose prior to enrolling in an EFI. Would like to see core French earlier and Extended French expanded, so more French for more students.
I hope that EFI will continue to be avail at Gr 1. We've been waiting 6 years for this, else I would have placed my child in Ecole Sacre Coeur.
French is nice to have however future skills needed for Canadians are digital innovation. I am not sure we need to allocate more funds to French and should consider funding other programs.
French should be introduced in FDK like in other school boards.
There is a bias in this survey towards core french. Who developed this survey and for what purpose?
I would love to see core french language instruction start at an earlier grade, by Grade 3 ideally. My Grade 2 child already expresses interest in learning french and has begun working on this at home; however, professional instruction would be ideal.
I think early French should be offered at more schools to give all students the opportunity and not have to leave their home school.

I'm just happy to notice that your interest is to keep the French Immersion program. It's a must to have french knowledge in canada. it's not offered any more in the "saturdays ESL programs" so going to private schools for french is expensive
I am deeply concerned that the pilot program may be phased out. At the very least I hope that the program remain as is (status quo) but my real hope is thta its expanded.
I am concerned that EFI teachers are being hired solely for their qualifications and not for their skill as teachers. Some of these teachers need better professional development related to classroom management strategies and sensitivity training to teach especially the younger students.
I do not think French in school is necessary
I think it is ridiculous to have it available at one school for all of milton. Also, if your child is struggling then put them in regular classes. Not everyone has the language ability. Core french should start at a much younger age. Learning simple songs etc at a younger age
The demand is high - it will be greatly appreciated if an increase of availability on each school or even add more school sites.
I would put my child in a French program if it was available at his current school
Students who live within the school's boundary should be given priority for admission to Extended French programs.
It has been a fantastic program and feel our daughter is learning more each year and embracing all it has to offer.
I would love to see extended Frech available at more schools as well as the grade one entry
We very con earned that we will loose this amazing opportunity in the future for our other children. The public board still has their program, why is ours at risk in Georgetown?
It would be a great mistake to make cuts to the french program when it is proven that this is a positive program for students. The school board is filled with highly educated individuals who i am sure can come up with better solutions than to simply make cuts to a great program.
None
Not specifically, but I do want to add that it's been proven that a second language for a child is such an asset in so many ways, both practically speaking and from a brain development perspective.
I'm definitely in favour of more extended French programs being offered at home schools instead of EFI.
Hope to have EFI available at St. Marguerite d'Youville in 2017
Start ASAP please!!
We're delighted that our son is in the EFI program and is being given the opportunity to learn French at an early age. Hope you can expand the program to other schools and give the same opportunity to other children.
The EFI program only caters to a small number of families who are getting a profram others are denied. Therefore, it is inequitable and should be discontinued. How about Core French beginning in Grade 1?
French is NOT that important to the kids future. The competition in math and science is in order to get into so many programs in university. Why don't you focus on those subjects in grade 11 and 12. So then the kids are well prepared and not struggling to move forward. These are such HEAVY course
In its present model, through no fault of anyone and in an effort to please parents, the EFI program is inequitable and unsustainable. We are primarily an English, Catholic School Board and when families are unable to get in to programs while others are not, the result is not equitable.
I have a lot of comments and concerns. This survey comment box is inadequate to cover them, nor is there a way to reply or contact appropriate persons within the email with report details. Please contact me at hrvoje.solc@gmail.com with proper contact information so I can properly fill this. Thank y

having both my kids participate in extended french with the entry starting at Grade 5, I found that the most important factor was having a grasp of the English Language first. The determining factor should be about the knowledge level of the students after EFI or the later entry.
We feel the EFI program would be of benefit to our son (who is currently in SK).
Do not get rid of the French immersion program my child has enjoyed it and it has really focused him to learn and absorb the language which will help him late in life
My husband and I would love to see the program continue.
I would like French Language available at every school as one of the subjects, e.i. gym, science class - from as early as kindergarten.
I believe the French program at an early age is crucial for students. I teach for PDSB and at a school where FI is offered in Grade 1 and has been offered for many years. This program is beneficial and should continue to be offered at the HCDSB
Beginning core french in grade 3 = terrific (why not 20 min/d grade 1-3?). I believe that Grade 5 entry to EFI is best. 2 year of core french prior to EFI would provide students with a better French base and vocabulary which would be a great help in beginning Grade 5 EFI
I would prefer scenario 4 to be implemented for our school.
We beleive strongly in having a strong French program but not in Early French Immersion.
It is my opinion that resources should be allocated to improving/raising education in other core areas. There are adequate publicly funded options for French based education.
I agree that the French program should reach more students at an early age. Scenario 4 seems the best alternative
Math must be taught in English! Pulling the EFI program would be very sad for the Catholic Board. The demand for french education is strong so our Catholic Board really needs to be parralel with the Public Board.
Level of French at High school level below standard
Should help students when asking for help
I dont think the Early FI program should be phased out. Parents and Board should work together in finding a better solution than simply phasing it out. Scenario 4 does not really represent better access... Extended FI cannot compare to the benefits of learning French from Grade 1.
Yes I wish we could have French immersion in St James Elementary Catholic Schoiol in Oakville
Families with older children already in the French program should be give priority as then you are less likely to have drop outs and vacant spots.
My preference would be to focus resources toward academics vs French Launcuage studies, additional resoruces available should be used to assist ESL studends rather than being put towards French Language studies.
Teachers should make strong recommendations to whether a student should go into the FI or EFI program b/c there are limited spots. Keep programs together so that more resources are available to all students, this will strengthen the quality of the program. Move St. Peter EFI to St. Benedict.
Ensuring that access to the French language is provided to all students including EFI in grade 1...the program should not be changed but the accessibility to provide appropriate teachers should be the board focus. Don't change the program to suit the Board but change the Board to suit the parents.
Having French as early immersion is very important & at the right time for our children to gain the accent
Is there anything we can learn from european programs (germany, holland, scandinavia) where students in large numbers (not just those in "special" programs) are able to attain fluency in a second language?
Students that need more pf a challenge leaving sk should be given priority as opposed to a lottery or first come first serve entry to the program. Teacher recommendations for the program should be looked at.

As a parent of two children and who learned French growing up her entire life, I believe it essential that children be given ability and knowledge to speak freely in both languages. They not only benefit now but as adults. It is rewarding in more ways then can be explained. Please have it extened
Provide more school sites where the french programs (core, extended and immersion) can be offered. There should be no limits to enrollment into any of these programs. Make it available to all students who would like to take up french as a 2nd language. Afterall, isn't Canada a bilingual country?
The qualifications and abilities of French Immersion teachers needs to be scrutinized very closely as some are not even competent enough to teach in any language.
The Quality of teachers for this program is the key to having a GREAT PROGRAM
Most parents do not want to uproot their kids and place them on a lengthy bus ride simply for EFI
I was surprised to see that there was no looking beyond Ont. for French-speaking teachers. The job fairs should expand to Que. and N.B. at the least to capture a larger pool of potential candidates. With more French-speaking teachers, there is clearly an offset. Use nat. attrition for a new mix.
Need French to start at Grade 1 level.
If students are removed from the EFI program after grade 1 the class size significantly reduces over the span of the program providing a better learning experience overall. With 30 children in SK/JK splits its hard to imagine that more families will not be taking advantage of this opportunity.
Living in burlington the options for an early track French immersion are so limited (1 school) that my children will most likely be switching to a public school that has early french immersion. This is unfortunate as I would really prefer them to stay within the catholic board.
I believe how the school board in peterborough does it as in starting the french immersion in JK is wonderful my son learnt so much in the time he was there , starting in grade 1 is late i think
ALL schools should have the program. the money that the board gets from taxes should allow for more students to be enrooled in the programs. And first come first serve or lottery is unfair, the choice or priveldge should be given to students who have excelled in the english program and has grades to
My son had wonderful teachers who cared and supported him when needed with his learning. He has chosen to continue with Extended French in high school because he had such a great experience in the Extended French program in grade school.
Don't phase out the EFI program, it should be expanded (why it isn't mandatory acroos the prov/country???...but they do have a Official Languages Act which they follow...ironic???) The study mentions that it is difficult to find qualified French educators, phasing out EFI won't solve that problem.
As Canada is a country with 2 official languages, having more higher paying jobs when a person knows both English and French I think that It's exteamly important to continue to offer Early French Immersion either from Grade 1 or Grade 2. I will be sending a message to the PM about the lack of EFI
I think you are running a great program, My son atteneded schools in quebec for seven years, he said that your program is teaching him very important stuff in french much better than what he learned in Quebec, thank you for your help on keeing the french language alive this is very important to us.
French programming should continue.
I believe the EFI program should be discontinued. Nowhere on this survey is that a question. First question should ask: Should the EFI be 1) continued, 2) discontinued, or 3) modified
My only concern, as a parent who has moved from the public to the Catholic system, is that French does not start until gr. 4, as opposed to the gr. 1 start time in the public school she came from.
No
They Catholic School board should have the same graduating diploma as the other boards so the students stay competitive in regards to their achievements with a second language certificate

I believe the conclusion was developed without enough inputs to truly determine a path forward. I would aslo add upon undertaking a program like this or any program in the future you cannot have the level of inconsistency that was evident and still today in the program. Consistent teaching staff
Yes please do not cancel the EFI program. It is available in the Public Board and should be available in the Catholic Board.
We shouldnt waste more money on this
This is an extremely valuable program to which we have noticed higher and faster than expected development with our child in th eprogram.
We need our children to learn french at a younger age! Please provide these opportunities to our communities.
I would prefer that the French program are extended to more schools and make it available to more students as in Scenario 4.
I would like to see the French program extended in more schools. It was a battle getting my child in and now that my child is in the program, I can see her excel in many ways. The program has opened opportunities and interest in many things. I would like to see it with my other children too.
Concerns: that this program was created without a plan for sustainability at the outset.Finding French teachers has been a well publicized problem for YEARS.Recruitment needs to be done for French teachers early the year prior.This program deserves to continue once started for future students.
i wish they started french at an earlier grade in regular school. easier for kids.
Programming should be appropriate for each division.
Extended French should be offered in the child's home school
French is just as much our nation's language as English. Both must be taught in schools from an early age and all students given equal opportunity to learn and become fluent in both languages so all will have an equal footing in the future and open the possibilities further to see our children lead
Concern is loosing early French picking up French larger is not ths same.
As an English language school board, focus should be placed on the english language program. French should be included as a general subject area, however french immersion in general should discontinued.
Take french out of the schools
French accent should be similar to France accent
French immersion needs to be offered at more schools. That will be critical to the success of the program throughout Halton.
Introduce French to kids at a young age when they are more susceptible to learning languages. Harder to get them to enroll in extended French at 9 years old. Core French should start in grade 1 or JK
"The emotional and physical health, social skills, and cognitive-linguistic capacities that emerge in the early years are all important prerequisites for success in school and later in the workplace and community." (http://developingchild.harvard.edu/resources/inbrief-science-of-eecd/)
A child entering the program-Parents should be educated about the expectations that the program will deliver to thier child. My wife and are both educators so we had an idea about the demands that the program could take on a child.
While my son has been in EFI for 2 years, he has become more confident bith academically and socially. EFI is the best program, and many of us really hope the Board dies nog cancel the program.
Unless at a French school, start them all off at the same age with French classes
The EFI program should have support for those who are having difficulty

No
Lack of appropriate educators.
EFI is an awesome program, and it's critical that ALL teachers including substitutes are fluent in both reading and writing French. I and my daughter find it very tiring when a substitute (or even regular teacher) isn't fluent and will not accept correction.
There must be a way to simplify the summary for easier interpretation.
my oldest child is in extended french and my youngest child is in early french immersion. EFI is by far the more superior of the two. my youngest child is learning at such a fast rate its amazing. i feel that she will supersede my oldest in her language skill much sooner because of more exposure.
I'm concerned that scenario 2 has not been the recommended scenario. Scenario 4 feels like it was chosen due to money saving (no need to hire teachers immediately and saving on transportation). This will impact the quality of French for our children which can't be corrected once change.
I have concerns about the ability to hire the appropriate French level teachers as it has proven impossible last year to find a supply teacher when required. My daughters French immersion class had no French instruction from February to June. What plans are in place to support the addtl' staff?
Grade 1 is young especially if English is already a second language
No
The programs success will hinge on accessibility (In house) , suitable teachers and it's availability for students as early as possible.
I am concerned the program is will be ended. As a bilingual taxpayer I will be forced to switch boards if you remove the program.
French Immersion should be in as many schools as possible and start in grade 1 or earlier.
The quality of teachers in the extended French program is concerning esp at the secondary level in Burlington. Over the year the quality of teachers has diminished and students are choosing not to continue in high school at ND
I find the program very beneficial to the developing minds of the children attending the program.
Encourage students via one on one discussions on the advantage of a seond language as professionals to career development. That Canada is a biLingual society.
by possibly phasing out this program you are forcing more and more parents to move to the public board. It's very sad that in 2016 the Catholics Are still so far behind the public board
It seems like there aren't enough qualified French teachers because the Catholic board didn't offer French immersion in grade 1 30 years ago. Let's not go backwards by phasing out Gr1 French immersion
No thank you!
Early french immersion should be the norm. Available to all students in more schools.
No
who has time to read a 16 page study? your survey is confusing and not straightforward. Let's be clear about something: if french was really important, then this survey would be offered in both languages.
I believe all kids should learn French as it is Canada's other official language
Early french immersion should be the norm, equally available to all hcdb students. Promoting bilingual education in a bilingual country, it is almost a must and an improvement for our children and should not be seeing as cannibalizing the english only programs.

As a secondary French immersion teacher at the secondary level for halton public I chose to have my children attend the catholic board because I was a graduate of late immersion and found the quality of the programming excellent .
It is very important for Canadian kids to be able to read and understand french, i think EFI can be of a huge help in achieving these goal.
What would you like to achieve by doing this survey?
No, thanks
The lack of qualified French teachers currently is a primary concern and is a contributing factor to attrition rates of continuing EF and EFI into secondary school. To increase interest, and retention of EF students there has to be an increase in recruitment of QUALIFIED French fluent teachers
EFI (Grate 1) should be implemented!
Option 4 appears to be a viable option with the expectation that those who are currently participating in the EFI program will not be disrupted by the proposed changes now or moving forward.
no
EQUITY argument is laughable, in the same time enormous interest in EFI program is an argument to expand it instead discountiniuing. In addition, it is proven that very early contact with benefits students during later education process
Fsl is very important to our second and student learning... All staff need to acknowledge this and not simply put French into the 'other' category... It will help the students in varied and important ways
I am very concerned with scenario 4. I have been planning to put my now JK into EFI when she was entering grade 1 as I see how much my grade 1 in EFI is leaning. They are young enough to want to learn and to soak it all in. Now with this it appears my daughters will always be in separate schools.
We need more Catholic schools offering French Immersion in grade one .the demand out weighs the supply
Not enough room
I feel that not all children are being given equal opportunity
Incr. math/lang. instr. in English: start EFI in JK/SK to make up hours and/or offer Religion in French! 28 cap in Gr.4 will be detrimental to learners in French and supports offered to them:1 yr. core Fr in3 will not make up for less 1:1 teacher time in Gr 4(high class #)
I think we need to cherish the French language and have it move forward even earlier than 1st grade maybe 2nd year FDK students...earlier the better have it continue to be mandatory throughout Elementary years up until at least grade 10.
Focus on English and Math
I think more students should have access to EFI. I have seen the benefits my husband derived from going through it. My children missed the opportunity. The idea that you will develop a POOL OF QUALIFIED FRENCH TEACHERS, does not seem possible. All other boards will hire them for permanent.
French should be taught at an earlier age.
It shouldn't be such a battle to get in the program for those truly interested
I support extending core french to primary grades. It is very possible to become fluent in french if core french begins early and students maintain french courses in high school. Staring french with simple songs, counting, numbers in early primary aligns more with age appropriate learning.
Could Religion instruction be provided in French to allow the 60 minutes of Math and Language met at the current model? It seems to much more advantage to have students start the EFI at a younger age than grade 4. Early language interaction is key. Grade 4 is quite late : may lose kids to public b

I believe starting French at an early age (grade 1) has many benefits to student learning and development. More importance should be placed on having outlets students acquire the French language at an early age, as metacognitively they are ready.
Learning a new language is more feasible at early ages, you shouldn't cancel the Early French Immersion in Grade 1, maybe leave the program as French as a Second Language and don't provide all subject areas in French like math, math can be taught in English
It is a great program and hope it continues at gr. 1 level on! The fact that so many people are on the waiting list each year should indicate how interested and supportive individuals are for the program!
The outcome of the pilot to date is not surprising. I agree with promoting scenario 4. I do not believe the program was properly launched which has led to many of the current gaps.
Option Scenario 4 is a more acceptable and equitable option (the status quo has too much problematic areas and concerns). Adopting this new model would mean Making French Accessible to All students. Furthermore, Extended French (EF) should likewise be offered to All to Ensure Sustainability.
My primary concerns are twofold: (1) I question the effectiveness of the program when I consider that students may be speaking French in the classroom setting, but outside of that, in the school yard and at home, they likely are not. Second, science and technology are vital skills to learn.
In general is very important for me that my child receive this FSL programming in the high standards as possible.
I think the early French Immersion program is an excellent program however I have some concerns with regards to the shortage of qualified teachers. My son is in Grade 4 so he was in the first class in 2013 and was faced with not having a French teacher at the beginning of the year. I would have tho.
As a student, I would just like to voice my opinion, as I know MANY of people in my grade (10) felt that our French teachers in elementary schools were horrible and didn't give us the proper knowledge and skills for high school. You guys NEED to hire teachers that are better qualified.
No
Still, kids starting in grade 5, do not progress well in French like who started at earlier grades.
I found math in French too difficult
No
My child is in the EFI program and I have been extremely happy with it and thankful for the opportunity. It would be a shame if other children did not have the same opportunity. It is a wonderful program. If the EFI program is cancelled at the very least please have the regular French Immersion.
I'm very happy with this change. I tried unsuccessfully to enroll my son in the early French immersion program and I'm pleased to know he will be exposed and taught French now in gr 3.
Would love to see EFI program starting in grade 1, as many studies show an earlier start is better
As a student of the first public school pilot French immersion in Burlington in 1980 I can say that early French was critical to my success. However, it is not meant for all students. Now as a mother of twin boys I have serious concerns about schools being all or just core for French or English.
I agree with model 4, where core French starts in grade 3, the amount saved can be redirected to the French class for resources.
I agree with the findings and recommendations of the French Sustainability Committee.
I fully support the recommended option. Currently, French Immersion is an elite program for a lucky few. We should offer French to as many students as possible as early as possible.
One concern is the EFI programs in schools that have a large (growing) school population...why not offer the EFI program in schools with declining enrolment...these new schools are going to be above capacity hence leading to addition of portables...start French (FSL) in Grade 1 like it used to be...

French should start at an earlier grade (first grade), 5th grade is too late to start with it especially looking at how important french is in the job market all around Ontario. Instead of the EFI, why can't core french be incorporated in the catholic school board like math or science or any languag
Introduction of French language at an earlier age, as a core subject, would give students a better start. Children who are struggling with core French would not enter the immersion program with false expectations: the parents would be better prepared to make the decision as well.
We are happy with the program. Board should keep it.
I would love to see Fresh immersion at St. Dominic's as I would enroll my children in that program.
I believe that as a bilingual country we need to make every effort to provide students with the ability to learn French as early as possible.
Start french in grade 1 for core learning, offer french streams
None
I would like this program to be available to all students based on an individual assessment of skills. To ensure to potential of each student enrolling in the program
I entered a pilot program in Quebec in Grade 6... this was around 1971. We were placed in a French school with no English instruction. While some of my subjects suffered, math and science, i learned to read, write and speak French very quickly. Highschool had a 40/60% Eng.Fr. subject ratio.
I think its about time that french is introduced at the grade 1 level.
No thanks.
Living in a bilingual country there should be no question about it. The answer is obvious and clear, French must be readily available and taught starting from the time a child begins school. why not travel outside the country to find qualified teachers like France or Lebanon.
the benefits of learning a language earlier is well known. It should be made more available rather than eliminated.
The options provided lack evidence from research. In fact, many of the justifications of the options are contrary to research in ed. The pilot should be measured adequately with reliable data before a decision is made (since taxpayer money has been already spent on the pilot)
I believe the board should seriously consider the new proposal and remove EFI. Current EFI does not provide enough flexibility to current families.
My only vomment would be that 1 school offering french immersion for each town in halton is way too little. We are peomoting education in one area yet are not able to provide the valuable education and atudents are forced to move to different boards to fulfill their needs.
Wish kids can start program at any grade if they decide to and need more schools avialble in region to offer the program
Kids should start learning French earlier then grade 4
keep us parents up to date on new developments
After reading the study, my concern naturally gravitate toward the following gaps which was highlighted: 1) quality of EFI teacher 2) sites or transportation 3) equity for enrolment 4) true benefit for the individual and family in short term and long term. I agree the current EFI system is posing m
How are we to believe that you will put any sort of resources toward the students in the EFI program you plan on phasing out? Why would parents leave their children in this program if you will not commit to its continuation. Also, why is there not more space here to list all my comments and concerns
The demand is there if registration fills up within 3 minutes. If public schools continue with early French immersion then so should the catholic system. Expand it to more schools and plan it properly

I would love to get a spot for my kids in the Extended French Immersion, but I heard that there's no space enough available. I hope toucan fix it. Maybe a survey in grade 2 or 3 asking how many parents intended to go to French program and increase the number of schools, classes, teachers, students.
Would really love to see an EFI site somewhere in south Burlington
French language is very important for our children and Canada's future . Please start more french language lesson in all classes.Thank you
None
Option 4 seems the most feasible if the desire is to create more French speakers. In today and tomorrow's world I personally don't see any economic advantage to my children by focusing on learning French.
I would say to have more spaces available for the EFI since my experience was that my daughter could not access the program because it was full.
if the program is cancellind but current classes are grandfathered, then there will be no quality direction or education for this group of kids. leave the program as it is and expand it to more than 40 students a year.
I think extended french should be available to more students than presently. I have three daughters that i tried to get into the program in halton and in peel and had zero success. I think that is not acceptable and very dissapointing since i know first hand the value of having another lan
Scenario 2: Expand the EFI program to more sites.
We tried many times to get access in Milton area but spots seems to be very limited
I believe that in order to maintain an EFI program, you have an obligation to provide the required resources to make it successful. If you do not have such resources available then it is inevitable that the program will not be succeed. Please allocate your resources efficiently and effectively.
Scenario 2 preferred - expand the EFI program.
EFI programs should be more accessible in our community as there is huge demand for it!
We considered switching our child from the catholic school board to the public system so that she could learn French starting in grade one as there were no catholic schools offering the program close to our residency. We believe French is very important for future career opportunities
Core French should be taught from even earlier than Grade 3 - our children started at age 5 (overseas) and continued/are continuing studying French through High School. Discriminating against students who arrive in Halton after Grade 5 by not allowing them entry into FI is unacceptable.
would like extended french in more schools
There should be entrance exams for students wishing to enter the FI program late. Boundary changes and the inability of the board to offer late entrance has kept my daughter out of FI at St Brigid. I am very disappointed that my emails to Anna Marie Toltl were not responded to.Very unprofessional.
The French offered to grade 5 students should not be a lottery system allowing only 25 spaces. It should be open to as many students who are interested. The public board allows this. We live in Canada and as French is our second language the opportunity should present itself to every student.
I have 3 children in EFI grade 4,3 and 1. All 3 children are progressing extremely well in all subject areas especially in French.All three children enjoy the program and did not struggle with the transition. The EFI program should continue. I would give up our transportation to continue program
Need to have teachers that know different ways to teach that gets the kids interest.
I believe FSL should begin in primary and that EFI is grade one is too early when children are still learning to read in english
I want French immersion

Very important for kids to learn French in this country, it would be great that French immersion or extended French would be offered at more locations and it would be great that Core French would start even from Kindergarten or grade 1, it would become natural for kids
French should be offer in all schools as now. Why wait until 2018? We need a new smart generation that are able to speak the two official languages of Canada. All school, and all kids should have access to french at grade 1. The public board do it since grade 1st, why is that we can not have it?
my only concern with the extended french program was the weak quality of teachers for the 3 LTO's that we experienced at St. Gabriel.
Option 4 provides many more options and exposure to French for more students.
I strongly believe more schools should offer EFI. The public board has multiple schools that offer it compared to one school in Burlington. That is maybe a reason we are losing students to the public board. I also believe we need to start core French Grade 1.
continue
I strongly believe that abandoning the EFI program would be a mistake. Considering the amount of research that shows the benefits of learning a language at a young age, it's clear the board does not have the best interest of our children in mind.
EFI has been fantastic for our daughter. I am very disappointed to see it phased out.
I believe French language should be introduce at early stage
We feel there should be more than one school per city offering the early French immersion program starting in grade one
This survey could not be more skewed to support the exceptionally flawed sustainability study. It's a cowardly attempt to gain the result preferred by the study's authors. And I'm embarrassed to be part of a board that would promote such uninspiring propaganda.
No
Although the plan is to have Extended French for more students, I think 28 is a really high cap. It is difficult for one teacher to adequately provide assistance to each student and to really immerse them in French. I agree with Extended French but you need to have less students in the class.
French immersion is a great program.I'm amazed at how quickly my daughter is learning. EFI is a keeper
Stop spending tax payer dollars on french...if people in Ontario want to learn that language or any other language they should pay for it themselves, or move to Quebec
French is over played. What about Mandarin?
I would like it offered at St. Catherine of Alexandra
I think more conversational French should be taught.
More support needed in the first year as students adjust to new curriculum
none so far
More French schools needed in Oakville.
I am grateful that our students have the option to study French, and to do well in the subjects too.
Access for all and no lotteries are key - please keep up the good work!

The math should be made regarding community needs, french is a must have language so why not offer more French immersion classes?, Why not start core french in grade 1? somehow will be a balance between those families that feel that french is a must and those that feel that is a nice to have
Please keep and or add to this program. My child is flourishing and has gained confidence in herself as a result of her ability to learn another language. She truly enjoys talking about her day and the new words/terms/prayers/poems/etc/etc she has learned!!
I agree with scenario 4. The current pilot drains lots of resources. Equity is out of the equation. French for all, even one hourly daily would make the difference.
Wish they would offer it in all schools or schools with a high ratio of applicable students
French Immersion is a valuable program. I believe the program as it exists right now is very good. Continued training of French Immersion teachers (especially in areas of special education and reading recovery) would be something I'd strongly support.
I wish that early French immersion class for grade 1 is available at Queen of Heaven school. I wish for my children to have an opportunity to learn French from their own school where she already establish friendship with other kids as oppose to going to another school location. Thanks!
I would love my daughter to do French immersion but chose catholic education first so this would be ideal it should be offered in more schools
As a parent of a current EMI student, I am dismayed that the Staffing, Equity, Early Intervention and Transportation considerations could not have been anticipated. Does the \$298, 920.00 in transportation savings include the withdraw of current EMI transportation?
My concern is if you continue to offer EFI. The report clearly articulated the issues related to the program. End it.
I prefer to have french immersion starting grade one. having core or extended french will lose a lot of interest of english speakers parents.
We would like the Pilot to continue, my older son is in the program and he loves it, he has developed great French Language skills and he is thriving. Thus would like our younger son currently at SK to have the same opportunity and to be part of this great program, please do not stop it.
I like the EFI program. I have two kids in that program.
As a parent of a first grader I think this program is extremely important for all families who deem french as a valid resource to study. As a member of the Catholic faith I think equity of a french immersion program needs to be available through the HCDSB. It is imperative that this program remain.
It is very important that the french teacher knows French as his/her first language (or at the same level as) . I have seen teachers less fluent than the students and it demotivates the entire class.
If my child was in fi a would be horrified to find out that my child's teacher was not qualified as a teacher
It is absolutely ridiculous that they are considering discontinuing the early French immersion. It instead should be expanded to meet the demand! I am considering switching school boards. Halton catholic was one of the last boards to offer the EFI and now they are trying to get rid of it. The reaso
I do not agree with the pilot program or early french. This is a program limited to very few students. High logistics costs and resources are invested in this small group, e.g transportation to students living too far. The hosting schools get crowded with students outside boundaries.
Don't start grade ones in French math if later it will be dropped. Make sure research supports that early French pays off, does it really make a large difference?
very happy to have the program for my child who love it!
If opting for Option 4, the possibility of parents opting to go to the public board for grade 2 entry has to be considered. This would be detrimental to catholic education in Ontario
I agree with the proposal of option 4. There are a lot of factors to consider and I would personally like to see resources used differently than to expand EFI or Extended French.

The teachers need to be more proficient in french, and have a bit of a higher level of teaching. My daughter did 3 years in French immersion starting in grade 5 and can hardly speak a sentence. And she's an A student. Given a student homework, doesn't constitute teaching. Higher better teachers. I wish the program would expand to include St. Mark.
From a learning standpoint for students, the EFI would be the most beneficial as they are better for learning languages at a younger age.
For sure, demand shows that an expansion of some kind will benefit the community in general. What ever the proposed option is selected, it should look to increase the available seats on a dedicated French program.
I had no choice but to put all my kids in an English school. I live in Milton. I didnt want to place them in separate schools but there was no French school for my grade 7 daughters. Only St Nicholas for my 3r grader. And there are no French High Schools in Milton whatsoever!
My husband's first language is French. I was not able to get my son in French immersion because of the long wait list. Would love to see French available and taught to everyone in grade 1
I believe that French is Canada second language and all students should be able to learn to speak French and not based on who applies or registers a child first. It should be available to all students beginning in grade one.
By offering EFI, you have diverted resources from your extended French program which you have successfully run for 30 years. Too much emphasis is being put on early french when at the board presentation you declared that with early or extended, the students are equally prepared for high school.
The regular french teaching teacher is nor teaching french she is teaching gym and the French teacher is on maturity
I support option 4, as recommended.
I currently have a child in the early french immersion program, he is thriving and has benefited by the early introduction to French. I have concerns with the reccomended proposal which would include Math being instructed in the second language.
French immersion should be an option at EVERY catholic school and not be a lottery system
Yes, it seems strictly on a cost analysis, which will weigh heavily, the "new model" might appear more appealing to the board. However two key considerations which did not appear to factor strongly in this analysis are a) weather ALL parents wish their child to learn French as a second languageE
If transportation is one of the concerns within our Board, it should not be made available to students. This would save on the transportation budget. Students should be given the chance to option to partake in EFI. This is desperate from offering them transportation at a great cost.
I'm disappointed to learn about EFI is likely going to be phased out. I want to enrol my child in EFI. She is in SK now. Looks like the priority is protecting math in English for 60 minutes per day, which I understand.
I strongly feel that core French should be offer from grade 1. French immersion should not be a first come first serve but rather be merit based. It doesn't seem that education of our children should be treated like trying to get tickets to a popular concert.
As I currently have 2 children in the program will I be guaranteed entry in to the new 'scenario 4' model? Let'a say 'scenario 4' occurs, would I my 2 younger children then be able to get in automatically based on having their siblings with the option for us to decline if it is not what suits them?
Children with a learning disability often struggle with a second language like French making it hard for them to feel successful in a F.I program. What can be offered to help them so that they have a fair chance at being successful in French so that they do not feel discouraged and quit
Unfortunately in my opinion any extended French programs are typically used by parents who wish to have a publicly funded private school experience. In addition, the choices in the report seem to have been constructed with a predetermined end result in mind. I am opposed to having unqualified teache
At the very least, the core French program should be started earlier than grade 4. Other boards start in grade 1 and some even in the FDLK classes

There was no additional resources for learning French and removed my child from the inadequate program.
French is extremely important for our children at our dear school.
Currently it seems very difficult to get into french immersion catholic school in burlington with such limited spots at sacred heart. I believe early immersion is best
French is not
Should be available in all Halton Catholic school starting at grade one.
If the program were to expand, please ensure there is an adequate balance of French and English students despite the future French demand. Acceptance of 46 students in the first grade is good and should be capped at that number.
Yes. Move up Core French to Gr.3. No to increasing FI to Gr.4. No to using current resources to teach Gr.3 Core French. The AIM program, used successfully and widely by other Boards, should be explored further for Gr.3.
I think it is very important to continue the hard work of trying to hire and retain good and motivated teachers to lead the program.
French subject should only be teach for the student who's interested and prefer to learn it
Physical Education should be priority! All students don't use French after high school whatsoever. So many complaints about obesity! Stand up, get Phys Ed. A priority or. Teachers starting in elementary school instead of French!!!!
I believe French should be offered at an earlier age to more students ie: offer core French earlier and more often and offer less immersion...this reaches a wider range if students at an earlier age
Two language streams of education create divisions between English & French students. Minimal long term FI benefits into higher education and careers. Struggling students need to be removed from FI.
None
What is the solution if a child begins early, extended French program but falls behind in other classes
Qualified French teachers
it would be great for Early French immersion to be offered at all schools across the board, due to limited space for both the french program and daycare in the area i wasn't able to enrol my daughter.
Students starting FI in grade 5 should have extra academic support when marks low.
I think it is important to have quality teachers in all teaching. I think the boards model for early immersion is good. I think extended and core French offer more students the opportunity to learn French while not compromising core instruction.
I love the idea to offer FI to the students, is better to learn a new language at early stage.
I have a lot of empathy with teachers delivering the program to grade 1 students. It must be double the work, especially as students need to get a basic grasp of English before learning an additional language. It would be better suited to grade 2. It would also allow more info.
I am in favour of Scenario 4, having personally seen the issue of adequate teachers to teach French and the quality of the French program. This would allow students to focus English in the early development years and identify learning obstacles before having kids introduced to french.
Please just hire the required staff and continue the efi program as is.
I am very concerned about the online registration process. My child will be going into grade one and is currently at St. Mary's school, however there is no guarantee she can be enrolled in French immersion due to the current system . i would like to be consulted further. alicia.defreitas@hotmail.com
In support of Option 4 as the fairest model with all concerns the report addresses.

Seems like a knee jerk reaction to the Ministry's new 60 minute Math requirement. Real impact of sibling issues on families needs more attention . If you can't find qualified teachers in ON then expand your search to include Quebec/French speaking countries - most worrisome aspect of report
- very large regions served by 1 FI school (we were not willing to have our child bussed from Holy Rosary (B) to Sacred Heart
As a parent with young children not yet in the EFI program I believe that ending it will be a disservice to our children. The immersion program provides a fantastic opportunity while language learning is at its peak. It is a fabulous program that helps children with other cognitive improvements.
As canadien we are very proud of speaking french and english. Please keep the program alive, at least for those who appreciate it.
French immersion in a pilot school should not cause shortage in classrooms/increase portables. New site should be considered for EFI to be continued in Gr 5 and up at another site.
Keep french in our schools! All children should have some french from grade 1 onward.
No
As a parent of a child that we withdrew at the end of grade one EFI the lack of support services to those students was tremendous. Starting students in grade one mans learning difficulties are not apparent so even though placed with good intent it is very young to know if suitable.
It is important to evaluate French abilities separate from sciences results and not fully understanding French can affect science results
My boys now in high school and when we came in Canada their French was great . sadly I expected since French one of the official languages to be taught more condensed.In their elementary school I was shocked to have one French unqualified teacher for the whole school who teaches all grades.
I would like to see french being taught in the earlier grades to make it easier for kids to learn and understand.
My child loves the program and has gained a lot of confidence from learning a new language. We hope the early French immersion program continues and many more children reap the same benefits.
Why isn't French provided for the JK students?
I would hate to see it end. I feel it is an excellent program.
As a family that did not get into the grade 1 early entry this year, I would like to see the later start option be implemented for next year. There were no where near enough spots for all the kids wanting to attend
We researched schools, then moved into our Georgetown home in May 2016. My son started FI in Dufferin Peel last year, and is in grade 2 at St. Brigid. My daughter in SK will apply for FI in the fall. If there is no FI we will have to move to another city. Very sad this region is considering this.
Wish there were more options for EFI in Burlington
New observer of the French program and find that the students don't care for the language of French. Most kids are disengaged and feel learning even basic French is a waste of time. Rather have studies in other languages especially if their parents and relatives speak a second language
Keep EFI. Scrap extended French (Grade 5 start) and redeploy those teachers.
My daughter did one year of French immersion in grade 5. I firmly believe if she had the opportunity to start at a younger age she would not have struggled with it as much. If we want French to be a valuable part of our country we need to teach French from JK-12
I honestly believe all schools should start French learning in grade one.
We will be leaving our current school because French is not an option at an early age. It is really disappointing that it is not available to the students who wish to have French

French immersion is very important program in catholic school it is important for our kids to speak 2 official languages .it will open a good future. And it is not fair to give this opportunity to one kids and leave the other in the same family because one start already than we stop the program
If students in EFI are struggling and require support, they should not be continuing in the EFI program.
My child has been enrolled in the French program since Grade 1 at St Mary's. Does Option #4 grandfather existing students and ceases to enroll new students?
No
Please expand the Early French Immersion program!
No
Coming from a background that my spouse and I don't speak French, I value the fact that my child now can learn French at a young age. I have a 4-year old who I would like to have this opportunity when he gets to grade 1. Children are like sponges and the sooner we teach them the better it is.
I feel my children's french education has been inconsistent. I'm not sure if Halton teacher's follow a set French program but my daughter is an A student in Grade 7 and she didn't even know the words for yesterday and tomorrow.
I wish it was offered at more schools
Extra support should be available after school hours for children who are struggling or not meeting the standard expected.
The cost of EFI cannot be justified given the small number of students that benefit.
my daughter is still on a waiting list for almost a year now for the french immersion program grade 2, so unfortunate that the catholic board is providing french immersion program in only one school in milton!!
My worry is this....that the board will do whatever is in their best interest financially without really thinking about the children. This is typical of ALL of the decisions you make.
I would really like to see the EFI program in more Catholic schools, so we would have the option as opposed to a lottery
No
Extended French program to be offered at all sites, however I am not in agreement of a full French Immersion program that will take away the English school aspect in my community
no
I think that students would benefit from core French started at a younger age. Kindergarten or grade 1
I was very disappointed in the last few years to hear from the teachers that most importance is given to oral communication yet projects are expected to be done on writing with proper grammar, punctuation and spelling. Those subjects are of paramount importance in any language if one really strives
The criteria is not fair how people can get in the program. If my son has longer name and we don't have a faster internet access however is showing a lot of interest in French language he should be able to have access to the program. science proved is better to learn a language earlier in life.
I am wondering if the public board has the same concerns as the Catholic board? I am not sure if a child who is struggling at a grade 1 level with reading or writing in English will necessarily improve by grade 3. That child could have a language delay. And one can see this in JK/SK.
Why start earlier when there does not seem to be enough teachers available to teach. My sons are in grade 5 and 7 and should have a French teacher for planning time classes but do not.
students who are currently in a school that provides extended french (grade 5) should be given priority when applying. perhaps each school that provides this program could designate 50% of the spots to those students who are already in the school.

French should be available in all schools, learning another language increase the creativity of the students.
My son started grade 1 French Immersion this year, so therefore, will he continue to receive this programming till grade 8. Or will he be part of that group to merge?
I have no school in my boarders that offers extended French and that is just not fair.
Extend core French for all students caters to most students
Suggestion to have another survey based on the registration process - lots of valuable feedback would be provided there.
Extended core French services more students and benefits more students. It's not just the luck of the draw or where you live that matters.
French should be offered to all students in Halton Catholic School Board beginning in grade one.
Current program is not fair. People pay equal tax dollars so should be enough spots for all children EQUALITY FOR ALL CHILDREN
Please think this through. Most boards offer french immersion starting in grade 1 or 2 because research shows it is best. Cqtholic parents will not have equal access to french immersion for their children and might switch boards. Grade 4 is too late and the social studies units are too advanced.
I do see a benefit to starting earlier on i.e. In grade one. Would like to see the program expanded at that grade.
I agree that the board should focus on the Extended French Program (grade 5 entry) and ensure adequate resources are available and eliminate the grade 1 Early French Program.
I consider that French is very important
NO
Yes - the ability to satisfy only 38% of applicants in Oakville and that if you don't register in the first 3 minutes your child misses out is shocking
I found it extremele beneficia for my daughters.Learning a language from early age is helpful and the 50/50 percent french/ english I believe is very wise and does not put great pressure on kids.I love EFI program.I have studied in a foreign language from grade 1 and it was great then and usefull la
Not at this time.
I like that the children would be exposed to French at an earlier age in your senerio 4.
I believe that it is important to teach French at an early age. The early French immersion program is working really well and students are bilingual already which is what we want to accomplish.
Starting earlier is easier for the students. Gr 5 is a little late so starting all French immersion in Gr 1 would be ideal.
I believe my daughter has benefited greatly from starting EFI in grade 1 - she loves the program, the teachers, and absorbes the French language like a sponge. I do think that if a student is enrolled in EFI that they shouldn't be made to "re-enroll" in the French program for gr5,should just be in.
It is important for parents to understand that French Immersion is a more challenging program. After going through the FI program with my other son I learned a lot! My opinion is kids should be prepare to put effort in order to have a great time in French Immersion! The program is amazing !!
After reading the French Sustainability Study it is very clear that the questions you have listed in the questionnaire are leading. The questions have been developed and phrased in a such a way that the likely responses given are predictable and will support the board's preference for opt#4.
Great report and the selected option makes sense. However, I sometimes feel enough consultation isn't done and these reports are initiated with the end results already pre-determined. Whether that's a plus for a dynamic ,thoughtful school board or not remains to be seen.

Why are so many students struggling? Students with 90's in elementary school are getting 70's ... Why the gap ? Frustrating for parents and students ... Only encourages kids to quit
The research is very clear that the earlier a student begins to learn French, the better. Why would our Board go against this? The majority of other boards begin immersion in grade 1 or 2. Grade 5 is too late and students' French is not strong enough to discuss the more advanced science topics.
If people choose to send their child to an optional regional program, bussing should not be provided.
There numerous teachers currently out of work. I don't feel it is a need for the French teachers to be Catholic as they will not be teaching religion. Many non Catholic French teachers are discouraged to apply at our school board due to the difficulty in overcoming the religio barrier.
Currently I have three children in Elementary school who began core French in grade four. I don't see a point to this. I can't support my children in a French program. I believe if parents want their child to learn French then they will place them in French immersion.
My concerns are that even though this survey is supposed to be before a decision is made about discarding the grade 1 entry EFI program, none of the questions listed have anything to do with keeping the grade 1 entry program. In fact, the questions seem biased toward the option that was recommended
Grade 1 French should already be implemented in all schools with our board.
YES - why would the Catholic Board expand the French program when there is a clear, obvious shortage of QUALIFIED French speaking teachers. As the program expands the quality of the program has been in decline. When you are bringing in English speaking substitutes to cover existing French teachers
No
As French as our second language I believe core should be brought to grade 1. Even if it is just to introduce a language that's not English. Imagine the possibilities if each future student had a hand up, that they could travel anywhere in Canada and be able to communicate. I fully support French!
Would like the Delivery of French immersion to start at grade 1
We want more French Immersion Schools in Milton
Enhance how science is being taught in the French program so our children are not at a disadvantage when entering high school
I hope the French sustainability study will continue in our school! Please and thank you!
French Immersion or Core French should start the latest in Grade 2.
It is not clear how the board will usher the current cohort of early French immersion learners through the rest of their elementary years. It is also confusing that this information was not transparently communicated to parents at the outset of this study.
I'm concerned that the children in the English program do not learn any French until grade 4. This puts them at a huge disadvantage with most of their peers in the province who receive French instruction from JK
It would be greatly beneficial if early French immersion was extended to home schools or allow parents to be able to register their other kindergarten children within the same school of their EFI siblings so that the French immersion school be considered the actual home school.
I think EFI should continue in Grade 1. Bussing should not be provided. Extra support should not be provided. Return to English stream if they are struggling. Many Canadians want French Immersion early and it would be a shame to discontinue it because of the difficulty in acquiring French Teachers
No concerns but as parents we both feel that learning French is extremely valuable and studies show that students in French immersion achieve higher grades overall and it is not a struggle for them. Also Canada has 2 official languages and students should have the opportunity to learn both.

There is no point in starting French in grade 5- it is too late. Young children learn a second language best. Keep it as grade 1 early French immersion please.
Voted not important to bus transportation as this increases the costs of the program. As a parent if I elect to place my child in a French immersion program outside of walking distance, I do that with the understanding that transportation is my responsibility. It's only fair.
I am constantly amazed at my daughter's progression and enthusiasm with French. This program has provided her the opportunity to develop in so many areas.
Please do not cancel the program. We believe it is an excellent program and cancelling it due to budget constraints is a great disservice to our communities. French immersion is not for everyone but should be made available early to young children for the families who want. Give it more time.
I know that a growing concern is that many families are choosing French Immersion programs at public school sites, even if it means sending a child to school at a Catholic school and then moving to French immersion in grade 1. To preserve Catholic Education, our programming needs to include that option.
French Immersion is not freely available to all and therefore inequitable. Many Boards begin Core French in Grade 1
I am so happy my son is enjoying the extended French at St. Bernardette. I consider it is a great opportunity to have this program available. Thanks so much
1) Now software is much more effective in teaching languages than the classroom setting is. 2) It seems that regardless of test results, students seem to show little or no fluency in the French language by the time they graduate with an OSSD. I think the time/resources can be better used elsewhere.
I'd like to see more resources put into French (Core) for all students JK-8 rather than the exclusive few in Emerson especially when Emerson isn't offered in our Town.
All students should have the option to start early French immersion
Extended French programming is only available in schools in North Burlington. There is nothing special in the south of Burlington schools. Why is this?
The registration and waitlist process is the main issue for me
If there is a negative impact on the child's English development or mathematics then I would like to see a change to scenario 4; however, I do think early exposure is important and as I have one child who is currently in grade 1 EFI I am concerned how this will impact him.
Based on what scientists say about when children's brain is most absorbent to new languages, grade five is too late to start an immersion program. It should be offered from grade 1 with student success and adaptability being monitored in both languages and changes done accordingly.
French teachers not talking French to the students
Program needs to be offered at a greater number of schools; access is far too limited and restricted to a select few.
It's a waste of time for the kids to take French in high school! It should be their decision if they want to take French after grade 8! Not forced to take grade 9 French and then drop it!
Not at this time
Will Early French Immersion be offered at more sites?
Families should have the option to choose which FSL path their children travel. Keeping all programs will help ensure more French teachers in the future...which is a main issue at hand. Prepare for the future, don't panic in the present.
The grade 1 Immersion program is a wonderful program. I don't believe changing it to a grade 2 start and altering the percentage of French taught to dissuade parents from selecting it was a rational decision for the Halton Board. The Grade 1 Immersion program has been fantastic.
I would love for our school to offer French in earliest grades. I believe students are missing the opportunity to learn a second language when they are most able to absorb it.

Survey is very slanted-delivery of french programs by qualified teachers is important, but parents want qualified teachers to teach from an earlier level (Grade 1) not from Grade 3. I would like a survey that asks whether french offered at an earlier age would be beneficial.Also,no room for comments
French is our second language in Canada. We should strive to make better for each student.
No
no
EFI should start in grade 2 if it is going to continue. Grade 1 is too early and students are not ready following the FDK program.
very interested
French is our second national language. It is important to learn at a much earlier age. The french language will open up doors for more career options and/or working for the government.
i will very very happy for my daughter she is 6 year old , is important learn French. So sad she was on waiting list for grade 1
Scenario 4 is more equitable to the majority of students in the school board. It has many benefits for the students and the system as a whole, while offering variety in the older grades and sustainability throughout all programming. It is efficient and accessible for all.
I think to be fair and equitable, the early French immersion program should come to an end. It is elitist and not in the best interest of the MAJORITY of students within our Board. Let's take a stand against the ever popular 'poor man's private school' and redirect those funds more evenly througho
No
Canada as a bilingual country should always provide French classes that help our children grow as professionals in a very competitive market.
Yes, I believe that the study addresses the options with offering a variety of french options to students; however, what the study didn't address was the DEMAND of those parents that want their children to start learning the french language at an early age (Gr. 1).
No
Although my children are not FI or EFI students I like option 4, although prefer less math time in French (which circumvents Ministry mandate).
I believe that all Halton Catholic schools should have this program available and not just certain schools. My Daughter goes to St.Elizabeth and she should have the choice of taking French Emmersion at her school. She shouldn't have to got to Scared Heart. The public school system has this program
I like the french program from grade 1
Is necessary have the possibilities to start the French immersion in any grade, and in high school, as well, not only grade 1 and 5
Its never to early to learn new languages .French its very important
French from JK should be available in all schools. This is Canada - country with unique opportunity. We all should speak both languages. No doubt!
Our son was at st Bernie's before holy trinity. The curriculum was focused on learning the language and punctuation. With minimal focus on actual speaking. My son after three years has zero confidence is forming a sentence. That is horrible and un acceptable. The program should be junked
I would have liked to have been advised sooner that this was a model that was being reviewed. Having to review it now and not being able to have or share conversation over it seems like too little too late
No

French programs should be available equally to all the students in the catholic schools and admission should not be a lottery. It is hard to keep up the faith when you are treated differently. When it is about education we should be able that people want more for their kids and not limit their number.
A better selection process is required to ensure that qualified and capable students are admitted to the program not strictly by lottery as then better qualified students risk not getting in.
I would like the possibility to start the French immersion in other grades not only grade one and grade five.
yes, extremely disappointed in the grade 7 program at St Joseph School...the teacher is disturbingly negative, discriminates & does not care if students pass or fail.
THE EARLIER A CHILD LEARNS FRENCH THE MORE THEY WILL MAINTAIN. FRENCH SHOULD BE PART OF OUR SECOND LANGUAGE
why does the survey not ask our views on EFI ? Why is the survey coming out now? This survey seems very contrived.
EFI program is a great idea. I think the program should be continued
This survey is very skewed. If a child is struggling in EFI then it's the wrong program for them. Transportation is not provided in other boards or there is a bussing fee. EFI programs should be extended and extended French programs should be phased out to meet staffing requirements.
I'd like to see early FI offered at my children's school or a closer location.
My son is in Grade 3 at Holy Rosary in Burlington. They haven't even started french yet. This is way too late. There is no local catholic french immersion offered. It's shameful.
Keep the EFI Program in our schools
Introduction of another language is most effective at a young age. I have two children in the EFI program and I am very happy with the results. My son is in grade three and he prefers French over English.
grade 1 is too early, unless students wish to pursue post secondary studies in French. starting in a later grade allows the students to have a better balance between learning another language and being proficient across subjects in English and French.
No
Let's start ASAP
I live in Aldershot, Burlington. For my boys to attend French Immersion - they would have to travel a ridiculously long distance to get to the closest Catholic French Immersion School. The public school next door offers it. I had to choose b/w public or english catholic with no french.
No
I want my son to go to french immersion but the seats are so limited and he has to move school.
A great and important initiative!
We also need to focus more on the students who have gone through the elementary extended program into high school. Appropriate teachers who are fluent in the French language is needed. Have come across teachers where students are correcting their French which is tragic.
Not really
It is important to start French at an early age
I currently am learning French as an adult and really see and value the importance of introducing French as a second language as early as possible. I think it should be started much earlier than grade 4. JK/SK is ideal and every year we wait after this is a year lost.

Yes, having an immersion program has demonstrated benefits for children and future opportunities. I can profess to those opportunities and successes that would have not otherwise presented themselves if I hadn't graduate through an immersion program. I hope my children still have that opportunity.
I believe French should be offered as early as possible
Only when a child has proven a good grasp of English should French be introduced.
I'd like the school board to continue with the french immersion program
Keep EFI program please!
Grade 1 FI should be more readily available. Many students are waitlisted and then don't get into the program.

Correspondence and Feedback

French Sustainability Study and Survey

Dear Ms. Dawson, Ms. Prkacin and Members of the Board,

If this message does not reach all above intended recipients, can you please forward them appropriately. I apologize for replying in this manner, however I feel it is adequate because communication send below from HCDSB did not include adequate room for comments in provided online survey. Thank you very much in advance for taking the time to read my letter regarding EFI pilot program survey.

My name is [REDACTED] and I'm a parent of [REDACTED] students enrolled in the EFI Pilot Program below. My children are [REDACTED] and are enrolled in grades [REDACTED] and [REDACTED] at St. Peter and St. Benedict schools. I am one of the fortunate parents to have my children enrolled in the pilot program. I'm also a parent to [REDACTED] who will be [REDACTED] at St. Anthony of Padua school this [REDACTED] and for this reason I am quite interested at the decision of the Board in below matters of the pilot program.

I have read both attached reports in full and while I do realize that there are both financial challenges as well as access to qualified teachers I do find that reports have some flaws and that the process HCDSB is using to review the pilot program is very concerning.

The facts that:

- this is the first notification regarding EFI pilot program review with already two board meetings passed;
 - program web page (<http://www.hcdsb.org/Programs/french/Pages/Early-French-Immersion-Grade-1.aspx>) does not have updated information for upcoming year;
 - board web page (www.hcdsb.org/Board/Pages/default.aspx) states Dec. 6, 2016 as the next meeting, however only Dec. 20, 2016 meeting is advertised in below communication;
 - there has been no parent input from parents with students enrolled in the program, nor parents whose children did not make the cut, yet reports quote specific "problem" situations;
 - that Board is to resolve by accepting on Scenario 4 at next meeting in such a short time without proper survey;
- lead me to believe that this is already a done-deal.

It saddens me that the Board has put a price tag on our children and their education.

It saddens me that this is done in a way it has been done (by wrapping flawed results in a report and without any transparency nor input to/from affected parties).

In my opinion, I believe that reports are flawed in a few ways:

1. With respect to *equity concerns* section, paragraph 1 - with our [REDACTED] school being St. Anthony of Padua, [REDACTED] to St. Peter and [REDACTED] to St. Anthony of Padua, I feel that my scenario was cited in the report as a "problem area", however, I do not see this being a problem and nobody from the board has asked for my input. Because of this I would like the Board to disregard first paragraph without properly consulting affected parents to get an idea if this is really a problem or is this report based on a complaint or two.
2. With respect to *equity concerns* section, paragraph 2 - I find it inadequate and vulgar to use the word "cannibalization" with respect to non-EFI pilot program classes in order to portray EFI

pilot program as a negative in order to pass proposed Scenario 4 motion based on a "one-line reflection" of French Sustainability Study Committee. I feel that because of this bias that Board disregard second paragraph. Additionally, I feel that French Sustainability Study Committee needs to be transparent to affected parties and that it should release all studies in full as there must be additional solutions to this other than scrapping the EFI pilot program.

3. With respect to *equity concerns* section, paragraph 3 - I find it inadequate, degrading and disrespectful that the report summarizes my [REDACTED] children as "elite" in this paragraph yet it summarizes them as "on-par" in benchmarks and EQAO paragraphs. Again, this shows that report is bias and filled with very strong words depending on the situation in order to support passing of proposed Scenario 4. I do not think of my children as "elite". I think of them as being fortunate enough to have access to such a program. With Milton and Oakville locations that cannot satisfy the demand make this program "elite" than shouldn't the board work on satisfying the demand and provide the best education for our children in some way other then scrapping the program by sugar-coating in very strong words. For this reason, I would like the Board to disregard the third paragraph of this section and that French Sustainability Study Committee revisit their reports and release information on how many parents did they actually gather input from that all of the sudden made EFI pilot program as "elite".

4. With respect to *early intervention and appropriate supports* section - I find it inadequate that the report elsewhere has such precise numbers in tabular data, yet they chose to use the word "few" in bold letters in this paragraph when this word can actually mean as little as **two**. In other paragraphs, you can see totals and percentages, yet in this paragraph you cannot. When I ask myself this question, the only rational explanation is that this report is biased towards promoting Scenario 4 as the most adequate solution. With [REDACTED] children in EFI pilot program, my [REDACTED] with limited French capacity and [REDACTED] without French capacity we made an extra effort without our children to overcome any challenges immediately. While we did not require to seek external help, this would have been an option for us, as is for many students in non EFI pilot programs. Additionally, similarly to other sections, this section should include comparisons with non-EFI pilot program in terms of percentages. What is the actual percentage of children requiring this additional help that are enrolled in EFI pilot with respect to children that are not. This is a very important omitted statistic that pains non-EFI students as not needing assistance while a **few** of EFI students do. This is painted in the report as very negative towards the program again to support Scenario 4. For this reason, I ask that Board disregard this section entirely without accurate data.

Additionally, proposed alternatives with early core French have much worse side-effects that I'd love to comment on, and while I would love to go on with this as well as additional concerns, I do have a day job which I have to get back to. I hope that the Board can see that my concerns above are valid and recognize that French Sustainability Study Committee has made errors in judgment in effort to promote most economical scenario in front of the board with great bias.

I hope that the Board does not decide on the matter immediately in December, 2016 by scrapping the program in favour of Scenario 4, but postpone. I hope that the board sees that French Sustainability Study Committee has unfitly created a very erroneous report that summarized my situation and situation of [REDACTED] children as "problem" in terms of equity of access, yet as "elite" in terms of enrollment without any consultation.

I hope that the Board does not make the wrong choice by passing Scenario 4 with respect to EFI pilot program.

I hope that the Board can be more inclusive to affected parties (parents of students both either enrolled in EFI pilot program and on wait lists) in their research rather than focus on a few complaints.

I hope that the Board and committees be more time conscious with sensitive issues such as this one. Again, I've had no idea that these studies were taking place nor was I asked for opinions at any time during this process. I feel I'm finding about it too late and that this has been concluded. Providing a very short "online survey" below bundled with this report undermines my capacity as a human being. I, nor any other parent, do not want to be swept under HCDSB rug in brief summaries. I, and every other parent, deserve human decency of the Board and HCDSB to be transparent and timely with sensitive issues such as this one which can essentially provide "elite" programs for all our children and not scrapped on a basis of biased report.

Thank you very much again for taking the time to read this letter. I hope that the Board think long and hard on this item, and take it to heart and not blindly pass Scenario 4. I'm looking forward to your response. Kindest regards,



Concerned parent

On Nov 27, 2016, at 1:13 PM, [REDACTED] wrote:

Mrs./ Miss Arlene Iantomasi,

I would like to address you and the Halton Catholic Board, to get to your attention of an important matter to our kids and our family. We would like you to please vote on the option to keep status quo for the French Immersion program at Catholic Halton schools.

The program has been a tremendous success for our [REDACTED], [REDACTED] is in [REDACTED] grade at St Mary, in Oakville [REDACTED] loves the program, the challenge and specially the French language, which thus far has a great handle on and great pronunciation I may say. [REDACTED] is able to communicate fluently and able to read it with great ease.

French is not just a language, is part of our history, our culture and our country; and as such should be considered as a key pillar of our kids education today and always. Specially in our Catholic schools.

Our ask is to keep the program on going so that [REDACTED] currently in [REDACTED] can have the same opportunity; and that [REDACTED] currently in the program, has the opportunity to complete it successfully.

Also I would like to take this opportunity to let you know of our disappointment with the Halton Catholic Board for not communicating the vote in advance to the community and tried to solve any concerns together rather than by just a vote.

The parents and families are willing to have the program even if we have no bus transportation available and we know Public schools are successfully finding the teachers needed for French programs, thus we know for a fact that it is possible to find them.

We agree to continue having a first come, first served access to the program and we are willing to relocate our kids to other schools as it has been thus far.

As you can see and based on the known concerns there are solutions for this and we can know we can solve them together and keep the program continue as it is now.

We hope our concerns and our wishes are heard and that you will vote on option 1 , which is keep status quo of the program for years to come.

We are looking forward to hear from the Board to start the registration process for our son that starts grade 1 next school year.

Best Regards,

[REDACTED]

From: [REDACTED]
Sent: November-28-16 7:08 PM
To: lantomasi, Arlene <lantomasiA@hcdsb.org>
Cc: Dawson, Paula <DawsonP@hcdsb.org>
Subject: Re: Keep French Immersion Program at Halton Catholic Schools

Hi Arlene, Paula,

We would appreciate if we can at least keep the program starting at Grade 1 for one more year.

Most of us are concerned on our kids starting next year Grade 1 with kids already in the program; which means we would have to keep our kids in different schools for many years to come, if we decide to keep our kids currently in the program.

Which would be very problematic for many families; and that will push us to make hard decisions upon the Catholic System at Halton Region.

Best Regards,

[REDACTED]

From: [REDACTED]
Date: November 29, 2016 at 10:11:07 AM EST
To: "Karabela, Helena" <KarabelaH@hcdsb.org>
Subject: Re: Have you completed our French Program Survey?

Hi Helena,

We have, however the questions were really confussing, to tell you the truth, as it could mean a different thing knowing the context, which in this case there was no context.

We know other parents feel the same way about the survey and we do not believe it will provide the right information to help with your vote. Even my husband and I answered differently as we understood the context differently.

Would you mind letting us know what is the purpose and the context for this survey?

Just as a suggestion: would it not be better to send the 4 options that you have in the minutes for parents to select instead?

Thank you again,

[REDACTED]

Dear Trustees,

Canadian Parents for French Ontario has been supporting opportunities for young people to learn French since 1977. As such, we were consulted when HCDSB was considering starting the French immersion program just 5 years ago. We were dismayed to learn of the French Sustainability Study recommendations and encourage you to pause, dig deeper and plan for providing more opportunities for HCDSB students to develop the best possible French proficiency outcomes rather than fewer.

These articles are a good starting point for your deliberations as they cover brain and economic benefits of bilingualism:

http://dana.org/Cerebrum/2012/The_Cognitive_Benefits_of_Being_Bilingual/

http://www.huffingtonpost.ca/2012/07/04/bilingual-benefits_n_1628679.html

This 4 minute video talk by Dr. Joe Dicks of the University of New Brunswick explains why early French immersion is the best approach: <https://www.youtube.com/watch?v=I5gbdXFB8Uk>

For contextual information; such as, what programs other Boards and provinces offer, please consult the data provided here (Tabs 1, 1A, 1B & 4):

<http://on.cpf.ca/research-advocacy/advocacy/the-state-of-fsl-education-in-ontario/>

The Ministry policy reference for French as Second Language in Ontario:

<http://www.edu.gov.on.ca/eng/amenagement/frameworkfls.pdf>

I will be delegating next week (submitted brief attached) but please, feel free to email or call me with any questions. You can reach me at [REDACTED] below, day or evening, during the [REDACTED]. During office hours, our CPF Ontario Executive Director, [REDACTED], is available at [REDACTED].

Sincerely,

[REDACTED]

[REDACTED]

President | Président

[Canadian Parents for French Ontario](#)

From: [REDACTED]
Date: November 23, 2016 at 12:19:07 PM EST
To: Jane Michael <michaelj@hcdsb.org>, iantomasia@hcdsb.org, Susan Trites <tritess@hcdsb.org>, rowem@hcdsb.org, rabendad@hcdsb.org, dankoa@hcdsb.org, karabelah@hcdsb.org, maraip@hcdsb.org, Anthony Quinn <anthonyquinn@hcdsb.org>
Subject: French sustainability study and proposed changes to EFI

Good afternoon,

I am sure this is not the first email you are receiving in regards to the French Sustainability Study and the proposed changes to the way French programs are delivered throughout our board. I would like you to be well aware of my concerns regarding this subject, specifically the proposed phase out of the Early French Immersion program. **Please consider very strongly the following points when you are preparing to make your decision on the proposed recommendations.**

1) It is important that you know **that parents were not made aware of this issue.** This has not been communicated about in a transparent manner. The report says that they had "extensive consultation with various stakeholders", (page 17 of the French sustainability study) yet most parents of students in this program are still unaware of these proposed changes. Those who have become aware, found out within one month of the decision being made by the board trustees. In order to find the information, we are directed to the board website. These recommendations and report are buried within several layers of the website, on the pdf document of the board meetings. EFI parents received no warning, communication from school or board.

For example, as of Monday November 21, when I attended a mini open house in [REDACTED] class, [REDACTED] teacher in the EFI program had just received information about these changes the day before. Roughly 5 of 10 parents present had also not heard about the situation which is completely unacceptable.

2) **It is important that you realize these proposed changes will affect our children** mentally, socially and developmentally. My [REDACTED] is already worried about whether she will have to switch schools or if [REDACTED] program is "phased out" if [REDACTED] will be split up from [REDACTED] peer group and her wonderful community at St. Mary.

3) **It is important to note that when the program was presented to parents 4 years ago as a "pilot" program that it was not presented as a "pilot" program that might be phased out....**but as a "pilot program" to potentially open new sites as interests increases. Which is noted in the report that interest still remains very strong in the availability of EFI in the Catholic learning environment.

4) **There are other possibilities that can be explored to sustain and recruit French teachers,** such as recruiting in Quebec. The French Sustainability study mentions (page 6) that recruiting has been done in Ottawa, Kingston, Windsor and Sudbury, but there is no mention of Quebec.

5) **The shortage of French teachers is not a new issue in the province.** This issue existed well before the Early French Immersion pilot program was launched 4 years ago.

6) Please keep in mind that the recommendations for Status Quo (scenario 1) and the Phasing Out the Program/ Expanding the Extended French (scenario 4) **still require roughly the same amount of new hires over the course of the next 4 years.**

7) There is no guarantee in this study that **the current cohort** will be ushered through their remaining elementary years with an intact EFI program.

- Will the program be moved from the current designated schools?
- If the numbers of remaining students in the program drop, will they be absorbed into extended French at which point will they have to change schools?

8) These changes will see many kids in the EFI program switch to the public board.

9) This is a matter of doing what is best for the children - not the school board. Research shows that you learn a language more effectively the earlier you begin instruction.

- *Early immersion programs have generally produced better French-language results than other programs. Levels of language proficiency attained in early immersion are higher than those attained in the core French program. Proficiency levels are also higher than those for the partial, middle, and late immersion programs. Generally speaking, early immersion students perform better on tests of French listening comprehension, reading comprehension, general French achievement, and overall French proficiency.*

<http://on.cpf.ca/wp-content/blogs.dir/1/files/Cognitive-Benefits-of-FSL-Education-2006.pdf> - from the research report: **THE BENEFITS OF CHOOSING FRENCH-SECOND-LANGUAGE EDUCATION FOR YOUR CHILDREN** - from the website Canadian Parents for French (Ontario).

- *“The advantage of early immersion relates to children’s brain development,”• says Janette Pelletier, an associate professor of human development and applied psychology and a French immersion expert at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. “It is thought that the greater plasticity in a young brain is related to the ability to acquire second, third and fourth languages more easily, without a pronounced accent.”• Nathalie Martel-Fairbairn, who oversees French immersion up to Grade 6 for the Halifax Regional School Board, adds that early on “we douse them with language — orally, visually, on the written page. They have to speak the words — eat them, practically, so that they make sense.”•*

<http://www.canadianfamily.ca/parents/look-french-immersion/> - from the article: “ A look at French immersion” author, Tim Johnson

10) The earlier that language is introduced, the more confidence the learner has in communicating in French, which is the goal.

11) I am a product of early immersion. I grew up in [REDACTED] and began French in [REDACTED]. I am a communications specialist - my English has definitely not suffered. I am functionally bilingual and use French in both my personal life and in my professional life. Having a second language has been nothing but an asset to me.

12) I have one [REDACTED] in the early immersion pilot in our board and one [REDACTED] in the Extended French program. Their level of French comprehension and language proficiency is nearly if not exactly the same (with the [REDACTED] in grade [REDACTED] and older in grade [REDACTED]). Where I see a difference is that my [REDACTED] confidence in speaking the language is greater, because [REDACTED] was introduced to the language at a time when developmentally, she was more open to taking risks in front of [REDACTED] peers and teachers.

- *"Generally speaking, early immersion students perform better on tests of French listening comprehension, reading comprehension, general French achievement, and overall French proficiency. Parents can expect their early immersion child to approach native-like levels in French listening comprehension and reading skills by the end of elementary school. "*<http://on.cpf.ca/wp-content/blogs.dir/1/files/Cognitive-Benefits-of-FSL-Education-2006.pdf> *- from the research report: THE BENEFITS OF CHOOSING FRENCH-SECOND-LANGUAGE EDUCATION FOR YOUR CHILDREN - from the website Canadian Parents for French (Ontario).*

13) The appetite for French immersion and EFI in particular is not slowing down. Teachers colleges should be addressing the lack of teachers graduating with these qualifications. However if we produce less and less students that are functionally bilingual, by watering down the French programs offered throughout elementary and high school (ie. expanding core French and Extended French), how can we expect our pool of candidates to be any stronger?

14) The survey that was sent yesterday in regards to French programming in our schools was clearly biased. Each question asked, no matter your answer, supported the recommendations of the French Sustainability Study.

Sending a survey a week before the board is going to meet to decide on this issue was a clear afterthought and measure to placate concerned parents, which it did not do. The questions did not even include anything about the “phase out” of the EFI program.

Please consider the above points when making your decision regarding this study and the future of our French programs at HCDSB.

Concerned parents with [REDACTED] in EFI and [REDACTED] in Extended French
[REDACTED]

From: [REDACTED]

Date: November 21, 2016 at 9:51:24 PM EST

To: "anthonyquinn@hcdsb.org" <anthonyquinn@hcdsb.org>, "maraip@hcdsb.org" <maraip@hcdsb.org>, "karabelah@hcdsb.org" <karabelah@hcdsb.org>, "dankoa@hcdsb.org" <dankoa@hcdsb.org>, "rabendad@hcdsb.org" <rabendad@hcdsb.org>, "tritess@hcdsb.org" <tritess@hcdsb.org>, "iantomasia@hcdsb.org" <iantomasia@hcdsb.org>, "michaelj@hcsdb" <michaelj@hcsdb>, m m <mlmckeever@tsfan.org>, "rowem@hcdsb.org" <rowem@hcdsb.org>

Cc: [REDACTED]

Subject: Early French Immersion

To the "Oakville Trustee"

We recently received information that the Board is considering to phase out the Early French Immersion program. However, we submit to your consideration to maintain this program because children's cognitive skills improves significantly when they learn two or more languages and provide various advantages for them; for example, Anne Merritt's article published on June 19, 2013 indicates the following:

- 1. You become smarter - Speaking a foreign language improves the functionality of your brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. This skill boosts your ability to negotiate meaning in other problem-solving tasks as well.*
- 2. You build multitasking skills - Multilingual people, especially children, are skilled at switching between two systems of speech, writing, and structure. According to a study from the Pennsylvania State University, this "juggling" skill makes them good multitaskers, because they can easily switch between different structures. In one study, participants used a driving simulator while doing separate, distracting tasks at the same time. The research found that people who spoke more than one language made fewer errors in their driving.*
- 3. You stave off Alzheimer's and dementia - Several studies have been conducted on this topic, and the results are consistent. For monolingual adults, the mean age for the first signs of dementia is 71.4. For adults who speak two or more languages, the mean age for those first signs is 75.5. Studies considered factors such as education level, income level, gender, and physical health, but the results were consistent.*

4. *You become more perceptive - A study from Spain's University of Pompeu Fabra revealed that multilingual people are better at observing their surroundings. They are more adept at focusing on relevant information and editing out the irrelevant. They're also better at spotting misleading information.*

5. *Your decision-making skills improve - According to a study from the University of Chicago, bilinguals tend to make more rational decisions. Any language contains nuance and subtle implications in its vocabulary and these biases can subconsciously influence your judgment. Bilinguals are more confident with their choices after thinking it over in the second language and seeing whether their initial conclusions still stand up.*

Please note that Ann Merritt is a Canadian teacher, writer and editor; her writing has been published in the Globe and Mail, CNN.com and The Telegraph among other publications.

Furthermore, based on the above advantages and considering that both English and French are the official Canadian languages, it is important for our country that children should be able to speak, read and write perfectly in both languages; this knowledge should be learned as early as possible. Therefore, we recommend maintaining the Early French Immersion program because we have seen the benefits with our [REDACTED]

In addition, they are very motivated to attend school and have improved significantly their cognitive skills, they are proud to learn English and French at the same time and they are self-confident and curious to increase their knowledge on different fields.

We recognize the challenges that the Board is facing but we truly believe that keeping this program is worth it and the Board should find the best solution in the best interest of children.

If you require further comments, please let us know.

[REDACTED]

Dear Jane, Arlene, and Susan

My name is [REDACTED] and I am the parent of [REDACTED] in the EFI Program at SHOJ, [REDACTED]. The [REDACTED] have been in the program since its inception and are currently in Grade 4. My [REDACTED] and I are in position that many parents in EFI do not find themselves in - SHOJ is our home school. The [REDACTED] have attended there since [REDACTED] and we have an [REDACTED] in Grade [REDACTED]. In the event, the current recommendation to phase out the EFI program is adopted and honestly we cannot see how it will not be - it is easy for us to either keep the [REDACTED] in the program to just have them move back to the regular stream at SHOJ.

[REDACTED] and I have both read the Sustainability document and as it appears to us the writing is on the wall. The EFI program will be phased out and [REDACTED] will be impacted in some way. From our reading of the document, we do not see many if any future resources being directed toward the EFI program, no clear understanding of how it will co-exist with the new mandatory extra 60 minutes of math - which to us is more important, and realize that essentially [REDACTED] will be in an afterthought program that failed - yet one the school board sees a need to “see through to the end” until the last cohort that has entered is through Grade 8. Teachers will be recycled through and while other students partake in the “next generation” of French programming (i.e. the new and improved model) - ours will not. We foresee a lot of families who have made considerable sacrifice to have their children in the program (driving them across town, arranging childcare, etc) pulling their children from the program - especially those families who could have children in multiple schools now.

Hence, we are leaning toward pulling the [REDACTED] out of the EFI program for Grade 5. Don't think for one minute, we sit here subscribing to the fact that our kids are “special snowflakes” as I know many parents in the EFI program believe their children to be. Far from it. However, we will not subject the [REDACTED] to something that we believe will be a big disruption.

I found out about this recommendation about EFI only because I am [REDACTED]. I found out last month and took a copy of the documentation from [REDACTED]. While I understand the review and proposed termination of a pilot program deemed to have not met its goals, I am sure you are learning many other parents do not. The fact that the vast majority of parents were informed of this decision making process in an email that went out last week with a document directing them to start reading at page 21 seems very poorly thought out. I have also learned that teachers were also caught unaware of this and not really part of the process. Furthermore, the timing of dates allows for little to no parent involvement. Parents, teachers and to some extent perhaps school administrators were kept blind about this until the last minute. If you wanted to create an group of people who are now entirely suspicious of everything the school board does vis a vis their children - this is the way to go about it. It smacks of being led up the garden path.

I am most interested in what exactly what went wrong with the program? Have [REDACTED] been in program that has somehow lessened their education to date? What have they missed out on?

I want to know what exactly I will be putting [REDACTED] into if we keep them in EFI? How will the program function, what resources will be cut and what will still be available? Etc.

I will try to make the December 6 meeting. However, my concern is that it will be little more than chaos.

Sincerely,

A black rectangular redaction box covering the signature area.

From: [REDACTED]

Date: November 23, 2016 at 9:36:13 PM EST

To: "michaelj@hcdsb.org" <michaelj@hcdsb.org>, "iantomasis@hcdsb.org" <iantomasis@hcdsb.org>, "tritess@hcdsb.org" <tritess@hcdsb.org>, "pascerim@hcdsb.org" <pascerim@hcdsb.org>, "tilleyc@hcdsb.org" <tilleyc@hcdsb.org>, "rowem@hcdsb.org" <rowem@hcdsb.org>, "rabendad@hcdsb.org" <rabendad@hcdsb.org>, "dankoa@hcdsb.org" <dankoa@hcdsb.org>, "maraip@hcdsb.org" <maraip@hcdsb.org>, "anthonyquinn@hcdsb.org" <anthonyquinn@hcdsb.org>, "karabelah@hcdsb.org" <karabelah@hcdsb.org>

Subject: Early French Immersion

To Whom it may concern,

Upon reading the French sustainability study report, I thought it portrayed a very negative view point on the EFI program. It did a real good job of outlining the concerns and issues the program faces from a logistical/business stand point. It seems focused on the short term gaps the program faces vs how to better serve the long term needs of our future generation. What I did not see addressed, and I think is very important, is the success and value the program has brought to the education of the children who participate in the program. There are several benefits in which my family feels strongly about that the EFI program brings to our youth:

1. We are fortunate to live in one of the greatest countries in the world where our population enjoys the privilege of attaining an education. We should be striving to enhance the quality and level of that education, not accept minimum standards, with the goal of best preparing out children for their lives beyond their school years. With the bilingual nature of our country there are tremendous opportunities that have a bilingual mandate. By providing the means to build the knowledge and communication ability in the French language, it will only open more opportunities for those who chose to pursue such opportunities. It will arm them with yet another skill/talent/ability in an already highly competitive job market.
2. It is well known that children at young ages learn languages faster and more easily than when older. Why would we not want to take advantage of this great opportunity to seed the foundations for learning one of our national languages.
3. EFI provides a challenge for students that need more. Having a child who has gone through 2 years of EFI to date, the program has provided [REDACTED] a challenge that he was missing when not a part of EFI. EFI has created a more engaging and stimulating learning environment for [REDACTED], pushing him to build his confidence and strive to achievements at new heights. The program does require commitment and it may not be for everyone but we should not prevent those who have the privileged to be a part of it from reaping the benefits it provides.

What I would rather see is solutions on how the board is planning to address some of the challenges/concerns with the program. There is obviously demand for the program which is very encouraging. What is to plan to harness that demand and educate our youth. From what I have heard and understand there is no shortage in teachers in general. The teaching profession has become very competitive. If there is demand in this one particular area what is being done to better educate teachers entering the profession on where there is opportunity and growth potential. What is being done to attract talent in new and different ways. Are there different compensation or incentive

structures in place to fuel this new demand. I would like to see the program expand and see proactive steps put in place to allow it to do so.

As for equality, EFI is not denying children the opportunity of education, it is enhancing a child's education. The EFI program is a demanding program. It introduces a set of challenges and opportunities that some students may strive in and some may not. I don't think it is fair to say it represents elitism, but rather a different option in the education systems tailored to meet the needs of certain types of children.

Regarding transportation, I struggle with this topic as I have been unable to send my children to their home school due to the fact that it is expected that [REDACTED] year children are expected to be able to walk almost 2 km to and from school each day. I think this is ridiculous to begin with. If we can't get appropriate transportation to our home school, the least we can do is provide the necessary transportation to the unique programs or opportunities children have the possibility of being apart of. I think the opportunity EFI is provides needs to be heavily weighed against the cost of the transportation.

Finally, I have a [REDACTED] that has been looking forward to attending the EFI program in September when [REDACTED] starts grade [REDACTED]. [REDACTED] has been following [REDACTED] older [REDACTED] for 2 years in preparation for this. To not be able to provide her with that same opportunity will be very disheartening and not very motivating for [REDACTED]

[REDACTED]

From: [REDACTED]

Date: November 29, 2016 at 12:57:03 PM EST

To: <michaelj@hcdsb.org>, <iantomasia@hcdsb.org>, <tritess@hcdsb.org>, <rowem@hcdsb.org>, <rabendad@hcdsb.org>, <dankoa@hcdsb.org>, <karabelah@hcdsb.org>, <maraip@hcdsb.org>, <anthonyquinn@hcdsb.org>

Subject: Early French Immersion

Dear Trustees,

My [REDACTED] is in Grade [REDACTED] on the Early French Immersion program at Sacred Heart of Jesus in Burlington.

I recently learned about the Board's staff recommendation to phase out the program and the upcoming vote on this proposal.

I can't express how outraged I am with the complete lack of consultation on this matter. This is a very much important decision with great impact in the lives of our children, and the community must be involved in that discussion!

First, I don't understand why the creation of a Program Review Committee was never communicated to the community, while the Board has effective tools to do so. Who was part of that Committee?

Only now, weeks after the report with a recommendation was complete and presented, the Board reached out to parents by email with a 5-question online survey that is, at the very least, poorly devised.

I also struggle to understand the move to phase out a pilot program before evaluating it. The report on its first page asks "When is the EFI pilot over? How can we measure success?" but doesn't address these questions.

So, you've been running a pilot program for 4 years but you will not evaluate its success, review its purpose and actual outcomes BEFORE deciding what to do with it?

Instead, let's just scrap it because it is too popular and we seem to not be able to hire qualified teacher, without any consultation with the community?

The impression I get from reading the report is a premature decision to scrap an important program is underway due to staffing challenges, in a complete disregard to the program value, outcomes and benefits to the catholic children in Halton, or even to the Board's own goals and measures of success.

This report also states the Review Committee was formed to "examine the sustainability of our optional French programs".

Then why doesn't it gather information on demand (and challenges) for the Extended French program as well, and look at the whole?

I'm writing to you to express my dissatisfaction and frustration with how this "review" process has been conducted. It lacks consultation, it lacks transparency.

I personally truly hope we eventually get to see the expansion of the French Immersion program, working to overcome the challenges that this presents.

We should be striving to make this a top notch program, an inclusive and effective option to grow bilingual students who can achieve their God-given full potential. Scrapping the program works against that.

I can't believe there is no solution to the recruiting challenges the Board staff has experienced.

I urge you to move to install a proper program review process, and keep the pilot running until a legit conclusion is drawn.

Begin a review process that includes the community, one that does assess the pilot program outcomes.

One that addresses Ministry's the call for action to strengthen FSL in Ontario, and the HCDSB system priority of expanding the breadth of learning opportunities offered.

I'm interested in your opinion on this matter. I'd appreciate your reply with your thoughts.

Sincerely Yours,

A black rectangular redaction box covering the signature area.

From: [REDACTED]
Sent: December 2, 2016 8:35 AM
To: Swinden, Andrea <SwindenA@hcdsb.org>
Cc: Comments <Comments@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: RE: French Survey - additional comments/questions regarding French Sustainability Study

Thanks Andrea / Rosie.

Following are the comments / questions regarding the French Sustainability Study that did not fit into the Comments section of the Survey. Some of these are comments on the French programming but mostly questions regarding information in the report. I think the questions would have to be answered by staff but I believe the answers should be of interest to the Trustees.

First of all I want to say that I have a [REDACTED] who was enrolled in the Extended French program, from grade 5 – grade 8. Unfortunately my [REDACTED] and [REDACTED] classmates experienced first hand the challenges of apparently not having enough qualified staff available. In Grade 8, after a full 3 years of Extended French and therefore a pretty good command of the language, the students were assigned a teacher who was clearly not qualified to teach in the program. The students were appalled at the quality of [REDACTED] language skills, including oral skills and as a result did not have a lot of respect for [REDACTED] as a teacher.

This is clearly not an ideal situation for many reasons. Also I can attest to the fact that French speaking supply teachers seemed to be non-existent and that is the same situation that my [REDACTED] is currently facing in high school core French.

So the staffing issues do seem to be very real and the challenges are already having an impact on current programming.

However, this does raise the question of how the Public Board is managing to provide much more extensive offerings in French programs as they would be expected to face the same staffing issues.

With respect to the information in the report, I had a few questions;

On page 4 it states that 5 out of 46 successful registrants are from outside the Board;

- I understand that registration is on a first come first served basis but shouldn't priority be given to students in our Board regardless? Perhaps this is a way to boost enrolment but I don't think its fair to our existing students who already have limited opportunities for extended French programming within a Catholic environment

On page 4 it also states that "the majority of students in the program originate from the site schools"

- this does not seem to be an accurate statement given the statistics subsequently provided; "majority" suggests at least 50% + 1 but the statistics listed indicate that Oakville is the highest at 43% with other sites ranging from 23% to 31%

In reviewing the various options, there are many different scenarios presented with respect to how the instructional day could be divided in order to accommodate the required hours of French instruction under the various scenarios. However, there are a few things that remain unclear;

1. Grade 3 Timetabling

- under the recommended scenario 4, Core French would be introduced in Grade 3 at 40 minutes per day. This is great but, how would the current instructional day be modified to accommodate the 40 minutes of French instruction? What would be sacrificed?

2. Choice of Subjects to be taught in French

- the report states that “Religion and Family Life Programs must be delivered in English” – why?
- it would seem that Religion and Family Life would not have a lot of additional vocabulary requirements, unlike for example Science, therefore making Religion a good (better) fit for French instruction
- it is well known that the additional vocabulary in Science limits the depth and breadth with which Science topics can be explored in an FSL program
- this can be particularly frustrating for high ability students, particularly those who do not meet ministry definitions of Giftedness and therefore often enrol in French Immersion in order to be more challenged at school, only to be limited in the breadth and depth with which some subjects can be explored
- the report mentions (pg. 5) that “less than half the Graduating cohort continues to participate in the program” at the Secondary level;
- there are many reasons for this but one is definitely concern over limiting post-secondary opportunities from not having as strong a foundation in subjects such as Science and the Social Studies; especially Science
- there would not be similar concerns if Religion were taught in French

3. Prioritizing Religious instruction over English language (reading & writing) instruction

- there are several statements in the report that suggest timetabling challenges would prioritize Religious Instruction over English language instruction:
 - page 6 – “with 30 min. for Religion, and the new 60-minute imperative for Math, even if the teachers integrate well, it only leaves 30 minutes daily devoted to reading and writing skills in English”
 - page 8 – “EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction”
 - page 9 – same statement as page 8
 - page 10 – “since Religion and Family Life programs must be delivered in English, we would have the option of....delaying English language instruction for several years”
- why is it an option to delay English language instruction but not Religion instruction or to deliver Religion instruction in French?
- why is the School Board willing to sacrifice time for English language instruction but not Religion and Family Life?
- couldn't Religion curriculum be integrated into English language instruction by the use of relevant (religious) texts and writing topics?

I fully support Religious instruction and the goal of graduating spiritually strong members of society; however, I do not believe this should ever be at the expense of their (English) literacy skills. I expect most parents would be in agreement.

////////////////////

On somewhat of a side note I had always wondered why the program in which my [REDACTED] registered (Grade 5 entry point), was originally called “French Immersion” and somewhere along the way came to be called “Extended French”; possibly around the time that the “Early” French Immersion (EFI) pilot was initiated. (initially the two programs were distinguished as “French Immersion” vs. “Early French Immersion”). Was this because the number of hours of French instruction changed at some point? If so, was that as a result of resources being redeployed to the EFI pilot? Or did someone realize that the number of hours of French instruction provided in the program never did actually qualify it as an “Immersion” program?

From: [REDACTED]

Sent: November 30, 2016 6:56:01 PM

To: Rabenda, Diane

Subject: Save EFI

Good evening;

My name is [REDACTED] and I live in Milton. I have [REDACTED] children currently attending EFI ; one at [REDACTED] and one at [REDACTED]. I was one of the lucky ones that was able to get my children in to have this amazing opportunity to learn French from grade 1. I am writing to you as I understand that the program is being voted on and there is a proposal to delete it.

I need you to vote in favor of keeping the program as the trustee of Milton you need to listen to the parents and community that want and need this program.

There is no saving money with the education of our children!

Please vote for EFI to stay in our community.

French is Canada's official second language and it needs to be available to be learned from the most crucial and beneficial entry point, grade 1.

Thank you;

[REDACTED]

From: [REDACTED]
Sent: December 2, 2016 9:56 AM
To: Rabenda, Diane
Cc: [REDACTED]
Subject: re concerns relating to EFI

Hello Mrs. Rabenda:

I am a parent with a [REDACTED] at [REDACTED]. I would like to ask for your kind attention to read my concerns, as I did not feel the parent survey (deadline yesterday) allowed for very much feedback in free text (4 sentences to be exact!).

First of all, I want to say that my family has fully embraced the French Immersion life. [REDACTED] do not speak French at home. I only took core French up to high school [REDACTED] but only wished my parents had known about FI ([REDACTED]) when I knew 2 friends who could speak fluently. While my desire was to know French because we are a bilingual nation, I never truly felt the core French program provided the interest to proceed.

Yet, I was always determined to send any child I had to try out FI. Fast forward to today, my [REDACTED] went through early FI with [REDACTED] and graduated [REDACTED] speaking fluently - thanks to amazing French teachers who had the love of the language and were qualified to teach it. We moved to Milton and I had a [REDACTED] who started at [REDACTED] and registered in grade [REDACTED] FI. Again - amazing and qualified teachers by far! Not only was her fluency impressive, but what was more impressive was her desire to continue this through secondary school with extended French @ [REDACTED] all while doing the IB program ... and although that French program was small once reaching grade [REDACTED] (with a 5 star French speaking teacher!), she still graduated with the French certification. I truly believe that was a huge plus which catapulted her opportunities for acceptance into universities across Canada and the US! Ultimately, she landed at [REDACTED] this year representing [REDACTED] as a HCDSB student at higher level of learning! Finally, I have a [REDACTED] who is now currently at [REDACTED] grade [REDACTED] in the early FI program. I'm astounded how with only [REDACTED] of learning, she thrives on French outside of school. She watches French shows and reads or converses in simple conversations with her French speaking friends at birthday parties.

All that said, I can't help but be troubled with so many more questions as to why the elimination of early FI is even a possibility. We've been promoting early FI to our friends, family and even strangers in [REDACTED], since the Boards decision to start EFI. I hope our experience can demonstrate to the Board a lifestyle that many, many families like myself have embraced. I don't think the Board should ignore the "demand" that they are faced with year after year after year. This is a good thing!! If the Board's Vision is to be "*....in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.*" please know EFI does precisely this! Its program transforms our students and has the ability to develop them into young adults that will thrive outside the walls of any HCDSB school.

IF the concern is having an adequate pool of motivated and qualified French teachers, how does the Board expect to have qualified teachers in the future if they cut programs now which only promote French speaking students or nurture interest for the next generation?? I certainly hope the Board has taken into account the exodus this could also create once parents realize they can do French Immersion in the Public school system. I know the general "we" may be smaller stakeholders simply identified by number and dollars, but I've always felt HCDSB was progressive thinking and had the ability to advocate for our Catholic education in ways other Boards fell short.

I respectfully understand the position with regards to the Board's stand on this. Yet, I would feel remiss if I did not speak as an EFL parent with decades of exposure to French in the classroom and for my [REDACTED] future. At the very least, I felt it was important to keep the dialogue open and advocate to not cut the program off at the jugular. Please feel free to write me as I'd love to hear a response. I have also copied this to our [REDACTED] to keep [REDACTED] abreast of a parent's concern but to also inform him of how great this program works at [REDACTED] school. However, should any part of my email be considered for sharing, I would like to kindly request that I be contacted for permission beforehand.

Thank you so, so much for your kindest attention.

[REDACTED]

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, December 6, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Mark CES Burlington	7	31	Camp Brebeuf, Rockwood, ON	Students will be provided with the opportunity to engage in faith-based activities as related to the Sacrament of Confirmation. Daily prayers and reflection time are incorporated into each day. Students have taken part in Sacramental preparation through both the school and parish. Follow-up visits from Father Piotr will also take place. Our time at Camp Brebeuf is an opportunity for the Grade 7 students to strengthen relationships and build community in a faith-centred program during their Confirmation year.	Tuesday, February 28 – Thursday, March 2, 2017	~\$175.00
St. Raphael CES Burlington	8	33	Quebec City, QC	The Quebec trip provides students geographical, historical and linguistic enrichment; which will help them gain an appreciation of French-Canadian culture. Students will participate in interactive workshops and will visit several points of interest, including Canyon Ste-Anne, the Martello Towers, and the residence of the Governor General at the Citadel, to name a few. Staff and Students will participate in Mass at Sainte-Anne-de-Beaupre Basilica.	Monday, May 29 – Thursday, June 1, 2017	~\$681.00
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS Georgetown	11-12	13	Queen's University Kingston, ON	Queen's University senior girls' volleyball tournament is an opportunity for players on the team to bond and learn to work effectively as interdependent team members. Each night of the trip, two nights, the girls will participate in a reflection and prayer service as members of the team, which will help them to better understand their role potential, and power as a teammate. The trip will also give them an opportunity to tour Queen's University and research opportunities for postsecondary.	Friday, December 2, 2016 – Saturday, December 3, 2016	~\$38.45
Holy Trinity CSS Oakville	11-12	15	Windsor University Windsor, ON	The Windsor University Tournament will afford all team members an opportunity to compete, cooperate and grow together both individually and as teammates. Along with the tournament the team will be participating in a University visit and tournament banquet. The team and coaches will participate in pre and post-game prayers.	Thursday, December 15- Saturday, December 17, 2016	~\$75.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Corpus Christi CSS Burlington	10-12	20	Western Fair Arena London, ON	The Corpus Christi Senior Boys Hockey Team has the opportunity to participate in a three-day Crusader Cup boy's ice hockey tournament hosted by Central Catholic High School. The trip offers our students opportunity to form their faith, as per the Ontario Catholic High School Expectations, by working effectively as an interdependent team member and respecting the rights, responsibilities, and contribution of self and others. Prayer service before competition, along with prayer before meals.	Thursday December 15 – Saturday, December 17, 2016	~\$355.00
Corpus Christi CSS Burlington	11-12	13	St. Marcellinus Catholic SS Mississauga, ON	Senior girls' volleyball team are being provided with the opportunity to develop confidence and positive sense of self-respect. Students will work independently as well as within a team; given the opportunity to develop team building skills, as well as Christian leadership skills as they play in the all Ontario Catholic Volleyball Tournament. Staff and students will attend Mass on February 2nd prior to the banquet.	Wednesday, February 1 – Friday, February 3, 2017	~\$200.00
Corpus Christi CSS Burlington	10-12	20	Cornell University, Ithaca, NY	CC Senior Boys Hockey Team scheduled to travel to Ithaca, NY for an on-site university visit at Cornell University. The trip offers our students an opportunity to form their faith, as per the Ontario Catholic High School Graduate Expectations, by working effectively as an interdependent team member and respecting the rights, responsibilities, and contributions of self and others. Prayer service before competition, along with prayer before meals. Students to attend Mass at their local parish Sunday evening.	Friday, February 10 – Sunday, February 12, 2017	~\$435.00
St. Thomas Aquinas CSS Oakville	10-12	13	Western University	The Senior Boys Basketball Team will be participating in the Western University "Purple & White" tournament. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students will participate in prayerful reflection before each game.	Wednesday, December 28-Thursday, December 29, 2017	\$80.00
Holy Trinity CSS Oakville	11-12	20	Pittsburgh, PA	The Senior Boys Hockey Team will be attending the Hockey Time Productions Tournament in Pittsburgh, PA. This trip affords the students an opportunity to bond and learn to work effectively as interdependent team members. Staff and students will participate in an evening reflection and prayer service each night. Students will be attending Mass on Saturday, February 18 th at St. Mary of the Mount Catholic Church.	Friday, February 17- Sunday, February 19, 2017	\$362

INFORMATION REPORT

ITEM 11.4

**2015-2016 AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF TRUSTEES
FOR FORWARDING TO THE MINISTRY OF EDUCATION**

PURPOSE:

To provide the Board of Trustees with the 2015-16 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education.

COMMENTS:

On October 8, 2015, the Ministry released Memo [2015: SB30 Audit Committee Annual Report](#) which provides direction and templates for Audit Committee Annual Report requirements.

The template in was used to develop the attached Annual Report of the Audit Committee to the Board of Trustees for Forwarding to the Ministry of Education for the year ended August 31, 2016.

The Ministry requires a list of the work performed by the internal auditors in order to monitor the use of the internal audit funding allocation in the fiscal year and a list of the planned enrolment audits so as to coordinate the enrolment audits performed by the Ministry and the regional internal audit teams across the province.

The 2015-16 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education was approved at the Audit Committee Meeting of November 14, 2016 and will be submitted to the Ministry on December 7, 2016.

REPORT SUBMITTED AND APPROVED BY:

MARK ROWE
CHAIR OF THE AUDIT COMMITTEE

**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the year ended August 31, 2016**

District School Board Name: Halton Catholic District School Board

Fiscal Year: 2015-2016

Re: Annual audit committee report to the Ministry of Education as per Ontario
Regulation 361/10

During the 2015-2016 fiscal year, the following internal audits were started but not
completed by August 31, 2016:

- Internal Audit – 2015-2016 School Generated Funds

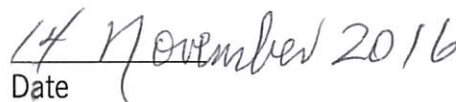
In addition, the following audits were completed in the 2015-2016 fiscal year:

- Internal Audit – 2013-2014 School Generated Funds
- Internal Audit – Follow-up Audit, Capital Project Management
- Internal Audit – Follow-up Audit, Budget and Financial Reporting
- Internal Audit - Information Technology Strategy Audit
- External Audit – 2014-2015 Audited Financial Statements

Based on the multi-year internal audit plan, we are not expecting any enrolment audits to be
performed.

On behalf of the Audit Committee,


J. M. Rowe, Audit Committee Chair


Date

INFORMATION REPORT

ITEM 11.5

**MINISTRY RESPONSE TO 2016 CAPITAL PRIORITIES
BUSINESS CASES SUBMISSION**

PURPOSE:

To inform the Board of Trustees of the November 21, 2016 funding announcement made by the Ministry of Education regarding the most recent 2016 Capital Priorities Submission.

BACKGROUND:

1. Action Report 8.6, "2016 Capital Priorities Business Cases Submission" from the June 21, 2016 Regular Board Meeting.
2. Action Report 9.5, "Halton Catholic District School Board 2013 Long-Term Capital Plan" from the June 18, 2013 Regular Board Meeting.

COMMENTS:

On July 15, 2016, staff submitted five (5) business cases to the Ministry of Education requesting capital funds for two (2) school closure and consolidation projects, two (2) new growth projects, and one partial rebuilt project.

The Ministry of Education sent a communication to the office of the Director on November 21, 2016, advising the Board that of the five (5) projects submitted, only the Milton #8 Catholic Elementary School – a new growth project – would be funded. The following is a breakdown of the response sent by the ministry, attached as Appendix A:

Priority #1: North Georgetown Community School (SCC)		Not Funded
Project	Entailed the consolidation of Holy Cross and St. Francis of Assisi Catholic Elementary Schools, and the construction of a new 671 pupil place elementary school with a 5 room child care.	
Ministry Response	This project was not considered for Capital Priorities Grant funding. The Ministry does not support the need to replace the existing Holy Cross Catholic Elementary School based on the Ministry's assessment of the school's condition and state of repair.	
Next Steps	Assess other alternative solutions to address facility needs in Georgetown.	
Priority #2: Oakville South Central School (SCC)		Not Funded
Project	Entailed the consolidation of St. Joseph and St. James Catholic Elementary Schools, and the construction of a new 527 pupil place elementary school, and the re-location of the Thomas Merton ALC to St. James Catholic Elementary School in 2020.	

Ministry Response	This project was not considered for Capital Priorities Grant funding. The Board should consider a more cost effective proposal for future funding consideration.
Next Steps	Explore options on how the consolidation plan could be adapted to meet a more “cost effective” solution. Meet with the Ministry of Education staff to gain an understanding of how to make this Business Case successful. Any changes to the accommodation plan as approved on April 19, 2016, would require Board approval and additional community consultation.

Priority #3: South Milton (Boyne ‘Ford’) Elementary School (Milton No. 8) \$13.67M

Project	Entailed the construction of a new 671 pupil place elementary school in the new Boyne Secondary Plan, to alleviate pressures at St. Benedict Catholic Elementary School, to open for September 2018.
Ministry Response	Approved project with 2016 Capital Priorities Grant funding and Full Day Kindergarten funding. See Appendix B (of Appendix A) for funding details.
Next Steps	Begin school construction and site plan approval process.

Priority #4: South Milton (Boyne) Secondary School (CE#3) Not Funded

Project	Entailed the construction of a new 1,437 pupil place secondary school in the new Boyne Secondary Plan (east of Region Road 25), to alleviate pressures at Jean Vanier Catholic Secondary School and future development pressures in the Town of Milton.
Ministry Response	This project was not considered for Capital Priorities Grant funding at this time due to a lack of an immediate need as identified by the Ministry. The Ministry supports the Board going out to find a secondary school site for this project.
Next Steps	Continue making arrangements with appropriate bodies to secure a site within the Boyne East Tertiary Plan within the next year and re-submit the Business Case for the next round of capital priorities funding in the summer of 2017. Explore options to also address increasing enrolment pressures in Milton for secondary school students.

Priority #5: St. Dominic Catholic Elementary School Partial Re-build Not Funded

Project	Entailed the retrofit and partial reconstruction of approximately 4,412m ² , and address backlog of condition and renewal needs. Also included 3 child care rooms.
Ministry Response	This project was not considered for Capital Priorities Grant funding at this time due to a lack of an immediate need as identified by the Ministry.
Next Steps	As the project was phased to occur after the completion of Priority #2, look at alternatives to make the business case viable in earlier years independent of Oakville South Central School’s schedule.

CONCLUSION:

Staff will continue to work toward solutions to meet Board identified priorities outlined within the Board's 2013 Long-Term Capital Plan. The third round of School Consolidation Capital (SCC) grants has been circulated by the Ministry on December 1, 2016 and is attached in Appendix B.

The submission date for School Consolidation Capital (SCC) grant business cases is January 27, 2017. Closure and consolidation projects will require Board approval by March 24, 2017, to be eligible for the SCC grants funding.

Staff will seek Board approval at a later date to identify the consolidation project(s) to be submitted to the Ministry.

New growth capital projects will be submitted in the next round of Capital Grants funding, whereby the Ministry request for new business cases is anticipated for spring 2017.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

SUBMITTED BY: R. NEGOT
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

Ministry of Education**Office of the ADM**

Financial Policy and Business Division
900 Bay Street
20th Floor, Mowat Block
Toronto ON M7A 1L2

Ministère de l'Éducation**Bureau du sous-ministre adjoint**

Division des politiques financières et des opérations
900, rue Bay
20^e étage, Édifice Mowat
Toronto ON M7A 1L2



November 21, 2016

Ms. Paula Dawson
Director of Education and Secretary of the Board
Halton Catholic District School Board
PO Box 5308
802 Drury Lane
Burlington ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2016 Capital Priorities Grant funding program and Child Care Centres and Child and Family Programs.

As outlined in **Memorandum 2016: B11 – Request for Capital Project Funding Submissions**, school boards were asked to submit no more than eight business cases to the ministry by July 15, 2016. Fifty-four school boards submitted 205 requests for 193 school capital projects, worth approximately \$2.6 billion, for funding consideration. The ministry also received 168 requests from 47 boards for Child Care capital funding for the creation of 443 new Child Care rooms and 94 Child and Family Program rooms.

After careful review of your board's submission, I am pleased to confirm that the ministry has approved funding to support 1 project identified by your board. In total, your board will be allocated \$13,668,474 to undertake this project:

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	Child and Family Centre	Total
South Milton (Boyne 'Ford') Elementary School (CE #8)	\$12,125,714	\$1,542,760	\$ -	\$ -	\$13,668,474
Total	\$12,125,714	\$1,542,760	\$ -	\$ -	\$13,668,474

The ministry is currently reviewing stand-alone Child Care and Child and Family Program submissions and will be communicating decisions in the near future.

In recognition of the increase in construction costs, the ministry has increased its funding benchmarks by two percent and is reflected in the funding for this round of capital approvals. This increase does not apply to any previously approved projects.

Please be aware that the ministry has funding available to address costs related to site acquisition and/or demolition and will consider providing additional funding to the board based on the submission of a detailed estimate of these costs.

Please note this funding is conditional upon amendments to the 2016-17 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

Appendices

Appendix A provides a complete list of the Capital Priorities projects submitted by your board along with the ministry's rationale for the funding decisions and the funding allocation. The ministry's decisions were based upon the needs identified in your school board's business cases, and in the case of Child Care and/or Child and Family Program capital projects, the Joint Use Submission form submitted by your school board and municipal partner.

If your board chooses to address this project with a project other than the one outlined in the board's Capital Priorities business case your board must receive the ministry's approval prior to retaining an architect. In some cases, this may require your board to forfeit their project approval and resubmit their request in a future round of Capital Priorities or School Consolidation Capital funding.

Should your school board and CMSM/DSSAB continue to see a Capital Priorities, Child Care or Child and Family Program project that did not receive funding approval as a priority, you may resubmit it during future rounds of Capital Priorities Grant or School Consolidation Capital programs.

Appendix B provides a table showing how funding was determined for your project.

Payment

The Capital Priorities Grant, New Construction of Child Care and Child and Family Programs operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods these programs:

- For the period of September 1st to March 31st, all related expenditures are recorded in the board's March Report; and,
- For the period of April 1st to August 31st, all related expenditures are recorded in the board's financial statements.

School boards will also be funded for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a semi-annual basis. The short-term

interest payments will be calculated in a manner similar to how they have been calculated for other eligible capital programs.

School boards should continue to report any new capital projects that have received a funding allocation/approval in the Inventory Data section of the ministry's School Facilities Information System (SFIS).

Board Responsibilities

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope are within the approved funding and does not exceed the ministry's space benchmarks.

Communication Protocols

All public announcements regarding capital investments in the publicly funded education system are joint communications opportunities for the provincial government and the district school board.

Effective April 2016, school boards should not issue a news release or any other media-focused public communication regarding major capital construction projects without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards can contact the Ministry of Education to receive additional content for the media-focused public communications, such as quotes from the Minister.

The Ministry of Education may also choose to issue its own news release about various project milestones in addition to those prepared by school boards. If the Ministry chooses to do so, school boards will be contacted to get quotes from the school board Chair and/or Director of Education.

The intent is to secure as much coverage for these events as possible, and in doing so, help promote the role of both the Ministry of Education and the school board in bringing exciting new capital projects to local communities.

Important: For all new school openings, or openings of major additions which includes Child Care or Child and Family Programs, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca, with a copy sent to the ministry's Regional Manager, Field Services Branch, in your area. School boards are not to proceed with their public event until they have received a response from the Minister's Office regarding the Minister's attendance. School boards will be notified at least four to six weeks in advance of their opening event as to the Minister's attendance. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

If the Minister of Education is unavailable, the invitation may be shared with a government representative who will contact your school board to coordinate the details (e.g., a joint announcement). School boards are not expected to delay their announcements to accommodate the Minister or a Member of Provincial Parliament (MPP); the primary goal is to make sure that the Minister is aware of the announcement opportunity.

Should the event be focused on Child Care or Child and Family Program capital, the Ministry of Education highly recommends inviting your partner CMSMs/DSSABs, who may also wish to participate and contribute.

For all other media-focused public communications opportunities, such as sod turnings for example, an invitation to your local event must be sent to the Minister of Education by email with at least three weeks' notice. Again, please send a copy to the ministry's Regional Manager, Field Services Branch, in your area. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

School boards are not expected to delay these "other" events to accommodate the Minister. Only an invitation needs to be sent, a response is not mandatory to proceed.

This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

You must acknowledge the support of the Government of Ontario in media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, Vine, etc. where there is a tight restriction on content, school boards are not required to include government acknowledgement. In addition, when engaged in reactive communications (e.g., media calls) the school board does not have to acknowledge government funding; however, if possible, such an acknowledgement is appreciated.

For these approved capital construction projects, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage for the projects identified by the Ministry of Education in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production costs will be covered by the Ministry of Education, including the cost of distributing the signage to school boards.

Should you have any communications-related questions, please contact Ryan Rigby at 416-325-2540 or via email at Ryan.Rigby@ontario.ca.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Should you have any questions about CPG requests, please contact your Capital Analyst, Diamond Tsui at Diamond.Tsui@ontario.ca or 416-325-2017.

For any questions related to the Child Care and/or Child and Family Program capital requests, please contact your Early Years Education Officer or Child Care Advisor:

Dolores Cascone at Dolores.Cascone@ontario.ca or 416-314-6300;

Isilda Kucherenko at Isilda.Kucherenko@ontario.ca or 416-325-3244.

Sincerely,

*Original signed by
Joshua Paul for:*

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Attached:

Appendix A – Complete List of Submissions

Appendix B – Details of 2016 Approved Projects

cc: Shannon Fuller, Assistant Deputy Minister, Early Years Division
Grant Osborn, Director, Capital Policy and Programs Branch
Julia Danos, Director, Early Years Implementation Branch
Mary-Beth Jonz, Director, Children's Services - The Regional Municipality of Halton
Roxana Negoï, Superintendent of Business Services, HCDSB

Appendix A: List of 2016 Capital Priorities Grant Requests

46 Halton Catholic DSB

Priority	Project	CP (\$M)	FDK (\$M)	CC (\$M)	CFP (\$M)	Total (\$M)	Description	Recommendation
1	Georgetown North Community School	0.00	0.00	0.00	0.00	0.00	A new 671 pupil place elementary to accommodate the consolidation of Holy Cross and St. Francis of Assisi schools in Georgetown, including 5 child care rooms.	This project was not considered for Capital Priorities Grant funding. The Ministry does not support the need to replace the existing Holy Cross CES based on the Ministry's assessment of the school's condition and state of repair.
2	Oakville South Central School	0.00	0.00	0.00	0.00	0.00	A new 527 pupil place elementary to accommodate the consolidation of St. Joseph and St. James schools in Oakville.	This project was not considered for Capital Priorities Grant funding. The Board should consider a more cost effective proposal for future funding consideration.
3	South Milton (Boyne 'Ford') Elementary School (CE #8)	12.13	1.54	0.00	0.00	13.67	A new 671 pupil place elementary school to relieve accommodation pressure in Milton.	Approve project with 2016 Capital Priorities Grant funding and Full Day Kindergarten funding. See Appendix B for funding details.

Priority	Project	CP (\$M)	FDK (\$M)	CC (\$M)	CFP (\$M)	Total (\$M)	Description	Recommendation
4	South Milton (Boyne) Secondary School (CS#3)	0.00	0.00	0.00	0.00	0.00	A new 1,437 pupil place secondary school to relieve accommodation pressure in Milton.	This project was not considered for Capital Priorities Grant funding at this time due to a lack of an immediate need as identified by the Ministry. The Ministry supports the board going out to find a site for this project.
5	St. Dominic CES Partial Re-build	0.00	0.00	0.00	0.00	0.00	A retrofit of 4,412 m2 to address facility condition and renewal backlog at St. Dominic school in Oakville location, including 3 child care rooms.	This project was not considered for Capital Priorities Grant funding at this time due to a lack of an immediate need as identified by the Ministry.

Appendix B: Details of Approved 2016 Capital Priorities Projects

46 Halton Catholic DSB

Priority	3
Project Name	South Milton (Boyne 'Ford') elementary school CE #8
Panel	Elementary
Location	MILTON

New Construction	Pupil Places to Add	671
	Resulting Pupil Places	671
	Gross Floor Area / Pupil Place	9.99
	\$ / Gross Floor Area	1,959.89
	Geographic Adjustment Factor	1.02
	Benchmark	13,400,465
Total Project Benchmark		13,400,465

Funding Source		2% increase	Final Funding Amount
Capital Priorities Grant	11,887,955	237,759	12,125,714
Full Day Kindergarten	1,512,510	30,250	1,542,760
Total Funding			13,668,474

Ministry of Education

Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2

**2016: B19**

MEMORANDUM TO: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District School Services Administration Boards (DSSABs)

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Shannon Fuller
Acting Assistant Deputy Minister
Early Years Division

DATE: December 01, 2016

SUBJECT: Request for School Consolidation Capital Funding
Submissions

We are writing to announce details of the 2017 round of the Ministry's \$750 million School Consolidation Capital (SCC) program. This funding was announced in the 2014-15 Grants for Student Needs (GSN) release as part of the School Board Efficiencies and Modernization (SBEM) initiative. In addition, the Ministry has child care capital funding to fund replacement of child care and child and family program rooms where supported by the Consolidated Municipal Service Manager (CMSM)/District Social Services Administration Board (DSSAB) that would be lost due to a school consolidation or address demand in a new school being built as part of a school consolidation project.

The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some cases, adjust their capital footprint. Through the SCC program, capital funding will be available to school boards to support projects that address a school board's excess capacity. This funding will be allocated on a business case basis for new schools, retrofits and additions that support consolidations.

School boards are requested to provide the Ministry with their consolidation projects that need to be completed by the 2020-21 school year. The Ministry will be reviewing the SCC submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

In recognition of the increase in construction costs, the Ministry has increased its funding benchmarks by two percent. Projects approved through this round of SCC will be funded according to this increase. This increase does not apply to any previously approved projects.

Highlights/Summary Points

- School boards are to submit SCC projects that need to be completed by the 2020-21 school year.
- School boards will be able to submit their business cases and Joint Submission forms through the School Facilities Inventory System (SFIS) beginning on December 6, 2016.
- The deadline for SCC submissions, including the Joint Submission forms, is January 27, 2017.
- SCC submissions related to accommodation reviews must have a final trustee decision by March 24, 2017 to be considered for SCC funding approval.
- Business cases will be required only for a school board's top eight SCC projects.
- School boards may also request funding for the construction of child care and child and family programs and community hubs as part of a school board's SCC submission.

Submission of SCC Projects

Beginning December 6, 2016, school boards will be able to submit business cases and Joint Submission forms for their requests for SCC funding through SFIS. Only a school board's eight highest priority projects expected to open no later than 2020-21 will be considered for SCC funding and will need to be supported with a completed business case. School boards are required to submit their SCC business cases and Joint Submission forms by January 27, 2017. The Ministry will not accept business cases or Joint Submission forms after this date.

School boards can save their work in progress within the SFIS module, however, once school boards submit their business cases, their submissions will be locked from further editing. Thereafter, school boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission.

The Ministry is aiming to make announcements regarding their SCC funding decisions in early Spring 2017. It is anticipated that an announcement of the next round of Capital Priorities to follow shortly thereafter.

Business Case Considerations

The Ministry will consider funding projects that allow a school board to reduce their excess capacity. Eligible projects for funding consideration include the following:

- Consolidating two (or more) schools into one new facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a school board has made a decision to close.
- Right-sizing existing schools by renovating existing excess space for other uses including child care and child and family program rooms and community hubs.

School boards must address why any capital investment is required from the Ministry in order to remove excess capacity from its inventory. The SCC business cases will be reviewed by the Ministry with the focus being on the cost effectiveness of the proposed solutions.

School boards are encouraged to submit alternative solutions for Ministry funding consideration. These alternatives may be submitted as supplemental documents through SFIS.

The Ministry expects that the business case and supplemental documents will demonstrate why the proposed project is the best accommodation solution. This should include a rationale of why less costly alternatives are not being recommended by the board, including the use of existing school facilities that require little or no capital investments or joint use facilities between school boards.

As part of its evaluation, the Ministry utilizes calculations to determine the financial value of the project. These calculations are based upon the proposed cost of the project weighed against the expected reduction in costs, both in the form of ongoing operational, ongoing renewal savings and the elimination of any existing renewal backlog.

The business cases should address the following:

- Improvement of facility utilization through the reduction of unused space.
- Impact on reducing a school board's operating and renewal costs.
- Enrolment projections for schools in the area of the project.
- Existing renewal needs of schools that are part of the business case.
- Other benefits, such as improved programming, accessibility, and/or energy efficiency.
- Results of the accommodation review process (where applicable).

We expect that school boards will be submitting projects for SCC funding that are linked to accommodation reviews decisions. Please note, projects related to accommodation reviews must have a final trustee decision by March 24, 2017 to be considered for SCC funding approval.

Submission of Child Care and Child and Family Program Projects in Schools

As with the last round of child care and child and family program submissions through the Capital Priorities program, school boards and Consolidated Municipal Service Managers/District Social Services Administration Boards (CMSMs/DSSABs) have an opportunity to include child care and child and family programs as part of their SCC request.

The Ministry will consider funding capital projects in schools where there is a need to replace child care and child and family program rooms that would be lost due to a school consolidation or address demand in a new school being built as part of a school consolidation project for children aged 0 to 3.8 years of age. School boards will need to have the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school. Note that stand-alone child care and child and family program projects are not eligible as part of the SCC program.

Eligibility

The Ministry will consider funding the creation of child care and child and family program rooms in schools, under the following conditions:

- 1) The target school is any of the following:
 - a. An existing school that will be accommodating students from a closing school that currently contains child care spaces and/or child and family program rooms.
 - b. A new school that is to be constructed and receives Ministry funding approval.
 - c. An existing school that is to undergo a major addition/renovation that receives Ministry funding approval.
 - d. An existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.
- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child and family program rooms and/or child care rooms and create child care spaces for ages 0 to 3.8 years in the identified school.
- 3) The child care spaces and/or child and family program rooms will not result in an operating and/or financial pressure for the CMSM/DSSAB.

In November 2016, the Ontario government announced an investment of approximately 3,400 new licensed child care spaces across the province as a first step towards creating 100,000 additional spaces over the next five years. Capital child care projects funded under this round of SCC which result in new spaces would also be counted towards this commitment. When considering long-term viability, CMSMs/DSSABs and school board planners must consider their needs for at least the next five years and use population projections as well as other local data to inform submission decisions.

Joint Submission Form

As part of your SCC submission, the Ministry will require a Joint Submission form (available for download through SFIS) signed by both the CMSM/DSSAB Manager of Children's Services and the school board Director of Education. The Joint Submission form includes project details and confirms that the child care and/or child and family program meets all eligibility and viability requirements.

See Appendix A for details on submission requirements for child care projects, and Appendix B for details on submission requirements for child and family program projects.

To be considered for funding, the Joint Submission form must be submitted as part of the school board's SCC business case. A copy must also be provided to your school board's Capital Analyst (see Appendix C) and Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (see Appendix D). The Ministry may request supporting documentation following a review of the Joint Submission form.

School boards are required to submit their completed Joint Submission forms by January 27, 2017. The Ministry will not accept Joint Submission forms after this date.

Joint Use Capital Projects in Schools

As with previous capital funding programs, the Ministry encourages school boards to consider collaborative capital project arrangements between school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects. Please see [2013:B18](#) and [2016:B17](#) Memorandums for further details.

Community Hub Projects in Schools

As you are likely aware, in August 2015, the Premier's Community Hubs Framework Advisory Group released a report titled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province.

The Ministry recognizes the value of joint community based planning across local agencies. To that end, the Ministry encourages school boards to seek out community organizations for possible partnership opportunities in their SCC submissions.

Note that child care and/or child and family program requests should be addressed through the completion of a Joint Submission form.

Proceeds of Disposition

School boards will not be required to allocate their Proceeds of Disposition (POD) towards new SCC projects. School boards are reminded, however, that projects that they wish to undertake on their own using POD will first need to be submitted to the Ministry through the Capital Priorities or SCC programs. Additionally, school boards have the option to identify POD as a funding source for a SCC project that addresses outstanding renewal needs. Please see [2015:B13](#) Memorandum for further details.

Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for SCC funding approval if the Ministry does not have an approved CAPT consistent with the school board's 2015-16 Financial Statements.

Ministry Contact

SCC Program

If you have any SCC program questions, or require additional information, please contact the Capital Analyst assigned to your school board (Appendix C) or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@Ontario.ca

or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at Mathew.P.Thomas@ontario.ca.

Child Care and Child and Family Program

If you have any child care and child and family program questions, or require additional information, please contact the Early Years Education Officer or Child Care Advisor assigned to your school board (Appendix D) or:

Jeff O'Grady, Acting Manager, Early Years Implementation Branch at 416-212-4004 or at Jeff.OGrady@ontario.ca.

We look forward to working with you to identify your future SCC projects.

Original signed by:

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Shannon Fuller
Acting Assistant Deputy Minister
Early Years Division

Appendices:

Appendix A: Child Care Projects

Appendix B: Child and Family Program Projects

Appendix C: List of Ministry Capital Analysts

Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors

c.c. Senior Business Officials
Superintendents and Managers of Facilities
Managers of Planning
Early Years Leads
CAOs of Consolidated Municipal Service Managers
CAOs of District Social Services Administration Boards
Steven Reid, Director, Field Services Branch, Ministry of Education

Appendix A: Child Care Projects

Child Care Eligibility

The Ministry will consider funding capital projects in schools where there is a need to replace child care rooms that would be lost due to a school consolidation or address demand in a new school being built as part of a school consolidation project for children aged 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections, as well as other local data to inform submission decisions.

Joint Planning and Local Prioritization of Child Care Projects

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in schools. CMSMs/DSSABs will need to consider projects relative to demand, long-term viability, and their local child care plan.

The school board and CMSM/DSSAB are to separately provide a priority ranking for each child care and/or child and family program request being submitted for consideration. The school board provides its ranking for the project against its other projects, and the CMSM/DSSAB prioritizes all projects they are being asked to sign-off on by all school boards (i.e., if the English public school board, the English Catholic school board, and the French Catholic school board all request municipal approval on their Joint Submission form, the CMSM/DSSAB must prioritize them all together rather than per individual school board). This will help ensure that the approved child care and/or child and family program projects align with approved capital projects.

This will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care and/or child and family program projects being submitted by all school boards in the service areas of the CMSM/DSSAB.

Ministry Prioritization of Eligible Child Care Projects

As originally communicated in the [2015:B11](#) Memorandum, the Ministry will continue to use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- Child care replacement due to school consolidation/accommodation review;
- Age groupings (infant rooms are a priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness and viability.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care spaces/rooms will not result in an operating and/or financial pressure for the CMSM/DSSAB.
- The physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance and repair costs) directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an Approval to Proceed (ATP) before the project can be tendered.
- Child care space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child care space under the section "Community Use Rooms".
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care projects are within the approved project funding and do not exceed the Ministry's benchmarks.
- Rooms must be built in accordance with the [Child Care and Early Years Act, 2014](#) (CCEYA).
- It is expected that all new child care rooms funded under this policy will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, and 24 preschool spaces), and that child care rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, and toddler group sizes require additional space for separate sleep areas, change area, etc. These should be considered when developing floor plans. Considerations should also include the long-term use of the room, including the ability to convert to other child care age groups or for classroom use.
 - Please note, a new optional approach to age groupings, ratios and staff qualifications will be implemented starting September 1, 2017 as part of the recent regulatory announcements under the CCEYA. Under the new approach, licensees will have the option of operating under the current requirements for

age groupings, ratios, and qualifications (Schedule 1) or applying to adopt the new option (Schedule 2). Licensees and new applicants will have the opportunity to apply for a license under Schedule 2, which would be approved based on set criteria.

- Schedule 2 will come into effect on September 1, 2017 as an option. Licensees will be informed of when they can begin to submit requests for revisions by Fall 2016.
- Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the project proposal a preschool room must also be available.
- For the purpose of this policy, an eligible child care operator:
 - Is a not-for-profit operator or municipal operator; or
 - Is a for-profit operator already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of the date the memorandum was issued; and
 - Has not changed ownership or has not terminated the agreement since the date the memorandum was issued.
- Capital funding for child care cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs.

Child Care Capital Funding Calculation and Eligible Expenses

New construction of child care rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room regardless of age groupings (e.g., infant, toddler, and preschool rooms will all be funded based on 26 pupil places per room). This approach allows school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the CCEYA. This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school consolidation or accommodation review.

$$\begin{array}{ccccccc}
 \text{Capital Funding for} & & & & & & \\
 \text{New Construction of} & = & 26 & \times & \text{Elementary} & \times & \text{Average} \\
 \text{Child Care Rooms} & & \text{Pupil} & & \text{Construction} & & \text{Elementary} \\
 & & \text{Places} & & \text{Cost} & & \text{Area} \\
 & & & & \text{Benchmark} & & \text{Benchmark} \\
 & & & & & & \times \text{Site} \\
 & & & & & & \text{Specific} \\
 & & & & & & \text{GAF}
 \end{array}$$

Note: The capital funding for retrofit projects for child care will be a maximum of 50 percent of the capital funding for new construction projects. School boards are expected to first utilize their uncommitted Schools-First Child Care Capital Retrofit Policy (SFCCRP) funding towards child care retrofit projects that have been submitted.

Eligible expenses include:

- First-time equipping; and
- Expenses incurred to meet CCEYA and Building Code standards, which qualify under the [Tangible Capital Assets Guide](#) (TCA), revised April 2015.

Application Process – Joint Submission

The Joint Submission form includes project details, separate project rankings by both the school board and the CMSM/DSSAB, and confirms that the child care program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child care rooms, school boards must work with their municipal partners to submit a jointly-signed Joint Submission form requesting the construction of child care space. School boards must submit a Joint Submission form signed by both the CMSM/DSSAB Manager of Child Care and Early Years System and the school board Director of Education.

The Joint Submission form must be submitted as part of the school board's business case. The Joint Submission form is to be submitted directly to the school board's Capital Analyst (Appendix C) and Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (Appendix D).

Joint Submission forms must be received by the Ministry by January 27, 2017.

The Ministry may request supporting documentation following a review of the Joint Submission.

Appendix B: Child and Family Program Projects

Child and Family Program Eligibility

The Ministry will consider funding capital projects in schools where there is a need to replace child and family program rooms that would be lost due to a school consolidation or address demand in a new school being built as part of a school consolidation project. Child and family program projects must result in new child and family program space (i.e., not a retrofit to an existing child and family program space). School boards will need to have the support of the corresponding Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) regarding the eligibility and viability requirements to build or renovate child and family programs in identified schools.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections, as well as other local data to inform submission decisions.

Child and family programs refer to the following Ministry supported programs: Ontario Early Years Centres (OEYCs), Parenting and Family Literacy Centres (PFLCs), Child Care Resource Centres (CCRCs), and Better Beginnings, Better Futures (BBBFs). As part of Ontario's early years modernization plan, these four programs will be integrated and transformed to establish Ontario Early Years Child and Family Centres (child and family programs). While the expectation is that the key features of child and family programs are implemented by 2018, it is understood that system integration will take time and adjustments may need to be made in the future. CMSMs/DSSABs will be responsible for the local management of child and family programs as part of their existing service system management responsibilities for child care and other human services.

Joint Planning and Local Prioritization of Child and Family Program Projects

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for child and family programs. CMSMs/DSSABs will need to consider projects relative to demand, long-term viability, and their local needs assessment for child and family programs.

The school board and CMSM/DSSAB are to separately provide a priority ranking for each child care and/or child and family program request being submitted for consideration. The school board provides its ranking for the project against its other projects, and the CMSM/DSSAB prioritizes all projects they are being asked to sign-off on by all school boards (i.e., if the English public school board, the English Catholic school board, and the French Catholic school board all request municipal approval on their Joint Submission form, the CMSM/DSSAB must prioritize them all together rather than per individual school board). This will help ensure that the approved child care and/or child and family program projects align with approved capital projects.

This will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care and/or child and family program projects being submitted by all school boards in the service areas of the CMSM/DSSAB.

Ministry Prioritization of Eligible Child and Family Program Projects

The Ministry will use the following factors to prioritize projects under this policy should the number of eligible submission surpass available funding:

- Projects are “ready-to-go” and the community has already made plans to relocate, replace or build new child and family program space in a school.
- Child and family programs are in locations that are well-positioned to meet local needs and fill identified service gaps, and will align with future child and family programs planning completed by CMSMs/DSSABs.
- Projects in communities where municipal partners already have familiarity and/or responsibility for child and family programs, and where strong partnerships between the school board and municipality already exist.

Child and Family Program Operational and Accountability Requirements

Approved new construction of child and family program rooms must meet the following operational and accountability requirements:

- The child and family program space/rooms will not result in an operating pressure for the CMSM/DSSAB.
- The physical space will be owned by the school board and leased to the child and family program operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance and repair costs) directly from child and family program operators and/or CMSMs/DSSABs as per the school board’s usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child and family program rooms. As per the Ministry’s Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable, school boards will require an Approval to Proceed (ATP) before the project can be tendered.
- Child and family program space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child and family program space under the section “Community Use Rooms”.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child and family program projects are within the approved project funding and do not exceed the Ministry’s benchmarks.
- Child and family programs are all Ministry funded child and family programs (OEYCs, PFLCs, CCRCs, and BBBFs).

- It is expected that child and family program spaces built or renovated under this policy:
 - Are built to the specifications of a kindergarten classroom or a regular classroom;
 - Have separate and sufficient washroom space for parents and children using the centre;
 - Have a separate sink or portable sink for parents/caregivers and children using the centre; and
 - Have appropriate covered space for stroller parking on school property or within the school.
- For the purpose of this policy, an eligible child and family program operator:
 - Is a not-for-profit operator or municipal operator; and
 - Receives support from the Ministry to operate an OEYC, PFLC, CCRC, or BBBF program.
- Capital funding for child and family programs cannot be used to address other school board capital needs.

Child and Family Program Capital Funding Calculation and Eligible Expenses

The construction of child and family program rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the leading factor used to calculate the capital funding will be 26 pupil places per room. This approach allows school boards to build child and family program rooms that can be converted for classroom use in the future, if necessary. This funding formula will apply to all new construction of child and family programs, including the replacement of existing child and family programs due to school consolidation or accommodation review.

$$\begin{array}{ccccccc}
 \textit{Capital Funding for} & & & \textit{Elementary} & & \textit{Average} & \\
 \textit{New Construction of} & = & \textit{26 Pupil} & \textit{Construction} & \times & \textit{Elementary} & \\
 \textit{Child and Family} & & \textit{Places} & \textit{Cost} & & \textit{Area} & \\
 \textit{Program Rooms} & & & \textit{Benchmark} & & \textit{Benchmark} & \times \textit{Site} \\
 & & & & & & \textit{Specific} \\
 & & & & & & \textit{GAF}
 \end{array}$$

Note: The capital funding for retrofit projects for child and family programs will be a maximum of 50 percent of the capital funding for new construction projects.

Eligible expenses include:

- First-time equipping; and
- Expenses incurred to meet Building Code standards, which qualify under the [Tangible Capital Assets Guide](#) (TCA), revised April 2015.

Application Process – Joint Submission

The Joint Submission form includes project details, separate project rankings by both the school board and the CMSM/DSSAB, and confirms that the child and family program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child and family program space, school boards must work with their municipal partners to submit a jointly-signed Joint Submission form requesting the construction of child and family program space. School boards must submit a Joint Submission form signed by both the CMSM/DSSAB Manager of Child Care and Early Years System and the school board Director of Education.

The Joint Submission form must be submitted as part of the school board's business case. The Joint Submission form is to be submitted directly to the school board's Capital Analyst (Appendix C) and Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (Appendix D).

Joint Submission forms must be received by the Ministry by January 27, 2017.

The Ministry may request supporting documentation following a review of the Joint Submission.

Appendix C: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
4	Near North DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
9	Greater Essex County DSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
10	Lambton Kent DSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
11	Thames Valley DSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
16	York Region DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
17	Simcoe County DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
18	Upper Grand DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
19	Peel DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
20	Halton DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
21	Hamilton-Wentworth DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
22	DSB Niagara	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
23	Grand Erie DSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
24	Waterloo Region DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
27	Limestone DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
28	Renfrew County DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
29	Hastings and Prince Edward DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796

DSB	District School Board	Capital Analyst	Email	Phone
37	Windsor-Essex CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
38	London DCSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
39	St. Clair CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
42	York CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
43	Dufferin Peel CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
45	Durham CDSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
46	Halton CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
47	Hamilton-Wentworth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
48	Wellington CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
49	Waterloo CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
50	Niagara CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
51	Brant Haldimand Norfolk CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
55	Algonquin and Lakeshore CDSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
56	CSP du Nord-Est	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
58	CS Viamonde	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
63	CSC Providence	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
64	CSDC Centre Sud	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018

Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors

REGION	EO/CCA	CMSM/DSSAB	SCHOOL BOARD
TORONTO	<u>Education Officer:</u> Dolores Cascone Tel: 416-314-6300 Toll Free: 1-800-268-5755 Dolores.Cascone@ontario.ca TBD (French Language Boards) <u>Child Care Advisor:</u> Isilda Kucherenko Tel: 416-325-3244 Isilda.Kucherenko@ontario.ca	City of Toronto	CS Viamonde CSD catholique Centre-Sud Toronto Catholic DSB Toronto DSB
		County of Dufferin	CS Viamonde CSD catholique Centre-Sud Dufferin–Peel Catholic DSB Upper Grand DSB
		Regional Municipality of Halton	CS Viamonde CSD catholique Centre-Sud Halton Catholic DSB Halton DSB
		Regional Municipality of Peel	CS Viamonde CSD catholique Centre-Sud Dufferin-Peel Catholic DSB Peel DSB
		County of Wellington	CS Viamonde CSD catholique Centre-Sud Upper Grand DSB Wellington Catholic DSB
LONDON	<u>Education Officer:</u> Sue Chanko Tel: 519-870-2187 Sue.Chanko@ontario.ca TBD (French Language Boards) <u>Child Care Advisor:</u> Karen Calligan Tel: 226-919-5832 Karen.Calligan@ontario.ca	Regional Municipality of Waterloo	CS Viamonde CSD catholique Centre-Sud Waterloo Catholic DSB Waterloo Region DSB
		City of Brantford	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD catholique Centre-Sud Grand Erie DSB
		County of Norfolk	Brant Halidmand Norfolk Catholic DSB CS Viamonde CSD catholique Centre-Sud Grand Erie DSB
		City of Hamilton	CS Viamonde CSD catholique du Centre-Sud Hamilton-Wentworth DSB Hamilton-Wentworth Catholic DSB
		Regional Municipality of Niagara	CS Viamonde CSD catholique Centre-Sud DSB of Niagara Niagara Catholic DSB
		County of Huron	Avon Maitland DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest Huron-Perth Catholic DSB
		County of Lambton	CS Viamonde CSD des écoles catholiques du Sud-Ouest Lambton Kent DSB St. Clair Catholic DSB

		City of London	CS Viamonde CSD des écoles catholiques du Sud-Ouest London District Catholic SB Thames Valley DSB
		County of Oxford	CS Viamonde CSD des écoles catholiques du Sud-Ouest London District Catholic SB Thames Valley DSB
		City of St. Thomas	CS Viamonde CSD des écoles catholiques du Sud-Ouest London District Catholic SB Thames Valley DSB
		City of Stratford	Avon Maitland DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest Huron-Perth Catholic DSB
		City of Windsor	CS Viamonde CSD des écoles catholiques du Sud-Ouest Greater Essex County DSB Windsor-Essex Catholic DSB
		Municipality of Chatham-Kent	CS Viamonde CSD des écoles catholiques du Sud-Ouest Lambton-Kent DSB St. Clair Catholic DSB
NORTH BAY / SUDBURY	<u>Education Officer:</u> Renée Brouillette Tel: 705-497-6893 Toll Free: 1-800-461-9570 Renee.Brouillette@ontario.ca <u>Child Care Advisor:</u> Lina Davidson Tel: 705-564-4282 Lina.Davidson@ontario.ca	Cochrane DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		Nipissing DSSAB	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique des Grandes Rivières CSD catholique du Centre-Est de l'Ontario CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario DSB Ontario North East Near North DSB Nipissing-Parry Sound Catholic DSB Northeastern Catholic DSB Renfrew County DSB
		Parry Sound DSSAB	CSD catholique Centre-Sud CSD catholique du Nouvel-Ontario CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario Near North DSB Nipissing-Parry Sound Catholic DSB Simcoe Muskoka Catholic DSB Sudbury Catholic DSB

		Timiskaming DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		City of Greater Sudbury	CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Rainbow DSB Sudbury Catholic DSB
		Algoma DSSAB	Algoma DSB CSD catholique des Grandes Rivières CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario CSD du Nord-Est de l'Ontario DSB Ontario North East Huron-Superior Catholic DSB Northeastern Catholic DSB
		Manitoulin-Sudbury DSSAB	Algoma DSB CSD catholique des Grandes Rivières CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario CSD du Nord-Est de l'Ontario DSB Ontario North East Huron-Superior Catholic DSB Northeastern Catholic DSB Rainbow DSB Sudbury Catholic DSB
		Sault Ste. Marie DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
THUNDER BAY	<u>Education Officer:</u> Heather Exley Tel: 807-474-2993 Toll Free: 1-800-465-5020 Heather.Exley@ontario.ca <u>Child Care Advisor:</u> Kelly Massaro-Joblin Tel: 807-474-2982 Toll Free: 1-800-465-5020 Kelly.Massaro-Joblin@ontario.ca	Rainy River DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Northwest Catholic DSB Rainy River DSB
		Kenora DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Keewatin-Patricia DSB Kenora Catholic DSB Northwest Catholic DSB Rainy River DSB
		Thunder Bay DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Keewatin-Patricia DSB Lakehead DSB Superior North Catholic DSB Superior-Greenstone DSB Thunder Bay Catholic DSB

OTTAWA	<u>Education Officer:</u> Jeff O'Grady Manager (A), Full-Day Kindergarten Early Years Implementation Branch Tel: 416-212-4004 Jeff.OGrady@ontario.ca <u>Child Care Advisor:</u> Rachelle Blanchette Tel: 613-536-7331 Rachelle.Blanchette@ontario.ca	County of Hastings	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CS Viamonde CSD catholique Centre-Sud CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Kingston	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Limestone DSB
		County of Lanark	Catholic DSB of Eastern Ontario CSD catholique du Centre-Est de l'Ontario Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		County of Leeds and Grenville	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Upper Canada DSB
		County of Prince Edward/Lennox and Addington	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Limestone DSB
		City of Cornwall	Catholic DSB of Eastern Ontario CSD catholique de l'Est ontarien Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		City of Ottawa	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Ottawa Catholic DSB Ottawa-Carleton DSB
		United Counties of Prescott and Russell	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique de l'Est ontarien Upper Canada DSB
		County of Renfrew	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de

			l'Ontario Renfrew County Catholic DSB Renfrew County DSB
BARRIE	<u>Education Officer:</u> Ana Marie Prokopich Tel: 705-725-6260 Toll Free: 1-888-999-9556 AnaMarie.Prokopich@ontario.ca TBD (French Language Boards) <u>Child Care Advisor:</u> Maria Saunders Tel: 705-725-7629 Maria.Saunders@ontario.ca	County of Bruce	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest
		County of Grey	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest
		Regional Municipality of Durham	CS Viamonde CSD catholique Centre-Sud Durham Catholic DSB Durham DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Northumberland	CS Viamonde CSD catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Peterborough	CS Viamonde CSD catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Simcoe	CS Viamonde CSD catholique Centre-Sud Simcoe County DSB Simcoe Muskoka Catholic DSB
		City of Kawartha Lakes	CS Viamonde CSD catholique Centre-Sud Peterborough Victoria Northumberland and Clarington Catholic DSB Trillium Lakelands DSB
		Regional Municipality of York	CS Viamonde CSD catholique Centre-Sud York Catholic DSB York Region DSB
		District Municipality of Muskoka	CSD catholique Centre-Sud Simcoe Muskoka Catholic DSB Trillium Lakelands DSB

INFORMATION REPORT

ITEM 11.6

2017-2018 GRANTS FOR STUDENT NEEDS (GSN) MINISTRY CONSULTATION

PURPOSE:

To provide the Board of Trustees with information on the Ministry's 2017-2018 Grants for Student Needs (GSN) Consultation sessions.

COMMENTS:

Last year, the focus of the funding was to align to resources to central labour agreements, Indigenous Education and promote partnerships and community hubs. Prior years' changes to Special Education Funding and School Board Administration and Governance Grant will be fully implemented in 2017-18. In both cases, the new funding models resulted in an increase in funding to the Board. Also in 2017-18, the phase-out of the top up funding will be in full effect, which will result in an annual decrease in funding to the Board.

In 2017-18, the Ministry continues to focus on identifying innovative approaches that are within "fiscal realities", to deliver the key priorities identified in the *Achieving Excellence: A Renewed Vision for Education in Ontario*.

The Ministry of Education has four renewed education goals, as outlined on their website, at <http://www.edu.gov.on.ca/eng/about/excellent.html>. These will need to be considered when developing the Board's 2017-18 budget:

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

In a Ministry Memorandum issued on October 21, 2016, (Appendix A) the Ministry announced that consultation sessions on 2017-18 Education Funding were scheduled during November 2016. Halton Catholic District School Board was represented by the Director of Education, Superintendent of Business Services, Superintendent of Special Education, Superintendent of Curriculum Services and delegates, at the November 9 and 10, 2016 Provincial Education event in Toronto. The agenda for the day is included as Appendix B. The structure of the sessions included:

1. The 2017-18 Education Funding Engagement Guide (Appendix A enclosure) was discussed focusing on the following areas:
 - Renewed Mathematics Strategy
 - Highly Skilled Workforce
 - Enabling Digital Education
 - Special Education Grant
 - Indigenous Education
 - Children and Youth in Care
 - Next Steps in Community Hubs.
2. Separate breakout room discussions focusing on the following topics:
 - Early Years and
 - Well Being.

The regional consultations were initiated in 2013, and made significant contributions to changes in the Grants for Student Needs (GSN), that affected the following areas:

- ✓ School facility operations and renewal grant, particularly the elimination over three (3) years of the top-up grant for underutilized schools
- ✓ Supported schools and geographic circumstances
- ✓ Learning Opportunities grant enveloping and increased reporting
- ✓ Declining Enrolment grant
- ✓ School Board Administration and Governance grant reallocation,
- ✓ Special Education grant reallocation, and
- ✓ Indigenous Education.

It is anticipated that the Ministry will review the consultation sessions on 2017-18 Education Funding, at the CEO/CFO CODE (Council of Directors of Education) conference during January 25 to 27, 2017. The Director of Education and the Superintendent of Business Services will be in attendance.

Additional information will be brought to the Board early in the new year, as the 2017-18 Budget setting process is initiated.

REPORT PREPARED AND

SUBMITTED BY:

R. NEGOI

SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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opérations
20^e étage, Édifice Mowat
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Toronto ON M7A 1L2



October 21, 2016

Dear Colleagues,

By now, you will have received an invitation to attend the Provincial Education Event from November 9th – 10th in Toronto. Day two of the event is comprised of three streams, one of which is education funding.

This year, one engagement session on education funding will take place as part of the Provincial Education Event. As in past years, this engagement will allow school board representatives to provide input on the Grants for Student Needs (GSN) and other education funding sources for the upcoming school year. If you wish to participate in the education funding stream on November 10th please [register online](#) to reserve your spot.

The structure of the event will include table discussions focusing both education funding and the specific areas listed below:

- Renewed Mathematics Strategy
- Highly Skilled Workforce
- Enabling Digital Education
- Special Education Grant
- Indigenous Education
- Children and Youth in Care
- Next Steps in Community Hubs

There will also be short presentations on select topics to support these conversations throughout the day.

Similar to the last two years, we have prepared a guide with key discussion topics to help structure the conversation. Please review the attached, *2017-18 Education Funding Engagement Guide*, in advance of the Provincial Education Event as table discussions will focus on the topics and considerations outlined in the document. While the guide provides details on specific areas on which we are seeking feedback, the main purpose of these engagements is to hear from you. We encourage you to share your comments on the topics in this guide as well as any other areas you feel deserve further consideration. As with previous years, we also welcome written submissions. Feel free to provide your comments directly to Kate Ryan, Education Finance Branch, at kate.ryan@ontario.ca.

I look forward to hearing your views as we continue to work together on directions for the future of education funding in Ontario.

Sincerely,

Original signed by:

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

cc: The Honourable Mitzie Hunter, Minister of Education
Bruce Rodrigues, Deputy Minister of Education

Enclosure:
2017-18 Education Funding Engagement Guide

2017-18 Education Funding Engagement Guide

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As Minister, I am always inspired when I walk into one of Ontario's schools and meet the students and education workers who are making their school community so strong and vibrant. The young learners I meet in the hallways, the professional educators I meet in the classrooms and the staff that keep the school humming all motivate me. And when my visit concludes, I leave with the assurance that Ontario's educational system is strong, resilient and building the best leaders for tomorrow.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. In our upcoming education funding engagement sessions, the input you provide will be instrumental in making funding decisions for the 2017-18 school year.

Your feedback is important to me, and the release of this Engagement Guide is an opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics.

I encourage you to participate in this engagement and look forward to our continued collaboration and partnership.

Sincerely,

[MINISTER'S SIGNATURE]

Mitzie Hunter, MBA
Minister of Education

The Ministry of Education continues to build on the strong foundation set out in [*Achieving Excellence: A Renewed Vision for Education in Ontario*](#). The focus on our four key priorities – achieving excellence, ensuring equity, promoting well-being and enhancing public confidence in our publicly funded education system – is critical for long-term student success and fiscal sustainability.

I am proud of the work that has already been done to ensure education funding is more focused on directly supporting students and their classroom experience. Similar to previous years' education funding engagement sessions, the input you provide this year will be instrumental in making funding decisions for the 2017-18 school year.

The release of this Engagement Guide is an important opportunity to hear from you and benefit from your expertise and insight. This year, we will continue the dialogue on funding supports to ensure equity and accountability, while expanding the conversation to other important topics. We look forward to your advice and input on education funding for the 2017-18 school year.

We are working to continually strengthen our collaborative partnerships with you to support continuous improvement of the education funding system. I encourage you to participate in this engagement and look forward to our continued collaboration and partnership. I want to thank you all for your participation and feedback.

Sincerely,

[DEPUTY MINISTER'S SIGNATURE]

Bruce Rodrigues
Deputy Minister of Education

Introduction

An education system that is sustainable, responsible and transparent inspires public confidence and contributes to positive student outcomes. *Achieving Excellence: A Renewed Vision for Education in Ontario (Achieving Excellence)* sets out these principles while creating the conditions for excellence, equity and student well-being. Students must have a wide range of skills and knowledge to succeed in an increasingly competitive world. By working with our partners in the education community, Ontario is committed to ensuring that our publicly-funded education system is accountable and efficient.

Annual education funding sector engagement is part of the Ministry of Education's ongoing commitment to work with the education community to develop new ideas for improving the funding mechanisms that support the delivery of education in Ontario. Every year, this joint effort has resulted in changes to our funding formulas. However, aligning the allocation of resources with our goals is always a work in progress.

The way funding is allocated to support Ontario's education system shapes the possibilities for skill and knowledge acquisition. The government continues to look for innovative approaches to deliver key priorities within fiscal realities. These engagement sessions are an important tool as the government looks to a balanced budget in 2017-18. The Guide sets out specific priorities for discussion, however we continue to remain open to all conversations, even beyond the themes outlined in this Guide.

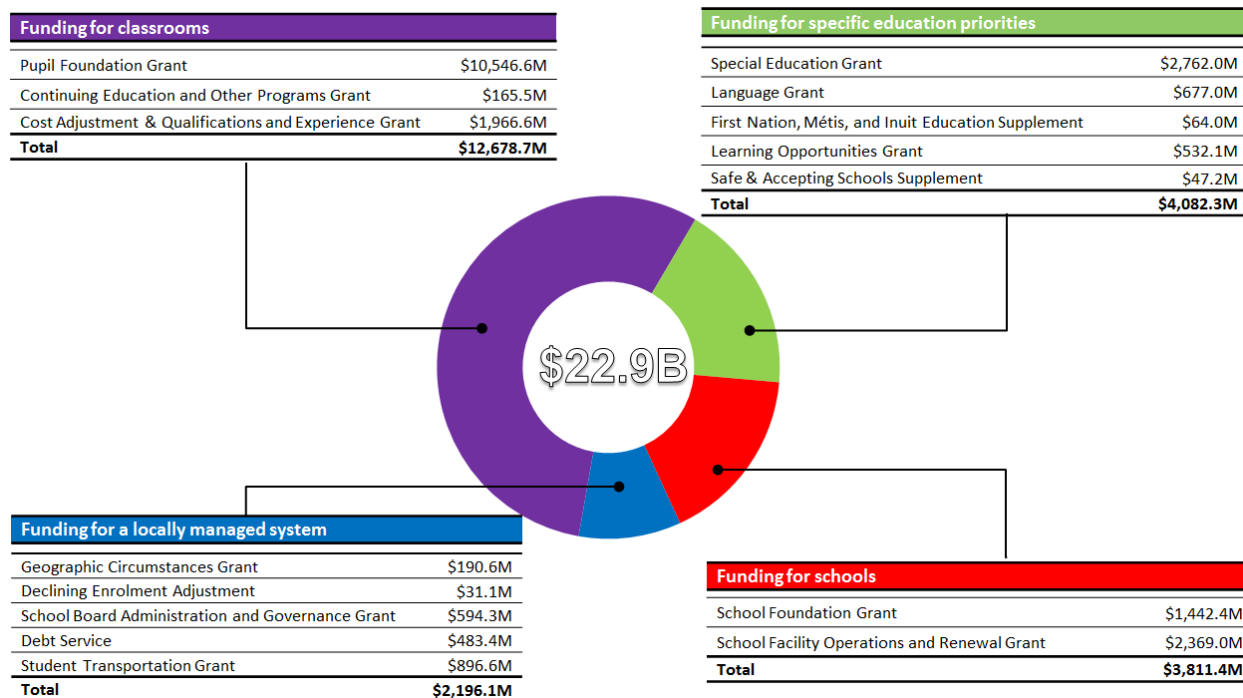
The Grants for Student Needs (GSN) represents a complex blend of policies and funding formulas designed to achieve the ministry's goals for the education system. GSN funding can be broadly categorized into four areas of support:

1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

The GSN allocates the overwhelming majority (more than 90%) of school board annual revenues. It provides the financial foundation for both the day-to-day delivery of education programs and services to our students, and for the innovative and creative programs, whether at the local level or province wide, that characterize our education system. The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school

boards have flexibility in how they use funding, within an overall accountability framework.

WHAT DOES THE GSN SUPPORT?



In 2016-17, the ministry has allocated \$22.9 billion through the GSN. In addition, the ministry provides funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). The following funding announcements have been made to boards:

- \$104.1 million in funding (announced in [memorandum 2016:B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#)) to support a variety of programs (e.g., autism supports, Community Use of Schools, mental health supports, Technology and Learning Fund); and
- More than [\\$60 million](#) to support Ontario's Renewed Mathematics Strategy.

Some EPO funding is allocated to school boards, but depending on the specific purpose, EPO allocations are also made to non-school board partners or to a combination of school board and non-school board partners. All EPO allocations, regardless of the recipient, have the goal of supporting the province's education priorities and are intended to directly or indirectly benefit the school boards as they work to support these priorities.

Over time, the areas of focus in our funding engagements have evolved to reflect the needs of various stakeholders with the aim of improving the value and impact of funding.

The Focus of Recent Engagements			
2014-15	2015-16	2016-17	2017-18
Primarily focused on: <ul style="list-style-type: none"> • School Board Efficiencies and Modernization (SBEM) Part 1; and • EPO Transformation 	Primarily focused on: <ul style="list-style-type: none"> • Broadening the SBEM initiative with further measures to encourage the management of underutilized school space, i.e., SBEM Part 2 	Primarily focused on: <ul style="list-style-type: none"> • Continuing SBEM Part 2; • Equity in Education; and • Expanded Accountability Measures 	Primarily focused on: <ul style="list-style-type: none"> • Achieving Excellence; • Broadening Equity in Education Conversation; and • Enhancing Public Confidence

Last year the main changes to the funding formula focused on alignment with the central labour agreements, and on First Nation, Métis, and Inuit Education leads in every school board. The province also moved forward on implementing the recommendations provided in [*Community Hubs in Ontario: A Strategic Framework & Action Plan*](#).

Also, in last year's discussions, the ministry highlighted the importance of census data in some allocations as a quantitative indicator of levels of need for a particular set of programs and services. Subsequently, changes were made to the Per-Pupil Amount (PPA) Allocation in the First Nation, Métis, and Inuit Education Supplement and two components of the Language Grant to better reflect and support the on-the-ground needs of boards. In 2016-17, the ministry began a three-year phase-in of these updates.

These changes were layered upon the important reforms that began in prior years including the phase-in of the School Board Efficiencies and Modernization (SBEM) strategy, and the new funding models for the Differentiated Special Education Needs Amount (DSENA) Allocation and the School Board Administration and Governance Grant. These changes will be fully phased-in in 2017-18.

This year, we are building on the foundational changes we have already made to the GSN. In order to best achieve Ontario's renewed goals, we focus on topics which can be grouped in terms of the following priorities:

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

About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of these specific areas for which we are seeking feedback. Engagement sessions will take place in late fall 2016.

One issue the ministry wishes to acknowledge is that, in conducting these engagement sessions, it needs to strike the right balance between confidentiality and respect for government's own internal decision-making processes, and the need for transparency with its stakeholders.

As noted elsewhere in this Guide, these engagement sessions directly inform education funding decisions. Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

To build on the progress we have made over the past decade, we will continue to set new goals for the future and look at the best ideas and practices in Ontario and other jurisdictions. These discussions will provide guidance as we continue to look for creative new approaches to support our education system in its transformation from great to excellent.

ACHIEVING EXCELLENCE

Renewed Mathematics Strategy

Context

Building on the renewed goals in *Achieving Excellence*, the ministry is committed to helping students gain the mathematics knowledge and skills that they will need for the future. Increasing mathematics achievement across the province will continue to be a key priority for the ministry, which will be supported through more than \$60 million in dedicated funding for 2016-17.

Ontario's Renewed Mathematics Strategy (RMS) announced April 4, 2016, is an Early Years to Grade 12 strategy that leverages the collective knowledge and skills from our shared successes of the past to focus on improving student achievement in mathematics. The RMS will provide new forms of support for all schools, increased support for some schools, and intensive support to a select group of schools with the greatest needs in mathematics.

Starting in September 2016, key elements of RMS were introduced, including:

- Three hundred minutes per five-day cycle - preferably in daily blocks of sixty minutes, with a minimum of forty minutes per block - will be protected for effective math instruction and assessment for students in Grades 1 to 8, in addition to embedding the use of math across the curriculum;
- Up to three math lead teachers in all elementary schools. Math lead teachers are responsible for deepening their mathematics knowledge through professional learning, applying this learning to their professional practice, and sharing strategies for learning with other educators in their school as appropriate in professional practice;
- Focused support to strengthen math learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities;
- More opportunities for teachers and principals to deepen their knowledge in math learning and teaching. Support for these opportunities is increased for schools with lower math achievement, including a dedicated math facilitator to work with the few schools with the greatest needs; and
- One dedicated math Professional Activity (PA) Day for educators.

Funding Framework

The funding model of the RMS is largely predicated on Education Quality and Accountability Office (EQAO) results in Grades 3, 6 and 9 mathematics with specific funding amounts allocated based on school performance and school size. The funding

amounts allocated to each school board or school authority therefore take into account the achievement levels of students by school as well as the anticipated resources needed to provide professional learning opportunities to educators and leaders.

An important part of the RMS is that while the funding model rests on certain assumptions about how implementation will occur (e.g., a whole-school/whole department improvement approach with release time funded for capacity building), school boards will have some flexibility in configuring these supports, with the support of the ministry, to fit within the unique context of their schools. The flexibility may be particularly pertinent in circumstances that may be unique to a school, school board or board type.

The accountability framework for funding provided to school boards to support the RMS replaces the separate Transfer Payment Agreements (TPAs) associated with 12 previous EPO grants, representing a significant reduction in discrete initiatives and a shift in ministry funding practice and programmatic alignment. The four key objectives of the RMS are as follows:

1. Increased student achievement/engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise;
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement; and
4. Increased parent engagement in their children's mathematics learning.

To achieve these broad objectives, the TPA outlines the process and expectations through which district school boards will be supported to identify and report on measurable outcomes that reflect their particular contexts and current capacity to support increased achievement in mathematics.

Outside of the funding provided to school boards to support the RMS, there are existing supports to improve mathematics achievement, which include:

- Additional Qualifications (AQ) subsidies administered by teacher federations;
- Newly designed subsidies to support participation in Mathematics AQ courses as a school-based team, including principals and vice-principals;
- Summer credit-bearing reach ahead opportunities for students transitioning from Grade 8 to Grade 9;
- Tutoring opportunities such as Tutors in the Classroom, and Literacy and Numeracy Outside the School Day; and
- Funding for school boards to hire School Effectiveness Leads and Student Success Leaders to support schools in conducting effective School Self-Assessments and to provide system leadership.

The conversations between education partners since the launch of the RMS have helped to shape the strategy as it evolves within the various contexts across the

province. For a more detailed description of the RMS funding formula and reporting requirements see Appendix I.

Considerations

1. Now that the RMS has launched, are there any aspects of the strategy that require additional clarification or support to meet the objective of improved student achievement in mathematics?
2. What challenges and opportunities do you anticipate in providing professional learning for educators in mathematics this year?
3. How will the accountability requirements for the RMS inform the evolution of the strategy as it is implemented locally in school boards? Are they adequate?
4. The RMS allows school boards some flexibility in configuring the required supports to meet the needs of their local context. What types of evidence and best practices are being used to shape the strategy, to make the most of this flexibility?
5. How can supports provided outside of direct EPO funding (e.g., summer opportunities for students, educators and principals) strengthen a board's overall mathematics improvement goals (as outlined in your Board Improvement Plan) and as a result lead to greater student success?
6. Could the RMS be more effectively and/or efficiently allocated?

Highly Skilled Workforce

Context

In fall 2015, the Premier's Highly Skilled Workforce Expert Panel (the Panel) was established by the government. The Panel was asked to develop an integrated strategy to help the province's current and future workforce adapt to the demands of a technology-driven knowledge economy – with a goal of doing so by bridging the worlds of skills development, education and training.

The report, [*Building the Workforce of Tomorrow: A Shared Responsibility*](#), has been developed based on the premise that Ontario's workforce has long been its strength, but to compete and succeed in a fast-paced economy, Ontario's workforce must be equipped with skills and opportunities that meet all the needs of the jobs of today and tomorrow. The Panel envisions an Ontario economy in which employers understand that human capital is as valuable and necessary to business and productivity growth as other forms of capital. This would also be an economy where entrepreneurship and innovation are encouraged and nurtured.

The Panel made 28 recommendations in six key themes and two other areas. Of the 28 recommendations, 10 are directly linked to existing programming within the ministry, such as expanding the Specialist High Skills Major (SHSM) program, ensuring adult learners have access to quality learning opportunities, and identifying promising practices for teaching to support the current and future economy. Along with the Ministry of Education, the Ministries of Advanced Education and Skills Development,¹ Citizenship and Immigration², Economic Development and Growth³ and Infrastructure⁴ have all been involved in the work of the Panel.

For additional details of the Panel's 10 recommendations related to the Ministry of Education see Appendix II.

Experiential Learning

A key recommendation of the Panel's report is to “expand experiential learning by ensuring that every student has at least one experiential learning opportunity by the end of high school and one opportunity by the end of postsecondary education” (Recommendation 3.2). Through these types of opportunities students learn more about themselves, their interests and strengths, and are able to explore a variety of

¹ Formerly the Ministry of Training Colleges and Universities.

² Formerly part of the Ministry of Citizenship, Immigration and International Trade.

³ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

⁴ Formerly part of the Ministry of Economic Development, Employment and Infrastructure.

communities, organizations and workplaces that inform current and future educational and career decisions.

Experiential learning applies to authentic contexts in the community on a local, national or global level and the connection can be by being physically present (on-site experience e.g., cooperative education), being present through the use of various communication technologies (virtual experience) or a combination (blended experience). Community-connected experiential learning supports the development of students' capabilities for deeper learning, including learning for transfer and helping them acquire important skills such as critical thinking and problem solving, communication and collaboration. These skills provide students with a strong foundation to be able to succeed in an increasingly competitive world.

The ministry is working towards the release of a program policy document in fall 2017 entitled *Community-Connected Experiential Learning, A Policy Framework for Ontario Schools, Kindergarten to Grade 12* which outlines policy, procedures and mechanisms for deepening and broadening the role of experiential learning for students from Kindergarten to Grade 12. This new policy framework reaffirms the Ontario government's commitment to provide students with educational experiences and opportunities that strengthen the sense of engagement and motivation to learn that are foundational to all students' success.

Adult Education and Continuing Education

Building the Workforce of Tomorrow: A Shared Responsibility builds on themes introduced in [Ontario Learns: Strengthening Our Adult Education System](#), a report by current Premier Kathleen Wynne in 2005. The goal of the report was to propose a policy framework for adult education and recommend actions that would not only support but also improve adult education in Ontario.

The Ministry of Education made a commitment in *Achieving Excellence* to “ensure that the adult education system better supports adult learners in their efforts to finish high school and successfully transition to postsecondary education, training or the workplace.” The Ministry of Education's Adult Education Strategy was announced in December 2014, to support this commitment and provide an opportunity to explore innovative ways to reengage adult learners and build school board capacity to better assist them in achieving their goals.

In early 2015, the ministry held six regional engagement sessions with school board adult education representatives and these recurring themes informed the development of four key goals of the Adult Education Strategy:

1. Regionally coordinated access to **flexible delivery** of Adult and Continuing Education programs and services (e.g., e-learning, hybrid delivery programs) that best meet adult learner needs;

2. Coordinated **information, intake, assessment, and referral**, provided at school boards to ensure learners are directed to the program or service that best meets their needs;
3. Regionally available and consistently applied **Prior Learning Assessment and Recognition (PLAR) for Mature Students** working towards a high school diploma; and
4. Regionally available **guidance, career counselling and pathway planning** for mature students working towards a high school diploma or seeking prerequisites for postsecondary education.

Specialist High Skills Major

SHSM is a ministry-approved specialized program that allows students to focus their learning on one of 19 specific economic sectors while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Students receive a seal on their diploma when they complete the five required components of the SHSM, including a specific bundle of 8-10 courses (a minimum of 2 cooperative education credits) in their selected field and valuable industry recognized certifications and experiences. Data from the Ontario School Information System (OnSIS) has consistently shown that students in SHSM programs attain credits at a higher rate than students not in SHSM, with a greater achievement gap for students taking workplace and college courses⁵.

The Panel was very impressed by the SHSM program, particularly in its ability to enable students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. Consequently, one of the key recommendations for the ministry in the Panel's report is "to expand the Specialist High Skills Majors (SHSM) Program from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years." In the 2016-17 school year approximately 48,000 students are projected to be enrolled in 1,835 SHSMs with programs offered in every school board across the province. The recommendation indicates that the ministry should "work with the Planning and Partnership Table to expand the number of available program sectors and generate greater employer participation in this program."

The SHSM has continued to innovate by providing opportunities for students in Innovation, Creativity and Entrepreneurship (ICE). The purpose of ICE training is to meet the demand for a highly skilled workforce that is able to be innovative, creative

⁵ Based on OnSIS data between 2011-12 and 2014-15, the difference between credits earned versus attempted for SHSM compared to non-SHSM students has been approximately 2%. In 2014-15, SHSM students earned 96% of credits attempted, compared to 94% for students not in SHSM. Of those students, achieved credit attempts were greater for SHSM students than non-SHSM students taking workplace (+7%) and college (+4%) courses.

and entre/intrapreneurial by delivering this training to students in the Specialist High Skills Major (SHSM) program.

The training provides students with a process and set of tools that help them develop the mindsets related to innovation, creativity and entrepreneurship in the context of a real world, sector relevant challenge developed in consultation with employers and sector partners. With the aim of developing engaged and contributing citizens, this training seeks to have students consider the impact and consequences of their innovations on the world.

Funding Framework

Adult Education and Continuing Education are supported through both the GSN and EPO. See Appendix III for more detailed analysis of the Continuing Education and Other Programs Grant.

Seventy-four percent (74%) of SHSM is funded through the Learning Opportunities Grant (LOG) with the remaining funding flowed through EPO. See Appendix IV for more detailed LOG analysis.

For 2014-15 and 2015-16 (fiscal years), the ministry provided over \$900,000 through EPO funding to school boards to deliver 123 diverse community-connected experiential learning projects which has helped to inform the policy and support expansion of these opportunities. Community partners and students in both elementary and secondary school benefited from the experiential learning opportunities. For example, community partners mentored students in Grades 11 and 12 computer studies and communication technology classes to utilize their technical and entrepreneurial skills to develop educational apps for Grade 5 and 6 “clients” who provided the inspiration, content and visual design for the apps.

Considerations

1. One of the Panel’s recommendations focuses on an expansion of SHSM programs from the current footprint of approximately 14% of all grade 11 and grade 12 students to 25% (Recommendation 3.1). How can we allocate funding more efficiently and effectively to work towards this target of increased student participation by the 2019-20 school year? What are the non-financial barriers to and opportunities for growth? How might school boards be encouraged to continue to work with partners in your communities to promote and deliver experiential learning opportunities?
2. How might schools be encouraged to apply for community-connected experiential learning project funding to support deeper understanding and wider implementation (i.e., scaling up) of experiential learning?
3. What opportunities are there within existing funding to support Recommendation 3.2 of the Panel, namely, “Ontario should commit to ensure that every student

has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements)”? For example, are there opportunities within the RMS or the Technology Learning Fund (TLF) to build teacher capacity to understand experiential learning and apply the experiential learning cycle?

4. Ensuring that adults have greater access to flexible program delivery options is a key goal of the Adult Education Strategy. How should the Continuing Education and Other Programs Grant (or portions of this grant) be streamlined to more effectively and/or efficiently allocated resources to work towards this goal of flexible delivery models e.g. hybrid learning,
5. In order to incent boards to explore more innovative ways to reengage adult learners and assist them in achieving their goals, what relevant performance measures could be considered to better support accountability for adult learner success?

Enabling Digital Education

Context

Achieving Excellence sets out a plan to ensure that all learners develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens. Specifically the plan commits Ontario to:

- Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students;
- Invest in the technology, design, and infrastructure required for the classrooms of the future to serve the needs of all communities; and
- Work with teachers, principals, and supervisory officials and their professional associations to identify and share effective and innovative teaching practices that include the use of technology.

In order for every student in Ontario to achieve excellence in the 21st century, access to a robust and reliable broadband internet connection is a necessity. Information, media and technology skills are foundational to 21st century learning. Equitable broadband access for all students also supports the development of a highly skilled workforce and the preparation of students for postsecondary education or apprenticeships. In an effort to enable 21st century learning, and to respond to a variety of needs with respect to special education, differentiated instruction, digital skill development and inquiry-based learning, the ministry is committed to maximizing the effective use of technology in the classroom. The government's broadband initiative seeks to provide connectivity to all students and educators in Ontario at a sustainable cost.

Broadband opens the door to far more learning possibilities. Reliable internet connectivity is necessary for educators and students to access a rich and wide variety of learning resources online. The ministry provides all school boards with a Virtual Learning Environment that supports e-Learning, blended learning, professional learning, and the use of digital resources. Currently, access to these resources is varied since connectivity will influence what content, applications and functionality students and educators will be able to effectively use. Beyond meeting the broadband needs of today, networks need be designed to meet future technology demands which are projected to increase. The doors to learning are increasing exponentially.

Many schools do not currently have the bandwidth to support the growing needs of technology in the classroom. Some school board networks were originally designed to support administrative functions; the increase in technology usage across boards has caused degradation of the network performance impacting the use of technology for both educators and administrators. Bandwidth constraints can undermine efforts that use technology to make schools more efficient in terms of operations and allow students and teachers access to quality learning resources and experiences. The increase in

demand is mostly driven by the introduction of both new internet centric collaborative applications and the use of student-owned devices in learning activities. Universal access to adequate broadband is an essential resource for establishing the learning conditions that advance student instruction and learning.

Ontario's 2016 Budget committed to ensuring that Ontario's publicly funded school boards have equitable and affordable access to high-speed broadband services to support stronger 21st century instruction and learning needs.

Funding Framework

Boards have various revenue sources available to support digital education for 21st century learning, including:

- Funding through the GSN for learning materials required to meet the learning expectations of the curriculum (such as instructional software, CD ROMs, DVDs, technology supporting distance education, as well as internet expenses), as well as classroom computers and the associated network costs; and
- EPO funding (i.e., \$150.0 million invested over three years in the Technology and Learning Fund (TLF) which augments the funding for technology and digital learning tools and funds educator professional learning, research and sector capacity building for innovative pedagogical practices).

This flexibility has allowed boards to invest in technology, design and infrastructure required for the classroom. For example, boards reported expenditures of over \$260 million on computer technology (both instructional and capital) for the 2014-15 school year.

Considerations

1. What are our system's learning needs when it comes to technology enabled learning?
2. What mechanisms are in place to ensure that broadband is used to support student achievement, ensure equity, promote well-being, and enhance public confidence in ways that are not otherwise possible? Are these mechanisms scalable?
3. If TLF funding was continued, how could we allocate the portion of funding for technology and digital learning tools more effectively and/or efficiently?
4. Is there a role for a collaborative governance structure of digital education assets (e.g., consortia)?
5. Ministry analysis has shown that computer expenditures (operating and capital) can vary significantly from year to year. What are some of the reasons for this volatility?

EQUITY IN EDUCATION

Special Education Grant

Context

The Special Education Grant (SEG) provides additional funding, beyond the foundation grants, to support positive outcomes for students with special education needs i.e., for programs, services, and/or equipment required to meet their educational needs. The goal is to ensure equity in access to learning for all students.

The SEG was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry:

- Developed the [2016-17 Education Funding: A Guide to the Special Education Grant](#), to provide an overview of special education and how it is funded in Ontario for parents, the public and other partners in the education sector; and
- Announced that beginning in 2016-17, the former High Needs Amount name would be changed to the Differentiated Special Education Needs Amount (DSENA). This new name better expresses the allocation's purpose, to better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs.

Special Education Resources

The ministry is updating the special education guide for educators. *Special Education Kindergarten to Grade 12: A Policy and Resource Guide* is targeted for release in fall 2016 and provides integrated, comprehensive, and updated information about legislation, regulations, policies and programming pertaining to the education of students with special education needs. This update will also include current information about special education funding and links to the recently released ministry resource for parents entitled *2016-17 Education Funding: A Guide to the Special Education Grant*. This is an opportunity to review and align the information and several ministry resources that support special education programs and services, including individual education plans (IEPs), transition planning and early identification.

Students with Greater Special Education Needs

The number of students reported to be receiving special education programs and/or services continues to increase each year. School boards report an increase in the numbers of students with greater special education needs and their challenges meeting the needs of these students. Some school boards have indicated challenges related to availability of community resources and/or funding.

The SEG currently uses the Special Incidence Portion (SIP) Allocation to support pupils with greater needs. This allocation funds those who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at their school. The SIP Allocation is projected to be \$82.3 million in 2016-17.

Funding Framework

The SEG is projected to increase to approximately \$2.76 billion in 2016-17 and is made up of the following six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation – \$1.43 billion, provides funding to every school board to assist with the costs of providing additional support to students with special education needs;
- Differentiated Special Education Needs Amount (DSENA) Allocation – \$1.05 billion, addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs;
- Special Equipment Amount (SEA) Allocation – \$96.9 million, supports the purchase of equipment that may be required by students with special education needs;
- Special Incidence Portion (SIP) Allocation – \$82.3 million, supports students with extraordinary high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school;
- Facilities Amount (FA) Allocation – \$96.1 million, supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities; and
- Behaviour Expertise Amount (BEA) Allocation – \$11.7 million, supports the hiring of professional staff at the school board level who have expertise in applied behaviour analysis.

Accountability

The purpose of the SEG is to provide supports to students whose educational needs cannot be met through regular instructional and assessment practices. To ensure special education funding is focused on supporting the needs of these students, boards may only use the grant for special education (in-year or use unspent funding in a future school year). School boards have the authority and flexibility to use other GSN funding, as well as the SEG, to meet their responsibility to support students with special education needs. The ministry recognizes that boards need flexibility to address local needs, therefore there is some flexibility to use funding across individual allocations within the grant. The ministry will continue to monitor reporting and feedback from the sector to determine if adjustments are required.

Considerations

1. What accountability measures should the ministry consider using to assess outcomes for students with special education needs beyond EQAO assessments?
2. What internal processes does your board use to ensure it evaluates and allocates its resources in the best possible way to support students with special education needs?
3. What other GSN allocations are boards using to complement their Special Education Grant? Should the ministry consider changes to financial reporting to reflect this spending from other areas?
4. In the updating of special education resources, what clarification would be recommended in the development and implementation of IEPs?
5. How might we maximize the impact of the IEP and increase educator's ability to support students directly?
6. Presently SIP measures greater special education needs in terms of staff support received by the student.
 - a. How can we improve SIP for funding students with greater special education needs?
 - b. How could we better define students with greater special education needs?
 - c. How could we better report students with greater special education needs?

Indigenous Education

Context

First Nation, Métis, and Inuit Education Supplement

The First Nation, Métis, and Inuit Education Supplement (the Supplement) was introduced in 2007-08 and was designed to support programs for Indigenous learning as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework (the Framework)*.

The Supplement was a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry announced the following changes for 2016-17:

- An investment of \$1.2 million in the Per-Pupil Amount (PPA) Allocation to ensure that all school boards have the resources to establish a First Nation, Métis and Inuit Education Lead dedicated to supporting the implementation of the *Framework*. While the minimum level of funding is equivalent to the Supervisory Officer salary and benefits benchmark (under the new School Board Administration and Governance Grant model: \$165,520.12 in 2016-17), boards are not required to hire at the Supervisory Officer level;
- An investment of \$1.5 million to update the PPA Allocation with data from the 2011 National Household Survey (NHS) to better reflect and support the on-the-ground needs of boards; and
- The transfer of approximately \$6.0 million in funding from EPO to the GSN to support Board Action Plans (BAPs) on First Nation, Métis, and Inuit Education. The allocation method in the GSN will be similar to that of the EPO; however, the 2016-17 funding formula gives a greater weight to the components that use voluntary, confidential Indigenous student self-identification data.

Annual funding is provided outside the GSN to support the implementation of *the Framework*. In 2016-17, total funding outside the GSN is \$7.2 million (based on fiscal year). Examples of programs funded outside of the GSN include:

- Alternative Secondary Schools Program (ASSP) with Friendship Centres;
- Increasing community engagement activities and partnerships; and
- Professional development.

Truth and Reconciliation Commission

To support Ontario's commitment to reconciliation, the Ministry of Indigenous Relations and Reconciliation (formerly the Ministry of Aboriginal Affairs) released *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*, which

announced the government's plan to invest over \$250 million in new initiatives over three years.

As part of its response to the Truth and Reconciliation Commission's Calls to Action, the Ontario government is making a three-year annual investment (2016-17 to 2018-19) of \$5.0 million (\$15.0 million total) in the education sector. This funding will be used to help develop resources on the history and legacy of treaties, residential schools and Indigenous peoples in Ontario. This will help enhance teaching resources, build capacity and provide learning opportunities to build skills among Ontario educators to encourage critical thinking and deepen the understanding of Canadian treaties. The ministry will work in collaboration with Indigenous partners to implement this initiative.

In addition, the ministry will be working with partners to:

- Expand access for Indigenous children and families to culturally relevant child care and child and family programs off-reserve and child and family programs on-reserve;
- Provide support for Indigenous languages; and,
- Explore options for the creation of a new classification for First Nation/federally operated schools.

Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a school board's school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. The ministry is not party to education services (tuition) agreements and cannot compel a board to enter into them.

While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*.

Funding Framework

The total Supplement is projected to be \$64.0 million in 2016-17. It has increased by 430% (\$51.9 million) since its introduction, and includes the following allocations:

- Native Languages Allocation – \$9.9 million;
- First Nation, Métis, and Inuit Studies Allocation – \$24.8 million;
- Per-Pupil Amount (PPA) Allocation – \$23.4 million; and
- Board Action Plans (BAP) Allocation – \$6.0 million.

Accountability

The purpose of the Supplement is to provide supports to Indigenous students to increase levels of student achievement and well-being and close the education achievement gap between Indigenous students and all students. Moreover, the Supplement is intended to increase the knowledge and awareness of all students about Indigenous cultures, histories, traditions, perspectives and contributions.

Boards will be required to report on how they spend the BAP Allocation of the GSN through interim and final reports. First Nation, Métis and Inuit Education Leads are expected to complete the interim and final reports, obtain sign-off from the local Aboriginal Education Advisory Council/Committee, and submit reports to the ministry.

Considerations

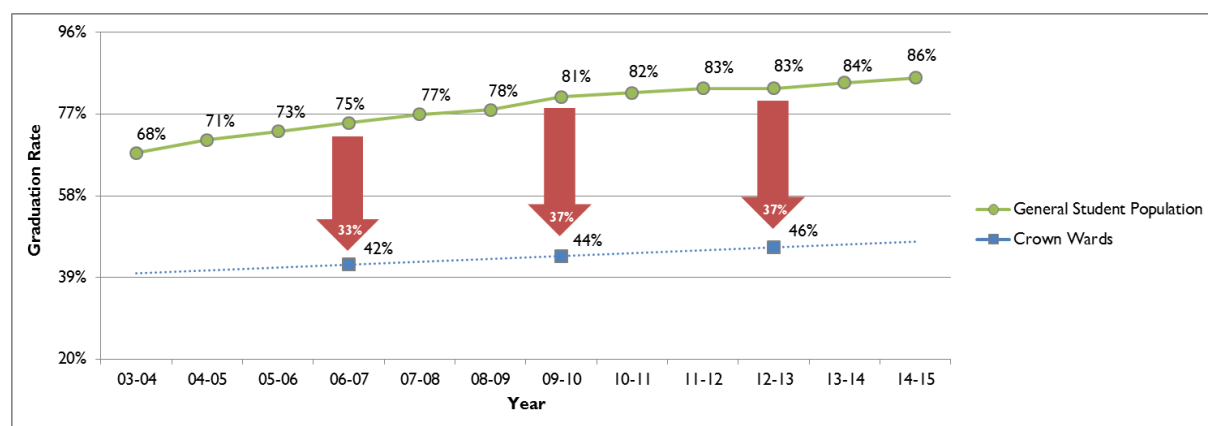
1. Have boards been successful in implementing a dedicated lead position?
2. Do the current four allocations within the Supplement efficiently and effectively address the needs of Indigenous learners?
3. Is the balance of accountability appropriate with respect to the components of the Supplement?
4. Should the ministry continue to increase the use of self-identification data in its funding models?
5. Are there provisions in the Calculation of Fees for Pupils regulation that you would like the ministry to review or amend?
6. What are examples of successful Education Service Agreement negotiation approaches? What opportunities exist for improvement?

Children and Youth in Care

Context

Since 2008, as part of the Student Success Strategy, the ministry has partnered with the Ministry of Children and Youth Services (MCYS) on initiatives to improve educational outcomes for children and youth in care (CYIC). *Achieving Excellence* reaffirmed the government's commitment to ensure the best possible learning opportunities and supports for students who may be at risk of not succeeding, including approximately 15,625 children and youth in care (which include approximately 6,374 Crown wards). According to the Ontario Association of Children's Aid Societies (OACAS), in 2012-13, 46% of Crown wards ages 19 and 20 had graduated from high school. Though not directly comparable due to differences in methodologies, the rate of students graduating within five years of starting high school was 83% in 2012-13 in Ontario. Provincially, the overall graduation rate currently sits at 85.5%.

Ontario Student Population and Crown Ward Graduation Rates



Beginning in 2013-14, the ministry has funded school boards to design and implement new innovative strategies and delivery models to improve the educational outcomes for students in the care of, or receiving services from, Children's Aid Societies (CASs). Boards were invited to submit proposals for programs which would build capacity in school boards and help to close the educational attainment gap for CYIC. In April 2016, an external evaluator was engaged to conduct an evaluation of the innovative education programs with a final report due December 2016.

In addition to the innovative programs, there are a number of other initiatives underway including:

- The Joint Protocol for Student Achievement (JPSA): School boards and CASs are working together on local protocols using the JPSA template that focus on five elements: information sharing processes; administrative processes; planning for student achievement; a dispute resolution process; and, monitoring and

evaluation of the protocol. The ministry has provided funding through the Crown Ward Education Championship Teams to support the development of protocols. Once signed additional funding is available to support the training of education and child welfare workers.

- Data Sharing Agreements: CASs have been asked to sign agreements with the ministry to share limited information pertaining to Crown and Society Wards in their care. With this information, the ministry will be able to link OnSIS data to children and youth in care, and generate non-identifying, aggregate data on the educational achievement of students in care across the province. This, along with the information sharing established under the JPSAs, should help to address the need for further information on the population of CYIC identified in the 2016-17 Education Funding Engagement Sessions.

Funding Framework

CYIC initiatives were previously funded through EPO at \$1.0 million annually. However, beginning in 2014-15, the ministry invested an additional \$2.1 million annually from the province's Poverty Reduction Strategy.

Many CYIC students are eligible for additional targeted supports beyond the CYIC specific EPO funding. For example, Indigenous students are over-represented in child welfare systems across Canada. As at-risk students, CYIC may also be identified for supports under the Learning Opportunities Grant and have a greater need for supports for non-teaching staff such as social workers, child and youth workers, psychologist, and attendance counsellors funded through the Safe and Accepting Schools Allocation.

Accountability

The purpose of this CYIC funding is to provide supports to children and students in the care of, or receiving services from, CASs to attain increased levels of student achievement and close the education achievement gap. Accountability for learner and program outcomes is currently achieved through deliverables in the TPAs that govern funding for the innovative programs and the JPSAs.

Considerations

1. Many CYIC are supported through additional targeted components of the GSN. Is this targeted funding enabling school boards to effectively support the needs of CYIC students?
2. How could this funding be more effectively and/or efficiently allocated?
3. What would be appropriate accountability mechanisms to ensure that the often complex needs of CYIC students are met?
4. How could best practices be shared across the province?
5. How might we better support the implementation of local JPSAs beyond training? Should funding be enveloped for that specific purpose?

6. How can we leverage available data to better track educational outcomes for CYIC and close achievement gaps?

ENHANCING PUBLIC CONFIDENCE

Next Steps in Community Hubs

Context

In August 2015, the Premier's Community Hub Framework Advisory Group issued a report entitled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). The report's strategic framework and action plan outlines specific recommendations intended to assist Ontario in the review of provincial policies and develop a framework to adapt existing public properties to become community hubs. The government has accepted all of the report's recommendations and fully supports integrated service delivery through community hubs.

Recently the government released a [One-Year Implementation Update on Community Hubs in Ontario](#) summarizing progress to date on implementing the recommendations. As schools play a valuable and important role as hubs for programs and services that benefit the broader community, the ministry has and will continue to work with other government ministries, the education sector, municipalities and community partners to implement outstanding recommendations.

On May 6, 2016, the ministry released [memorandum 2016:B9 - Ministry of Education Initiatives to Support Community Hubs in Schools](#), to announce three initiatives to support community hubs in schools. The initiatives are:

- Amendments to Ontario Regulation 444/98 – *Disposition of Surplus Real Property* (O. Reg. 444/98);
- Education capital funding to support community hubs in schools; and
- Additional child care retrofit funding.

Amendments to Ontario Regulation 444/98 Effective September 1, 2016

Community hubs were a key area of focus for the 2016-17 Education Funding Engagement Sessions. Informed by these discussions, the ministry reviewed several potential reforms to *O. Reg. 444/98* with the aim of promoting the regulation's effectiveness in keeping surplus school board properties in the public sphere, with priority given to school boards. The ministry made various amendments to the regulation that came into effect on September 1, 2016. Significant amendments include: an extension of the circulation period from 90 to 180 days; expansion of the list of public entities to receive notification of surplus school property; and, a requirement that all board-to-board sales be at fair market value.

Based on feedback from school boards, work is also underway to potentially streamline the circulation notice process. As additional details become available they will be shared with school boards.

Education Capital Funding to Support Community Hubs in Schools

On May 6, 2016, the ministry announced new capital funding initiatives to support the expansion of community hubs in schools:

- \$20.0 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres (Centres) in schools;
- \$18.0 million to retrofit existing child care space within schools to open up more spaces for children under four years old;
- \$50.0 million to retrofit available school space to make it suitable for use by community partners and the public; and
- Expanding eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions in the event their original school location is closed or sold.

Work is underway by the province to develop a framework to help decide when a sale at fair market value may align with the public interest and whether an investment on the part of the government is warranted to make it available for community use.

Child Care Licensees and Early Years Programs in Schools

The ministry has promoted a “schools-first approach” to support our collective work toward Ontario’s vision for the early years to ensure Ontario children and families are well supported by a system of responsive, accessible, high-quality, and increasingly integrated early years programs and services.

The government’s schools-first approach and ongoing new investments in school-based child care and early years programs resulted in increased use of school space and increased access to licensed child care options for parents and families. Over 50% of all licensed child care spaces in Ontario are located in publicly funded schools. Since the introduction of Full-Day Kindergarten (FDK), licensed child care spaces for four and five year old children located in schools has more than quadrupled – from 15,000 spaces in 2011 to 74,000 spaces in 2015-16. Within the next five years, an additional 100,000 child care spaces will be created to ensure access to quality, affordable care for families in Ontario.

The ministry has committed \$16.0 million to replace child care space in schools set for closure and/or consolidation, \$131.0 million to retrofit existing space in schools, \$120.0 million to build new child care spaces in schools, and \$20.0 million in child care and early years programs in schools to support the work on Centres.

In addition, the ministry provides over \$1.05 billion annually to 47 Consolidated Municipal Service Managers (CMSMs) / District Social Services Administration Boards (DSSABs) to manage the child care system locally on behalf of the Province. CMSMs/DSSABs provide operating funding to child care licensees to support affordability and access for parents through fee subsidies, as well as funding for child care operations, which may include lease costs for child care licensees.

Beginning in 2018, CMSMs/DSSABs will be responsible for the planning and management of Centres. Currently, many of the existing child and family programs funded by the ministry are located in schools or other community gathering places. As part of the planning and management of Ontario Early Years Child and Family Centres, the ministry is continuing to promote that CMSMs/DSSABs work with school boards to use a “schools-first approach”, to help establish these Centres as community hubs that are located in areas easy to access for families, and help to minimize transitions for younger children.

Before and After School Programs for Kindergarten to Grade 6

Approximately 50% of licensed child care spaces are before and after school spaces. Under the *Education Act*, there is a requirement for school boards to ensure that before and after school programs are available in all schools with FDK where there is sufficient demand for four and five year olds. Approximately 72% of schools with FDK currently have these programs.

Effective September 1, 2017, this requirement for school boards, working with municipal partners as service system managers for child care and the early years, will be expanded to all children 4 to 12 years old.

Accommodation Costs for Child Care Licensees and Early Years Partners

Under the *Child Care Modernization Act*, the *Education Act* was amended to include regulation-making authority on accommodation costs.

Currently, school boards determine how much to charge child care and early years program providers leasing space in schools. Policy direction provided through the *Community Planning and Partnership Guideline* that boards are expected to recover operating and capital costs; however, boards have the discretion in supporting facility partnerships based on their student achievement strategy. There is currently a wide range of monthly rates charged to child care licensees and early years programs across school boards.

The ministry is seeking to engage with school board partners, as well as municipal and community partners to review the issue of accommodation costs, identify specific challenges and provide input on potential approaches to address these challenges. This

work will support the ministry's commitment to affordable, accessible licensed child care options for children and families, and high-quality integrated early years programs.

Funding Framework

Eligibility for the recently announced ministry capital funding to support community hubs is restricted to school boards. No public or community organization can receive funding directly, instead they must partner with a school board to access funding. As all the available funding is for capital and not operational costs, all expenses must be depreciable. Due to limited funding the ministry is considering partially funding proposals depending on the ability of the community hub organization to contribute funding.

Considerations

1. How are the recent amendments to O. Reg. 444/98 working? Are there any further changes or support the ministry should consider making?
2. What other types of capital or other initiatives/programs should the ministry consider to encourage the development of more community hubs and community partnerships in schools?
3. What types of common data or information would be useful in either locating or operating a community hub in one of its local schools?
4. How can school boards, CMSMs/DSSABs and early years partners located in schools better collaborate to increase access and affordability to programs, and support the government's commitment to create 100,000 additional child care spaces?
5. What would be the impact to school boards of requiring that space leased to child care and early years providers be guaranteed for a minimum number of years?
6. What initiatives, guidance or regulatory measures could facilitate school boards and early years partners in working together more effectively (e.g., develop common methodology for school boards to recover costs associated with child care and early years)? How can these partnerships be made more transparent?
7. As the government transitions existing child and family programs to become Centres by 2018, how can we build on the work already done by school boards and partners to establish and operate family support programs in schools, and make greater connections to community hubs?

School Board Administration and Governance Compliance

Another key goal of *Achieving Excellence* is enhancing public confidence in Ontario's education system, one element of this is ensuring proper accountability for funding provided for education from public resources.

Context

In 2014-15, the ministry began phasing in a new allocation model for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). The new model to be fully implemented in 2017-18 will be fiscally neutral provincially but will have some redistributive impacts on school boards.

Board Compliance with Enveloping Provision

Under the School Board Administration and Governance Grant, spending maximums are enveloped and board administration expenditures are limited to the Board Administration Allocation. Therefore, boards must ensure that their net expenses do not exceed their board administration and governance limit to comply with the GSN funding regulations.

In the [memorandum 2015: B07 - Grants for Student Needs Funding for 2015-16](#), the ministry informed boards of its intent to review compliance as part of implementation of the new enveloping provision for school board administration and governance.

When discussing accountability at the 2016-17 Education Funding Engagement Sessions, boards highlighted extraordinary costs related to School Board Administration and Governance, as a result of the collective bargaining process in 2015-16. The ministry recognized these challenges and deferred the review of board compliance with the enveloping provision of school board administration and governance for one year.

Other Revenues

Boards have the flexibility to allocate a portion of certain GSN grants (e.g., Declining Enrolment Allocation, Safe and Accepting Schools Allocation, New Teacher Induction Program Allocation, etc.) and to use other non-GSN revenue sources to support board administration expenses. These other revenues can include:

- EPO grants;
- Federal grants and fees (Native students who reside on Reserve, visa students, Language Instruction for Newcomers to Canada (LINC), transportation recoveries, etc.);

- Grants from other provincial ministries or municipal governments (Ontario Youth Apprenticeship Program, Literacy and Basic Skills, etc.);
- Investment income (interest, other); and,
- Fees and revenues from other sources (rental income, donations, fees for non-credit continuing education, etc.)

The Education Funding Information System (EFIS) Instructions set out the expectations regarding how boards spend these other revenues. In general, boards must use revenue collected from fees for purpose identified (i.e., match the revenue category to the related expense category). If there is no clear revenue category, boards must proportionally distribute these revenues to the various expense categories. Where boards have charged a tuition fee for visa students in excess of the normal fee (calculated in EFIS Appendix B), boards may distribute the excess to expense categories as they deem appropriate.

Non-Compliance Measures of the Class Size Regulation

In 2016-17, the ministry also introduced a new accountability framework to ensure compliance with the FDK and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12).

- For boards that have been non-compliant with these provisions of the Class Size regulation for two or more years, there are reductions in the GSN envelope for board administration and governance as defined in the GSN funding regulations. This is effectively a requirement to re-direct these funds to the classroom to assist with compliance with the class size regulation.
- The ministry has also signaled that there would be a review of board's use of other revenues for administrative purposes to determine if further restrictions are necessary.

Funding Framework

The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.

2016-17 is the third year of the four-year phase-in of the new allocation model. The total School Board Administration and Governance Grant is projected to be \$594.3 million in 2016-17 and is provided through the following allocations:

- Trustees Allocation - \$14.6 million;
- Reporting Entity Project Allocation - \$6.1 million;
- Parent Engagement Funding Allocation - \$3 million;
- Internal Audit Allocation - \$5.2 million;

- Board Administration Allocation (which is a combination of three old allocations that are being phased out and replaced with 10 core functions) - \$542.4 million.; and
- The Board Administration Allocation also provides funding to support:
 - Employer Bargaining Agent Fees - \$4.6 million;
 - Capital Planning Capacity - \$7.7 million; and
 - New in 2016-17, two former EPO programs, Technology Enabled Learning and Teaching Contacts (TELT) - \$7.6 million, and Managing Information for Student Achievement (MISA) Local Capacity - \$3.2 million.

Considerations

1. What challenges might a board face that may make it difficult for it to comply with the enveloping provisions?
2. How should the ministry ensure compliance with the enveloping provisions related to the grant? Should additional restrictions be placed on the use of other revenues used to offset board administration expenses? If restrictions were to be placed how should these be designed?

Further Transformation of Other Transfer Payments

Context

In 2014-15, the ministry initiated the EPO Transformation Project to simplify the reporting processes and requirements for EPO transfer payments to:

- Align the ministry's Renewed Vision for Education, EPO funding objectives and annual planning process;
- Reduce the administrative burden placed on boards; and
- Improve EPO program management through electronic delivery, reporting, data collection and analysis.

Starting in 2015-16, the ministry streamlined reporting requirements and increased flexibility for three themed EPO program bundles:

- Student Success – Building Capacity for Effective and Differentiated Instruction;
- Well Being: Safe, Accepting and Healthy Schools and Mental Health, Equity and Inclusive Education; and
- Ontario Leadership Strategy and Professional Learning Enhancements.

To further balance reporting requirements while continuing to support ministry core goals and priorities, the following existing ministry programs were transferred into the GSN in 2016-17:

- Board Action Plans on First Nation, Métis, and Inuit Education – \$6.0 million;
- Library staff (teacher-librarians and/or library technicians) – \$10.0 million;
- Managing Information for Student Achievement (MISA) Local Capacity initiative \$3.2 million;
- Outdoor Education – \$17.0 million; and
- Technology Enabled Learning and Teaching Contacts – \$7.6 million.

The ministry continues to evaluate opportunities to streamline and strategically bundle the remaining EPO programs. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

Considerations

1. How can reporting requirements be further streamlined and reduced to find efficiencies in administration without losing reporting effectiveness?
2. Are there opportunities for EPO funding to be bundled to help reduce reporting requirements?
3. Are there opportunities to move any of this funding into the GSN?

Conclusion

Through this 2017-18 Education Funding Engagement Guide, the ministry is seeking to engage a wide range of education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario. Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

There are many sections of the guide that focus on new priorities. However, we recognize that this means we may need to shift our focus from other areas. Throughout the engagement, we appreciate any input to identify areas that can be de-emphasized to ensure success of our current priorities.

The ministry welcomes your feedback. Your leadership and commitment to education in Ontario is one of the foundations of the positive change that we have already achieved, and we thank you in advance for continuing to share that with us as we work together on directions for the future.

APPENDICES

Appendix I: Renewed Mathematics Strategy

The Renewed Mathematics Strategy (RMS) dedicated investment of more than \$60 million for 2016-17 is composed of \$52.8 million for school boards with additional funds provided through partner organizations (e.g., summer learning programs, subsidies to support participation in AQ courses). Funds are designed to provide additional supports to all school boards with a focus on improving achievement in mathematics.

What follows is an overview and details of funding for the RMS and the criteria used to calculate school boards' 2016-17 allocations for K-12 supports, school board/school supports and by panel.

A. K-12 Supports (\$7.6 million)

K-12 Component – Board-level	Funding Amounts per School Board	Total Provincial Allocation
Special Education Supports Funding will be provided to all school boards and authorities through the same allocation model used in other years to support <i>Learning for All K-12</i> projects, that is a base of \$17,000 for school boards plus adjustment for Average Daily Enrolment (ADE).	\$17,000+	\$1.5 million
School Board Based Mathematics Facilitator (qualifying school boards only based on board size and student achievement) Funding for salary and travel per facilitator is allocated at \$115,000 per qualifying school board.	\$115,000	\$2.3 million
French-language School Board Mathematics Facilitator Funding for salary per facilitator is allocated at \$100,000 per qualifying French-language school board (Note: Travel expenses covered separately).	\$100,000	\$1.2 million
Regional Networking Funding for regional networking is allocated at \$25,000 per school board.	\$25,000	\$1.8 million
Continuity (qualifying school boards only) The present model is needs-based. As a result, funds will be redistributed between school boards In order to ensure continuity, all school boards total elementary funding will fall within $\pm 25\%$ of 2015-16 funding.	varies	\$0.8 million

K-12 Component	\$7.6 million
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B. Elementary Supports (\$33.7 million)

Elementary - Board-level	Funding Amounts per School Board	Total Provincial Allocation
School Based Facilitator Funding for salary and travel per facilitator is allocated at \$110,000 per teacher per school board (with at least 0.3 to 0.5 full-time equivalent for the schools that require the greatest support; where school boards are eligible for less than one School-based Facilitator, one FTE is allocated to them.)	\$110,000	\$11.1 million
Kindergarten to Grade 3 Support Funding to support the release for participating in the Pedagogical Leadership K-3 sessions is allotted at \$5,000 per school board.	\$5,000	\$0.4 million
Elementary – Board-level Component		\$11.5 million

Elementary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Elementary Schools – Teacher Professional Learning Funding to support teacher professional learning in mathematics provided at an average rate of \$250 per day, per teacher for release time.	\$1,250	\$2,000	\$2,500	\$6.6 million
Supports for All Elementary Schools – Principal Professional Learning Funding to support principal professional learning in mathematics provided at an average rate of \$350 per day per school administrator, for four days for all schools.	\$1,400	\$1,400	\$1,400	\$5.6 million

Lead Teachers for All Elementary Schools Funding to support professional learning for a lead teacher learner of mathematics in all schools provided at five days of release time for between one and three lead teachers depending on school size.	\$1,250	\$2,500	\$3,750	\$7.7 million
Increased Support for Some Elementary Schools	\$2,000+	\$3,000+	\$4,500+	\$1.0 million
Intensive Support for A Few Elementary Schools	\$5,000+	\$12,000+	\$12,000+	\$1.3 million
Elementary – School-level Component				\$22.2 million

C. Secondary Supports (\$11.5 million)

Secondary – School-level	Small Schools	Medium Schools	Large Schools	Total Provincial Allocation
Supports for All Secondary Schools Funding allocations for all boards are based on secondary student enrolment projections for 2016-17 under <i>Building Capacity for Effective Mathematics Instruction</i> .	Varies	Varies	Varies	\$1.7 million
Increased Support for Some Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$10,000). Additional funding to support participation in this network at \$1000 per team.	\$11,000	\$11,000	\$11,000	\$4.4 million

Intensive Support for A Few Secondary Schools Funding to support lead mathematics teachers or department heads to provide additional supports in applied classes is calculated based on the proportion of a teacher FTE that is being funded (\$15,000 for few). Funding towards registration fee (\$200) for the Ontario Association for Mathematics Education (OAME) / Ontario Mathematics Coordinators' Association (OMCA) Grade 9 Applied Mathematics Summer Institute. Additional funding to support participation in this network at \$1000 per team.	\$16,200	\$16,200	\$31,200	\$3.3 million
<i>Additional school board supports were provided to support funding for School Support Initiative (SSI) Leadership for some school boards.</i>				\$2.1 million
Secondary School-level Component				\$11.5 million

Appendix II: Highly Skilled Workforce Recommendations

Recommendations for the Ministry of Education	
3.1	Expand the number of students in Specialist High Skills Major programs from the current provincial footprint of 14% of all students in grades 11 and 12 to 25% in the next three years.
3.2	Work with the Industry Tables to expand opportunities for experiential learning. As a first step, Ontario should commit to ensure that every student has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements).
3.6	Ensure adult learners have access to quality learning opportunities (including experiential learning) that are adaptable and appropriate to their needs and contexts.
4.1	Review on a priority basis the Guidance and Career Education curriculum to ensure that it exposes students to a variety of learning pathways and opportunities and develop a plan to support guidance counselling including a professional development strategy and supports for all classroom teachers.
4.2	Develop a strategy to provide students in the K-12 system with exposure and access to the science, engineering and technology fields. This strategy should be complementary to Ontario's recently announced Math Strategy and use similar tools. This strategy should leverage best practices and innovative approaches already in existence, and use intermediaries where necessary to augment existing curriculum.
4.3	Provide professional development opportunities for teachers with a counselling role, to expand their knowledge of current and future labour market needs. This could include working with Local Employment Planning Councils, local business groups and other intermediaries.
4.4	Encourage school boards to further work with intermediaries to introduce innovative practices designed to expose students to different career pathways in and outside the classroom.
4.5	School boards should work with employers and intermediaries to develop community approaches to career counselling that provide students with exposure to role models and positive examples of traditional and non-traditional careers.
6.1	Collaborate with partners on the development of an Ontario-specific skills and competencies framework, using the experiences of other jurisdictions as a guide.
6.3	Identify promising practices for the teaching of the competencies that are necessary for the current and future economy, such as problem solving, team work, and entrepreneurial spirit across curricular and extra-curricular learning opportunities, including through the arts, sports, math and science.

Appendix III: Continuing Education and Other Programs Grant

The Continuing Education and Other Programs Grant supports adult and high-credit day school programs and continuing education programs.

The Continuing Education and Other Programs Grant, which is projected to be \$165.5 million in 2016-17, consists of:

- Adult Day School – \$39.0 million;
- High-credit Day School – \$7.5 million;
- Summer School – \$32.4 million;
- Continuing Education – \$58.2 million;
- Prior Learning Assessment and Recognition (PLAR) – \$1.7 million; and
- International Languages, Elementary (ILE) – \$26.6 million.

Funding is \$3,368 per ADE for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students (excluding students for whom fees are chargeable under the tuition fees regulation), and \$54.91 per classroom hour for international languages programs.

PLAR for mature students is a formal evaluation and accreditation process. School boards are funded based on their reporting of these assessment activities (\$121 for an individual student assessment for Grade 9 and 10 credits; \$121 for an individual student equivalency assessment for Grade 11 and 12 credits; and, \$364 for each completed challenge assessment for a Grade 11 or 12 full credit course).

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

Appendix IV: Learning Opportunities Grant – Specialist High Skills Major

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement. LOG is comprised of a number of allocations. The SHSM Allocation, which is projected to be \$18.7 million in 2016-17, is included in the Student Achievement Envelope of LOG.

The Student Achievement Envelope includes seven allocations: the Literacy and Math Outside the School Day Allocation; the Student Success, Grades 7 to 12 Allocation; the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers; the School Effectiveness Framework Allocation; the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation; the SHSM Allocation; and, the Outdoor Education Allocation. There is flexibility in how boards may use some of the individual allocations within the Student Achievement Envelope, as long as the funds in total are spent on these seven programs. Any unspent funding within the Student Achievement Envelope must be treated as deferred revenue for future spending in these programs.

Additional funding to support the SHSM program is provided to school boards through an EPO transfer payment.

The funding for SHSM programs is to be used to address implementation expenditures including:

- Students' certification and training programs;
- Tracking students' completion of the SHSM components;
- Equipment purchases and consumable expenditures;
- Promotion and marketing; and
- Teacher professional development.

Resources

More detail about GSN funding may be found on the [Education Funding, 2016-17 page of the ministry website](#). The documents there include:

- 2016-17 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2016-17;
- School Board Funding Projections for the 2016-17 School Year;
- 2016-17 Education Funding: Discussion Summary; and
- Memorandum 2016: B06 – Grants for Student Needs changes for 2015-16 and 2016-17.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2016: B07 – 2016-17 School Year Education Programs – Other \(EPO\) Funding](#);
- [Memorandum 2016: SB07 – Special Education Funding in 2016-17](#); and
- April 8, 2016 memorandum from the Deputy Minister announcing the [Ontario's Renewed Mathematics Strategy](#).

Provincial Education Event Agenda
Toronto Congress Centre, Nov. 9-10 2016, 9am – 4pm

Day 1

8:00 – 9:00	Registration & Continental Breakfast
9:00 – 9:30	Welcome
9:30 – 10:30	Setting the Context
10:30 – 12:00	Strength in Collaborative Professionalism
12:00 – 1:00	Lunch
1:00 – 2:00	Learning and Leading Together: Starting a Provincial Discussion on Well-Being
2:00 – 4:00	Well-Being Discussion: Understanding, Promoting and Supporting

Day 2

Stream 1: Education Funding

The 2017-18 Education Funding Engagement stream will allow for the education community to share expertise and insights, and develop new ideas for more effective funding mechanisms that support the delivery of education in Ontario. Similar to previous year's engagement sessions, the input provided this year will be instrumental in making decisions to improve formulas used to fund education in Ontario. While these sessions are open for discussion of all education funding for the 2017-18 school year, a guide will be sent to attendees in advance with details on specific topics on which we are seeking feedback.

Stream 2: Early Years

The Renewed Early Years Policy Framework will be the overarching focus of the day. Topics will include the commitment to implement before and after school care for 6-12 year olds, Ontario Early Years Child and Family Centres, and the extension of the Ontario Education Number.

Stream 3: Well-Being

The Well-Being stream will engage participants on discussion on staff well-being as an important component of well-being. It will also provide a dedicated half-day to engage on student well-being outcomes. This stream continues the provincial dialogue on well-being and the journey towards a provincial well-being framework.

INFORMATION REPORT

ITEM 11.7

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

PURPOSE:

To provide Trustees with a concise addendum of the HCDSB 2016 - Board Improvement Plan for Student Well-Being and Achievement (BIPSA). This addendum (Appendix A) will be used to support a consistent understanding and implementation of the selected strategies for system-wide distribution.

BACKGROUND INFORMATION:

On Tuesday, October 4, 2016, the Board of Trustees received Information Report item # 10.6 2016-2017 Board Improvement Plan for Student Well-Being and Achievement and Information Report item # 10.7 2015-2016 EQAO and OSSLT Results - attached as Appendices B and C which outlined in detail, the process for improvement including a comprehensive needs assessment, student achievement data highlights, perceptual data and monitoring schedule.

The Halton Catholic District School Board's Improvement Plan for Student Well-Being and Achievement will guide our collective efforts to attain systemic improvement for all students as we incorporate the strategic priorities of Achieving, Believing, Belonging through the lens of our Ontario Catholic Graduate Expectations.

COMMENTARY:

To support consistent understanding and implementation of the selected strategies in the HCDSB Strategic Plan, the one page abridged version of the BIPSA has been developed for system-wide distribution. It will be introduced to administrators through Family of Schools meetings so that they may present the same to their school community team: Catholic School Councils, parish, parents, staff and students.

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

MONITORING:

Year One:

In terms of descriptive and formative assessment, the first year of a BIP is gathering school process data, reviewing and appraising School Improvement Plans, hence clearly identifying patterns across our system creating a baseline. As a system, we ask: What is our current reality? What is our story? What are the SIPs communicating to us? What do our students and educators need?

Years Two, and Three:

During the second and third years, we continue to describe both progressions and phenomena, and begin to identify programs, processes and practices that stand out either as detractors or positive facilitators for student development and success. What action research projects (teacher led/system led) are occurring across the system? Can we talk about and reflect on the learning gleaned from these projects? Are there patterns? We can begin to isolate and identify "look-fors" (Assessment AS learning/ Assessment FOR learning).

Year Four:

During the fourth year, we begin to tighten our examinations to test our theories about certain processes, and start to make decisions about eliminating or scaling up practices, programs and/or policies. We should be able to identify which hypotheses or ideas were tested and whether they succeeded or failed.

Year Five: The Summative.

During the fifth year, we consolidate our learning. We make definitive recommendations about what we have learned over the past several years, look back and describe our journey, identify the gaps, and provide next steps in the iterative nature of board improvement planning. The fifth year is the Summative Assessment. We should be able to say that there are certain practices that have had a positive impact on student learning and achievement. We have gathered process/program data over five years and we can identify some outcomes based on the data collected from multiple sources, and with multiple methods. (Assessment OF learning).

Data can be defined in two general ways:

Qualitative: Program evaluations, focus groups, and systematic observations (which is empirical, and valid because they are based on observations of experiences in reality).

Quantitative: Reliable, valid, large-scale assessments that provide perspective for big picture systems analysis. We can use large scale data to generate some hypotheses or lay theories about system patterns and possible areas for deeper inquiry."

CONCLUSION:

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

REPORT PREPARED BY:	A. PRKACIN SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES
	B. DOAN (ACTING) CHIEF OFFICER, RESEARCH & DEVELOPMENT SERVICES
REPORT SUBMITTED BY:	A. PRKACIN SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Theory of Action –
What We Want
Determined by the
Strategic Plan**

ACHIEVING

*If we offer
exceptional
educational
experiences and
opportunities that
are differentiated to
support all learners,
then we will be
meeting the needs
of the whole person
in fulfillment of their
God-given potential.*

Strategies – What We Will Do - As Reflected Through School Improvement Planning

Monitoring – How We Know – System Monitoring & Reflected Through School Improvement Planning

CURRICULUM K-12

- A) Educators are proficient in differentiated instruction, assessment practices and confident with the use of technology as a pedagogical tool across all curricula.
- B) Build further capacity with Collaborative Inquiry (CI) in order to become more consistent, holistic and inclusive in Special Education, Early Years and Cross-Panel work.
- C) Instructional Rounds foster a co-learning stance and will enhance transparent, creative and innovative practices.
- D) Professional learning activities will be driven by student and staff voice.
- E) * Rigorously embed indigenous history across all curricula K to 12.

SPECIAL EDUCATION

- A) Offer enhanced integrated supports for students with language difficulties
- B) Families, students and staff work together collectively to determine the needs and goals.
- C) Increase information sharing between professionals to support students.
- D) Enhance opportunities for student independence for those with special needs.

PATHWAYS

- A) Students develop a deep understanding of course selection and post secondary destinations.
- B) Build further capacity in our learning communities to support students in transitions.
- C) Promote and highlight strong, faith-based positive learning cultures in our schools.

CURRICULUM K-12

- A) Appraise the number and quality of Collaborative Inquiries (CI) including the effective use of reflection, evidence and assessment data to inform excellent and evolving practice.
- B) Determine CI outcomes with the HCDSB CI Rubric and the Implementation Scale Rubric.
- C) Mapping of achievement data (e.g., classroom data, EDI, EQAO assessments, learning skills) with CI outcomes, 21st Century skills and competencies, and the Ontario Catholic Graduate Expectations (OCGE).
- D) Assess NTIP and mentorship impact through program evaluation.
- E) Collect and communicate stories from educators and students around their experiences with indigenous learning .

SPECIAL EDUCATION

- A) Analyze the participation rates in programs, including qualitative data from parent/student/staff (i.e., focus groups around access and the quality of programming and interventions).
- B) Measure the quality of support services delivered among the various programs provided to students in need through student, parent and staff surveys.
- C) Assess the quality of in-school supports such as ABA interventions through program evaluations.
- D) Examine the data from the HCDSB Independence Rubric annually.

PATHWAYS

- A) Evaluate Grade 8 to Grade 9 retention rates, credit accumulation rates, and the availability of and participation in programs such as SHSM programs.
- B) Appraise data from transitional surveys and interview data to target strength and need areas in programming, as well as student and family support.
- C) Analysis of climate data Tell Them From Me (TTFM) and focus group data to target need areas and assess the quality of a faith-based, positive learning culture.

Theory of Action – What We Want	Strategies – What We Will Do - As Reflected Through School Improvement Planning	Monitoring – How We Know – System Monitoring & Reflected Through School Improvement Planning
BELONGING <i>If we create a sense of well-being, belonging and community where student voice is omnipresent in our schools, then we will be successful in providing safe, inclusive, responsible and welcoming Catholic learning communities.</i>	<p><u>SAFE SCHOOLS</u></p> <ul style="list-style-type: none"> A) Nurture Positive Developmental Assets focused upon building relationships and community partnerships at every site. B) Administer the consistent use of progressive discipline (e.g., Safe School Action teams) C) Sustain welcoming, safe, accepting Catholic learning communities characterized by deep relationships, connectivity, and reciprocity for all of our students, families and staff. <p><u>MENTAL HEALTH AND WELL-BEING</u></p> <ul style="list-style-type: none"> A) Reduce stigma, increase hope and promote mental health and wellness coping strategies through “Talk Learn Support” , Tiered Intervention initiatives and other various Mental Health promotion Programs. 	<p><u>SAFE SCHOOLS</u></p> <ul style="list-style-type: none"> A) Analysis of social media analytics demonstrating prevalence of positive stories arising from school communities, Family of School and Principal meetings. B) Appraisal of relationship quality within schools and among our community partners through surveys, focus groups and stakeholder engagement in these programs. C) Assessment of the conditions for learning through student, parent, staff, community surveys (e.g., TTFM), focus groups and CI work. <p><u>MENTAL HEALTH AND WELL-BEING</u></p> <ul style="list-style-type: none"> A) Program evaluations to measure outcomes of access, participation and quality of the various Mental Health Initiatives, the Tired Model as well as data gathered from mental health scans, and the TTFM Survey.

Theory of Action – What We Want	Strategies – What We Will Do - As Reflected Through School Improvement Planning	Monitoring – How We Know – System Monitoring & Reflected Through School Improvement Planning
BELIEVING <i>If all our learners experience a Catholic learning environment that is rooted in Gospel Values, and the Ontario Catholic Graduate Expectations, then we will see evidence where the Catholic faith is celebrated and students are the models of Christ.</i>	<p><u>FAITH FORMATION</u></p> <ul style="list-style-type: none"> A) Opportunity for prayer is ubiquitous and our daily Catholic Religion and Family Life programming is embedded throughout all curricula. B) Christian Meditation training will be provided for all educators and students to facilitate dedicated time for spiritual mindfulness throughout the system. C) Motivate and endorse student and staff voice through Social Justice opportunities within all of our learning communities. D) Support-home-parish connections through the use of resources such as, <i>Growing in Faith and Growing in Christ</i>. 	<p><u>FAITH FORMATION</u></p> <ul style="list-style-type: none"> A) Staff and students will report having opportunities to connect with their faith and God throughout the day as witnessed through focus groups. B) Data collected from the Christian Meditation program survey indicating capacity and spread. C) Mapping of student outcomes with the Ontario Catholic Graduate Expectations will provide evidence that students are models of Christ. D) Track website analytics of the <i>Growing in Faith and Growing in Christ</i> Home Portal for students, family and parish.



INFORMATION REPORT

ITEM 11.8

NORTH EAST OAKVILLE PUPIL ACCOMMODATION REVIEW UPDATE

PURPOSE:

To update the Board on the North East Oakville Pupil Accommodation Review (PAR) process and identify upcoming meetings.

BACKGROUND INFORMATION:

[Action Item 8.1](#) Oakville Northeast Pupil Accommodation Review - Initial Staff Report from the October 4, 2016 Board (page 26).

REMARKS:

On Thursday, November 17, 2016, the first Community Consultation for the North East Oakville Pupil Accommodation Review took place at Holy Trinity Catholic Secondary School. More than 155 stakeholders from the school communities received information on various aspects of the PAR, as well, participants had the opportunity to fill out comment cards and complete an online survey. The online survey was also available following the community consultation. As of November 30, 2016, 271 individuals have responded to the survey.

A fourth meeting of the Accommodation Review Committee (ARC) took place on Tuesday, November 29, 2016. At that meeting the working group reviewed an additional eight (8) options developed by parent representatives of the Committee as well as Board Staff. The Committee narrowed down the options from ten (10) to seven (7). These options will be further reviewed at the next ARC meeting on Monday, December 5, 2016.

School Council meetings have been scheduled, where information will be shared and individuals will have an opportunity to ask questions. The meetings will take place at Holy Trinity Catholic Secondary School on the following three dates: Monday, January 9, 2017 (St. John Catholic Elementary School and Our Lady of Peace Catholic Elementary School); Wednesday, January 11, 2017 (St. Michael Catholic Elementary School and St. Andrew Catholic Elementary School); and Thursday, January 12, 2017 (Holy Family Catholic Elementary School and St. Marguerite d'Youville Catholic Elementary School). Monday, January 16, 2016 has been set aside in the event of a cancellation due to inclement weather.

Appendix A includes a revised meeting dates schedule.

CONCLUSION:

The North East Oakville Pupil Accommodation Review is progressing as scheduled, and further updates will be provided as information to the Board.

REPORT PREPARED AND SUBMITTED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Timeline Options for PAR

Target Milestones	Dates	
Communication to Principals of Impacted School Communities	Tuesday, August 30, 2016	
Initial Staff Report	Tuesday, September 20, 2016	Time/Location
Email from Principals to Parents	Wednesday, September 21, 2016	
Board Approval of PAR	Tuesday, October 4, 2016	
ARC Orientation Session	Wednesday, October 12, 2016	7:00 p.m. @ Holy Trinity CSS
ARC Meeting	Tuesday, October 25, 2016	7:00 p.m. @ Holy Trinity CSS
ARC Meeting	Thursday, November 3, 2016	7:00 p.m. @ Holy Trinity CSS
School Staff Presentation #1	Monday, November 7, 2016	3:00 p.m. @ St. John(O) CES
School Staff Presentation #2	Wednesday, November 9, 2016 (T. Overholt)	3:00 p.m. @ Holy Family CES
School Staff Presentation #3	Wednesday, November 9, 2016 (T. Pinelli)	3:00 p.m. @ Our Lady of Peace
School Staff Presentation #4	Thursday, November 10, 2016	3:00 p.m. @ St. Michael CES
First Public Meeting (Open House @ Holy Trinity CSS)	Thursday, November 17, 2016	7:00 pm @ Holy Trinity CSS
ARC Meeting	Tuesday, November 29, 2016	7:00 p.m. @ Holy Trinity CSS
ARC Meeting	Monday, December 5, 2016	7:00 p.m. @ St. Gregory CES
ARC Meeting	Wednesday, December 14, 2016	7:00 p.m. @ Holy Trinity CSS
CSC Meeting #1 (OLPO & JOHO)	Monday, January 9, 2017	7:00 p.m. @ Holy Trinity CSS
CSC Meeting #2 (ANDR & MICH)	Wednesday, January 11, 2017	7:00 p.m. @ Holy Trinity CSS
CSC Meeting #3 (HLYF & MARG)	Thursday, January 12, 2017	7:00 p.m. @ Holy Trinity CSS
ARC Meeting or Catholic School Council snow date (if required)	Monday, January 16, 2017	7:00 p.m. @ Holy Trinity CSS
Final Public Meeting (Public Consultation)	Thursday, January 19, 2017	7:00 p.m. @ Holy Trinity CSS
Prepare and send Feedback Package to ARC (redacted if necessary)	Friday, January 20, 2017	
ARC Meeting	Wednesday, January 25, 2017	7:00 p.m. @ Holy Trinity CSS
Board Report due to Director's Office (sent to stakeholders)	Friday, February 3, 2017	
Interim Staff Report	Tuesday, February 7, 2017	
Delegations	Tuesday, February 21, 2017	
Final Board Report (Trustee decision)	Tuesday, March 7, 2017	

ARC Meetings Location: Holy Trinity Catholic Secondary School Library

CSC Meetings Location: Holy Trinity Catholic Secondary School Auditorium

Board Meetings (Feb. 21, 2017 and March 7, 2017) Location: Holy Trinity Catholic Secondary School

Minutes of the Audit Committee Meeting

Date: September 15, 2016
Time: 7:30 pm
Location: Catholic Education Centre – Board Room
802 Drury Lane, Burlington, Ontario

Committee Members Present: J. M. Rowe (Chair)
J. Michael
T. Penney
M. Dugard

Committee Members Excused: P. Marai

HCDSB Staff Present: P. Dawson
R. Nego
A. Lofts

RIAT Staff Present: J. Baker, RIAM
J. Forte

Invited Guests: D. Marks, External Auditor, KPMG
P. Ciapanna, External Auditor, KPMG

Recording Secretary: K. Jones

1. Call to Order

1.1 Opening Prayer

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

2. Election of Chair

J. Michael nominated M. Rowe. Seconded by T. Penney
M. Rowe accepted the nomination.
M. Rowe was acclaimed.

3. Approval of Agenda

The agenda was reviewed. There were no additions/deletions to the agenda.

Moved By: M. Dugard

Seconded By: J. Michael

RESOLVED, that the agenda be accepted.

CARRIED

4. APPROVAL OF THE MINUTES

The minutes of the June 13, 2016 Audit Committee Meeting were reviewed and accepted as presented.

Moved by: J. Michael

Seconded by: T. Penney

RESOLVED, that the minutes of the June 13, 2016 meeting be accepted as presented.

CARRIED

5. **DECLARATIONS OF CONFLICT OF INTEREST**

There were no declarations of conflict of interest.

6. **BUSINESS ARISING FROM PREVIOUS MEETINGS**

There was no previous business.

7. **ACTION ITEMS**

7.1 **KPMG Year-End Audit Planning Report**

R. Negoï noted that the report includes the KPMG report, the year end schedule and the Ministry memo outlining deadlines. She explained that this will go forward to the Board of trustees for approval of the audit plan.

D. Marks reviewed the plan for the year end audit. He highlighted that they are independent of HCDSB. Paul Ciapanna reviewed scope of the audit (6 new schools and review of 6 schools last year).

M. Rowe asked if HSTS audit was paid for in part by HCDSB and HDSB. D. Marks indicated that cost if prorated to portion of control of HSTS.

D. Marks reviewed power of data analytics and noted that they are incorporated into the audit to ensure no management override of controls, and can review SGF funds, accounts payable, payroll etc. as well to look for any anomalies if necessary.

D. Marks discussed the executive summary - audit and business risk, KPMG team, effective communication, audit materiality, independence and current developments. The Final draft of the Financial Statements will be brought to the Audit Committee on November 14th and to the Board of Trustees on November 15, 2016.

Moved by: M. Dugard

Seconded by: J. Michael

RESOLVED, that the Audit Committee recommend to the Board that the KPMG 2015-16 Year-End Audit Plan be approved.

CARRIED

8. **DISCUSSION ITEMS**

8.1 **Term Of Appointment For External Audit Committee Members**

R. Negoï reported that the second 3 year term is coming to an end in January 2017 for T. Penney and M. Dugard and we are required to post the position to the public. Information about the position will be posted on the Board's website and in the local newspapers. T. Penney and M. Dugard indicated they would be interested in being re-appointed if no other qualified candidates come forward.

8.2 RIAT Update

J. Baker reviewed her report. She noted that the Ministry is trying to coordinate with all RIATs the best practices and develop templates to ensure consistency and efficiencies across the province. J. Baker noted that there will be a repository of audits completed and best practices for various areas in school boards.

The RIAT members are working to meet their continuing education requirements. A. Eltherington completed her CISA certification and finished in top 5% across North America.

Ransomware and denial of service are two IT risks. The Audit Committee requested to bring this forward to a future meeting for closed meeting discussion.

8.3 RIAT BAS Analytics Audit - Terms of Reference

J. Baker reported that the new financial system conversion will occur in 2017. This audit is taking place prior to the conversion to assist with error reduction and data cleansing prior to the data conversion. Parameters around data analysis were discussed.

9. STANDING REFERENCE ITEMS

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

This item was provided as information.

9.2 Ontario Regulation 361/10

This item was provided as information.

10. MOTION TO EXCUSE ABSENT COMMITTEE MEMBERS

Moved by: J. Michael

Seconded by: T. Penney

RESOLVED, that P. Marai be excused.

CARRIED

11. ADJOURNMENT

Moved by: J. Michael

Seconded by: M. Dugard

RESOLVED, that the meeting adjourn at 8:31 pm.

CARRIED

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: October 24, 2016
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present B. Agnew
 L. Cipparrone (Chair)
 L. Currie
 D. Hotopeleanu
 A. Iantomasi
 M. Lourenco
 L. Stephenson

Staff Present B. Browne, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator

Members Excused R. Barreiro
 H. Karabela
 C. Parreira
 R. Quesnel
 S. Trites
 D. Rabenda

Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer,

The meeting opened at 7:03 p.m. with a prayer led by L. Cipparrone.

1.2 Approval of Agenda

Item 2.1 PAaC on SEAC presentation was deferred; item 3:3 Motion re: Easter Seals Ontario was added.

Moved by: B. Agnew

Seconded by: L. Stephenson

RESOLVED, that the agenda be accepted as amended.

CARRIED

2. Presentations

2.1 PAaC on SEAC Resources Update (R. Quesnel)

Presentation was deferred.

3. Actions to be taken

3.1 Minutes of the September 26, 2016 SEAC Meeting

Clarification was provided on meeting guidelines.

Moved by: L. Stephenson

Seconded by: A. Iantomasi

RESOLVED, that the minutes of the September 26, 2016 SEAC Meeting be approved.

The Chair called for a vote and the motion **CARRIED**.

3.2 Motion re: Member at Large (L. Cipparrone)

At the September SEAC meeting members were asked to put forth recommendations for consideration to replace J. Rowles' retirement from SEAC as a Member at Large. The Chair read an application for Member at Large.

Moved by: D. Hotopeleanu

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board's Special Education Advisory Committee accept the nomination of J. Parisi as a Member-at-Large on the Board's SEAC and recommend that the Halton Catholic District School Board appoint J. Parisi to SEAC effective November 2016 until November 2018.

The Chair called a vote and it **CARRIED**.

M. Lourenco abstained from voting and requested that her objection to the process be recorded in the minutes.

3.3 Motion re: Easter Seals Ontario (L. Cipparrone)

The Chair read a letter from Easter Seals Ontario requesting a change in representation on HCDSB's SEAC to nominate the current alternate representative for Easter Seals Ontario to representative member and the current representative member for Easter Seals Ontario to alternate representative member.

Moved by: M. Lourenco

Seconded by: L. Stephenson

RESOLVED, that the Halton Catholic District School Board's Special Education Advisory Committee accept the nomination of B. Agnew as representative for Easter Seals Ontario; and C. Parreira as alternate representative for Easter Seals Ontario and recommend that the Halton Catholic District School Board appoint B. Agnew and C. Parreira to SEAC effective November 2016 until November 2018.

The Chair called a vote and it **CARRIED**.

4. Declarations of Conflict of Interest

There were no conflicts of interest declared.

5. Business Arising from Previous Meetings

5.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was reviewed.

6. Action Items

6.1 Spirit of Inclusion Award Criteria (L. Cipparrone)

Current criteria wording was reviewed and discussed. B. Agnew will provide some suggested wording changes. Other recommendations or suggested changes can be submitted via email.

7. Communications to SEAC

7.1 Superintendent's Report

B. Browne provided updates on the follow topics:

- Gifted Testing Process
- Course for Teachers to Support Gifted Students
- Gifted Parent Night will take place on Wednesday, March 29, 2017 at Corpus Christi
- Mental Health (MH):
 - provincial meetings take place today and tomorrow Mental Health Leads and Superintendents (SOs) responsible for MH participate
 - B. Browne sits on the provincial steering committee for SOs sharing learning and collaboration and best practices on clinical and academic elements of the portfolio
 - Focus this year will be a consolidation of programs and measures of their effectiveness from an HCDSB perspective through the Research Department
- Special Needs Strategy; Integrated Rehab Committee
- Special Incidence Portion (SIP) Claims
- OCASE Conference Ontario Council will be December 1st; connecting around the province regarding special education issues of provincial concern
- Life Skills/Best Buddies Christmas Dance will take place at Assumption Catholic Secondary School from 10:00 to 1:30 on Tuesday, December 13th SEAC members are invited
- Cross Country Event; photos were shared
- A good news story/video featuring a student from St. Vincent was shared

7.2 Association Reports

7.2.1 ABC Ontario Association Report (M. Lourenco)

A Gifted Education course is being offered at Wilfrid Laurier University in March - April 2017.

The course provides an overview of the nature and needs of gifted students and how to differentiate instruction for them in the regular classroom. Attention will be given to developing Individual Education Plans (IEPs) which detail modifications in the curriculum to meet the needs of individual students

M. Lourenco will contact the presenter to determine whether the course applies toward a certificate, a masters or as an Additional Qualifications (AQ) Course.

7.3 Trustee Report

A. Iantomasi reported on recent Board meetings and upcoming items.

7.4 Sub-Committee Update

Soundbytes: proposed topics from now to next school year have been established; articles are in the process of being written and will be sent out for review.

November's Soundbyte will be emailed for review; December should be ready by the middle of November.

Staff will speak with I.T. to have Soundbytes posted on the website; a message will also be posted to reference how to locate minutes

Subcommittee composing a letter for the Ministry has not yet met.

7.5 Reports from Other Stakeholder Meetings **CPIC Council of Chairs Meeting (B. Agnew)**

Conversations have begun with CPIC; SEAC will be on the agenda of the February CPIC meeting. The last meeting contained a very interesting presentation on the Renewed Math Strategy.

It was determined that a presentation on the Renewed Math Strategy, in particular, how it relates to all exceptional students be added to the future SEAC agenda items.

8. Information Items

9. Questions from the Public

10. SEAC Discussion

10.1 Survey Topic Results (L. Cipparrone)

Based on the survey results agenda topics were ranked as follows:*

- i. Independence Rubric
- ii. Special Needs Strategy / Integrated Rehab
- iii. SLP implementations
- iv. Mental Health Updates
- v. Differentiate Instruction

*The 'Renewed Math Strategy' will also be added to future agenda topics. As other topics arise, they can be added accordingly.

11. Next Agenda: Meeting Monday, November 28, 2016

The next meeting will begin at 7:00 pm followed by the webinar at 7:30 pm.

12. Adjournment

12.1 Resolution re Absentees

Moved by: M. Lourenco

Seconded by: B. Agnew

RESOLVED, that R. Barreiro, H. Karabela, C. Parreira, R. Quesnel, D. Rabenda, S. Trites be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (L. Cipparrone)

Moved by: B. Agnew

Seconded by: D. Hotopeleanu

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 8:50 p.m. with a prayer led by L. Cipparrone.

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Approved

Date: November 7, 2016
Time: 7:00 pm – **online**
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	A. Boone C. Cipriano D. Garell-Teti A. Gonzalez A. Iantomasi R. Luisetto	G. Merritt-Murrell M. Ritchey R. Stagg K. Williams L. Hartman
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Regrets	S. Guevara A. A. LeMay	Fr. R. Hétu K. Bloomfield
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Chair: R. Stagg

Recording Secretary M. Zammit

1. Opening Prayer: G. Merritt-Murrell

The meeting opened at 7:00 p.m. with a prayer led by G. Merritt-Murrell.

2. Approval & Revisions

2.1 Agenda

Moved by: R. Luisetto

Seconded by: G. Merritt-Murrell

That, the agenda be approved as presented.

CARRIED

2.2 Minutes

Moved by: R. Luisetto

Seconded by: L. Hartman

That, the minutes of the October 3, 2016 Catholic Parent Involvement Committee be approved as presented.

CARRIED

3. Board Update

C. Cipriano provided information regarding the grade 10 OSSLT, which was to take place on October 20th as an on-line pilot. The Education Quality and Accountability Office indicated that their site was hacked. The OSSLT will occur in late March as previously scheduled.

C. Cipriano informed the group that communication went out to the system on October 24th, 2016 regarding the change of the Uniform Vendor from McCarthy to In-School Wear.

C. Cipriano provided information on the upcoming events taking place in November:

- Grade 8 parent nights will take place throughout the month at all Secondary Schools;
- Take your child to work day (grade 9) was on November 2nd;
- Dr. Jean Clinton presentation is November 16th;
- The Pupil Accommodation Review (PAR) public meeting will take place on November 17th at Holy Trinity. The meeting is for the general public to come and share their thoughts and concerns on the various options for consolidation. The final report and recommendations will go to the Board in March 2017;
- Elementary Progress Report Cards will be distributed to parents on November 22nd and interviews will take place on November 24th and 25th;
- Secondary Mid-Term reports will go home between November 16th-23th
- Provincial Bullying Prevention and Awareness week takes place from November 20th -26th. Schools will be highlighting various activities that week. The Board's annual See the Problem, Be the Solution program will have its kick-off event on November 22nd at 9:00 am at Holy Trinity – members were asked to join.

C. Cipriano commented on his role with respect to the International Education portfolio.

4. **Trustee Update**

A. Iantomasi advised that the French program and early French Immersion are under review. Senior staff presented four options to Trustees. Discussion ensued regarding the different options.

5. **Business Arising from Previous Meetings**

- **Council of Chairs Meeting** – It was reported that David Bouchard is booked to speak at the next Council of Chairs meeting in February 2017 and on February 23, 2017 at Corpus Christi.
- **Parish Retreat** – OAPCE REP and Commissioning Ceremony taking place on November 8th at St. Matthew Parish. Twenty-five (25) have confirmed their attendance. In response to a question regarding OAPCE Reps for each school, it was noted that the schools will be contacted to inquire about their OAPCE Reps.
- **P4E** - Took place on October 19th and some members of CPIC attended.
- **Catholicism Project** - A. Gonzalez welcomed other members of CPIC to join the committee and discussed the different projects that will take place throughout the year. A doodle will be sent out for members to join.

6. **New Business – Christmas Party**

C. Cipriano suggested December 7th as a day for the CPIC Christmas gathering. A doodle will be sent out to members to select a date.

7. **OAPCE Directors Report**

R. Luisetto noted there is nothing to report. The first meeting will take place in January.

8. **Board Committee Reports**

There were no Board Committee Reports reviewed.

9. **CPIC Subcommittees**

Finance – R. Luisetto noted there is nothing to report.

Communications – It was noted that the Council of Chairs report was sent out. Discussion ensued regarding communication to parents about board business. C. Cipriano noted that all agendas/minutes from public meetings are posted on the Board's website.

ProGrant – The venue for Dr. Jean Clinton scheduled for November 16, 2016 presentation has been changed from Jean Vanier CSS to Holy Trinity CSS in Oakville. Positive response from parents, 1300 people registered. There will be an email sent out to all who have registered regarding parking.

10. CPIC Goal Setting

Goal Settings will be deferred to next meeting in December, as its best to do this in person.

11. Future Agenda Items

Binder Content – create a list to keep track of which schools have a binder.

12. Final Words

R. Stagg made closing remarks.

13. Closing Prayer (R. Stagg)

R. Stagg closed the meeting with a prayer.

14. Adjournment

Moved by: R. Luisetto

Seconded by: L. Hartman

That, the meeting adjourn.

CARRIED

The meeting adjourned at 8:30 p.m.



Ontario Catholic School
Trustees' Association

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

November 14, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Fall Economic Statement**

On Monday November 14, the Minister of Finance delivered his Fall Economic Statement. The statement and background documents highlight a number of programs and investments the government has made over the course of 2016. The overall theme is “building Ontario up for everyone”, and the focus is on those investments and policy decisions that impact the cost of living in Ontario. For example, the Minister reiterated the commitment to remove the HST on residential electricity bills as of January 1, 2017. The Economic Statement also forecasts a balanced budget by 2017-2018.

In terms of specific commitments impacting school boards, the Minister of Finance announced:

- Investments of \$65.5 million in 2016-2017 to support the creation of roughly 3,400 new licensed child care spaces. This is the first step in the government’s plan to create 100,000 new spaces by 2022.
- Providing \$12 billion over the next ten years in the education sector to build infrastructure and create contemporary learning environments for students.

The Statement also outlines a number of specific commitments that have been made in 2016 that include:

- Investing \$60 million to implement a **renewed math strategy**, which includes 60 dedicated minutes per day of math learning time in Grades 1 to 8.
- An additional **\$1.1 billion** over two school years to improve existing school infrastructure across Ontario.
- The creation of 29 new schools across Ontario.

For further information, please see the attached background document on “Helping Early Learners, Students and Workers” and the Minister’s speech to the Ontario Legislature.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca

Attachment

BACKGROUND – November 14, 2016

BUILDING ONTARIO UP FOR EVERYONE**2016 ONTARIO ECONOMIC OUTLOOK AND FISCAL REVIEW**

Helping Early Learners, Students and Workers

Ontario is committed to helping everyone develop the skills necessary to succeed in the knowledge-based economy, from investing in child care and early learning programs to expanding access to postsecondary education and training. Providing an excellent education, from kindergarten through to postsecondary, and making advanced education and skills training accessible to all, will give the next generation more opportunities in life.

Ontario's Actions

Announced today:

- Ontario is investing \$65.5 million this school year to support the creation of approximately 3,400 new licensed spaces for infants, toddlers and preschoolers, as a first step to creating [100,000 additional child care spaces](#) by 2022.

- Transforming student financial assistance through the new Ontario Student Grant, which will make average tuition free for more than 150,000 postsecondary students. In addition, more than 50,000 students from families earning over \$50,000 in annual income will receive increased grants.
- Ending fees for child care waitlists, improving access to child care and helping families in their everyday lives.
- Providing an additional \$1.1 billion over two school years to improve existing school infrastructure across Ontario, which will benefit more than 2,100 schools with repair and renewal projects, in addition to many other smaller projects.
- Building three new postsecondary sites in York, Peel and Halton Regions to support students with new learning options in their communities.
- Expanding five existing child and family programs on reserve in M'Chigeeng First Nation, Nibinamik First Nation, Six Nations of the Grand River, Walpole Island First Nation and Wikwemikong Unceded Indian Reserve.

- Investing \$60 million to implement a [renewed math strategy](#), which includes 60 dedicated minutes per day of math learning time in Grades 1 to 8.
- Investing \$3 billion over the next 10 years to improve postsecondary infrastructure and expand access to high-quality college and university education.
- Launching the [Youth Job Link](#) to help young people ages 15 to 29 plan their careers, prepare for the labour market and connect to job opportunities.
- Investing \$3.4 million over two years in the [Ontario Bridge Training program](#) to help internationally trained new Ontarians find jobs that match their skills and experience through 11 new bridge training projects.
- Implementing an integrated [Highly Skilled Workforce Strategy](#) to bridge education, training and skills development with the demands of an evolving economy.

Going Forward

- Providing \$12 billion over the next 10 years in the education sector to build infrastructure and create contemporary learning environments for students.
- Collaborating with the federal government, colleges and universities to implement the [Post-Secondary Institutions Strategic Investment Fund](#), which will lead to investments of more than \$1.9 billion in research, innovation and training infrastructure at Ontario postsecondary institutions.
- Launching SkillsAdvance Ontario, a sector-focused pilot to provide employers with access to job-ready, skilled workers and to offer job seekers sector-focused employment and training services.
- Working closely with the federal government to ensure that renewed labour market agreements are better able to meet the training needs of Ontarians.



BUILDING ONTARIO UP FOR EVERYONE



2016 ONTARIO ECONOMIC OUTLOOK AND FISCAL REVIEW



The Honourable
CHARLES SOUSA
Minister of Finance

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BUILDING ONTARIO UP FOR EVERYONE



2016 ONTARIO ECONOMIC OUTLOOK AND
FISCAL REVIEW



The Honourable
CHARLES SOUSA
Minister of Finance

Check Against Delivery
STATEMENT

For general inquiries regarding the *Building Ontario Up for Everyone: 2016 Ontario Economic Outlook and Fiscal Review, Statement*, please call:

Toll-free English & French inquiries: 1-800-337-7222

Teletypewriter (TTY): 1-800-263-7776

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et revue financière de l'Ontario 2016, Documents d'information*



Introduction

Mr. Speaker, I rise to present the *2016 Ontario Economic Outlook and Fiscal Review*.

All of us in this Chamber seek to improve the lives of people across Ontario.

To respect their hard work.

Our actions today are building a better future.

People across our province got up this morning ...

Went to school or work or volunteer ...

They're making a difference.

And they're doing their part to make our Province stronger.



Our Plan

Mr. Speaker ... people from all over our great province are building Ontario up, but not alone.

They expect government to do its part, too.

Our role in this legislature is to foster more opportunity for them.

When we support one person, it makes their life a little bit easier.

And when we do that ... in the lives of 14 million Ontarians ...

It makes our economy stronger — it makes our future more prosperous.

Mr. Speaker, our plan is about helping everyone to succeed.

It's about helping moms and dads get to work and back home, safely and quickly ...

It's about helping businesses to grow our economy and create jobs.

It's about offering kids a promising future with great schools, colleges and universities.

It's about ensuring that everyone has high-quality health care at a hospital or at home.

Mr. Speaker, all of us share a desire to improve Ontarians' quality of life.

It is why we support the public services and programs that they rely on.

And, Mr. Speaker, in order to afford those critical services and programs, we must remain on track and be disciplined in balancing the budget next year ... and thereafter.



Fostering a More Innovative and Dynamic Business Environment

Mr. Speaker ...

Our role is to help create the conditions for our businesses to be competitive.

To enable them to create an innovation-driven, entrepreneurial economy.

To help Ontario firms become global leaders and exporters.

To help companies take advantage of expanding export markets and the emerging low-carbon economy.

Clean tech is one of many sectors of Ontario's growing and diversified economy.

Many of our clean tech companies got their start when Ontario cut coal and switched to clean electricity, becoming a world leader in emissions-free power.

Ontario's Climate Change Action Plan will invest proceeds from cap-and-trade directly to green projects ... helping more businesses and households save on energy.

From advanced manufacturing to food processing to mining to biotechnology ...

Ontario has many great success stories, and we want more of them.

So today, in keeping with our Business Growth Initiative, we are announcing \$32.4 million over four years to help more small and medium-sized enterprises grow into larger, export-oriented firms under Ontario's scale-up voucher program that tailors support for high-impact companies.

Because we know that strengthening our companies results in more jobs and opportunities.



Mr. Speaker, we are also staying at the forefront of financial technology. It is reshaping Ontario's traditional financial services sector, our second largest industry.

By embracing fintech and its disruptive technologies, we can maintain our position as a global leader in the financial services sector.

We recognize that our regulatory bodies need to evolve to ensure companies are not unduly burdened, while protecting consumers and investors.

So today, we are also announcing further details of our plan to establish the new Financial Services Regulatory Authority.

This will be an independent regulator that will modernize regulation of financial services and pensions. It will be more consumer-focused and offer improved protection for customers, investors and pension-plan beneficiaries.



Building Tomorrow's Infrastructure Now

Mr. Speaker, Ontarians lead busy lives.

Parents rush in the morning to get their kids ready for school or child care.

And many fight traffic on their way to work.

We want to help them get to work and back home faster and safely.

Some start their commute on local roads or at their neighbourhood bus stop.

Many rely on the 400-series highways.

In a few years, many Ontarians will have easier commutes thanks to our investments in Moving Ontario Forward.

In the Greater Toronto and Hamilton Area, they'll be able to use new subways, LRT and expanded GO services — all closer to home.

In the meantime, new construction continues to improve the 401 ... the new 407 extension is underway ... and Highway 69 between Sudbury and Parry Sound is being expanded.

In small and rural communities, we're building and repairing roads, bridges and other critical infrastructure.

Helping goods get to market quickly is key.

It's part of our plan to make the largest public infrastructure investment in our province's history.

More than \$160 billion is being invested over 12 years ... supporting more than 110,000 jobs on average each year.

From Windsor to Stratford to Cornwall.

From Thunder Bay to Sault Ste. Marie to Niagara.



Investing in People's Talents and Skills

Mr. Speaker ...

This morning, 260,000 kids went to full-day kindergarten — right across our province.

My three kids are older now, but I remember how at times it was not always easy to get them out the door.

I am sure it wasn't easy for some parents.

No doubt, someone didn't want to get up.

Or felt that their sweater was too itchy.

Or worse ... one of them forgot their item for show and tell.

But when they got to school ... and saw their friends ... and their teachers ... their day got better.

And so did their parents' day.

Full-day kindergarten is giving them a stronger start in school and in life.

And to help even more families give their kids a great start in their early years, we will be creating 100,000 new licensed child care spaces within the next five years.

In fact, Mr. Speaker, we are proud to announce today that \$65.5 million will be invested in this school year to support the creation of 3,400 spaces to get it started.

Mr. Speaker, we are committed to supporting all children.



That is why we increased support for families living with autism in the *2016 Budget*.

Ontario's new autism program will provide all children, regardless of age, with more flexible services based on their unique needs.

As well, Mr. Speaker, over 150,000 students will head to college or university next September without worrying about tuition costs.

Whether at La Cité collégiale in Ottawa or Lakehead University in Thunder Bay.

From St. Clair College in Windsor to Queen's University in Kingston

Thanks to the new Ontario Student Grant, their tuition will be more affordable ...

And for many, it will be free.

This is an investment in our future, building opportunity for more people.

Mr. Speaker, we choose to invest in our children and in our schools.

That's why, just this year, we are opening 29 new schools ... creating stronger communities and serving the needs of Ontario families.

We chose to prepare people of all ages for success in a changing workforce.

It's critical to Ontario's growth and competitiveness.

That includes Ontario's new Highly Skilled Workforce Strategy to help our people get the skills and credentials they need for the jobs they want ...

And further attract more businesses to invest in Ontario, confident that we have the best and the brightest.



Health Care

Mr. Speaker, one of Ontario's strengths and a priority for families is our publicly funded, high-quality health care system.

We introduced our Patients First legislation to ensure that our health care continues to improve.

We are supporting our dedicated teams to tackle mental health and addictions with increased resources.

We are proud of our caring practitioners who are helping to expand immunization protection and extending support for pregnancy and infant loss.

We understand the importance of specialized care for families in need.

That's why we improved access to high-quality cardiac services through a \$162 million investment in the University of Ottawa Heart Institute.

Universal health care is critical to all of us.

And that's why ... today, Mr. Speaker ... we are announcing that Ontario's public hospitals will receive an additional \$140 million in funding this year.

That means that every public hospital in the province will have more resources to better support patients and reduce wait times.

This is above the \$345 million announced in the *2016 Budget* for hospital operating costs.

Furthermore, Mr. Speaker, we are building new hospitals.

To better serve local communities right across the province, we are building, expanding or renovating 37 hospitals on top of the 20 projects that have been completed since 2013.

Mr. Speaker, building modern hospitals is key to meet the demands of today and tomorrow.



Strengthening Retirement Security

Mr. Speaker, tens of thousands of young people across the province are at the beginning of their careers.

Many are on contract or at small businesses and they don't benefit from a workplace pension plan.

For many, it's hard to start saving for the future.

That's why we are strengthening retirement security.

And taking steps to modernize existing pension plans.

Our work on the Ontario Retirement Pension Plan was the catalyst in reaching a national consensus to enhance the Canada Pension Plan this past summer.

This extraordinary national agreement would not have been possible without the inspired leadership and the tenacity of our Premier, Kathleen Wynne.

Her efforts will significantly improve retirement security for future generations.



Improving Housing Affordability

While retirement may not be top of mind for many young people today, their ability to own a home is becoming a concern in today's real estate market.

Purchasing your very first home is one of the most exciting decisions in a young person's life.

But many are worried about how they will be able to afford their first condo or house.

So Mr. Speaker, we're announcing today that, as of January 1, 2017... we are proposing to double the maximum Land Transfer Tax refund for first-time homebuyers to \$4,000.

For many, this will mean no Land Transfer Tax on the purchase of their first home.

We will also be modernizing the Land Transfer Tax system for the first time in a generation.

The housing market is an important source of economic growth and employment in Ontario.

And improving housing affordability will help more Ontarians to participate.



A Fair Society and Helping People in their Everyday Lives

Changing times are impacting how Ontarians work, live and conduct business.

Our commitment to building a fair society is also about inspiring growth that is more inclusive.

To lift people out of poverty...

And ensure we all reach our full potential.

That is why we are developing a Basic Income Pilot...

As well as addressing the gender wage gap.

It is why we are helping refugees settle in Ontario.

It is why we support reconciliation with Indigenous peoples.

Taking action to help people in their everyday lives is important to all of us, Mr. Speaker.

We are all concerned about rising costs.

So we took action.

Starting in January 2017, we will rebate an amount equal to the eight per cent provincial portion of the HST on residential electricity bills ... helping five million families, small businesses and farms.



Path to Balance

Mr. Speaker, those are just some of the aspects of our plan to grow the economy and create jobs.

Our plan is working.

Over the last two years, our economy has grown by 5.3 per cent.

Last year, our growth was double the national average.

In fact, for the first quarter of this year, Ontario's growth was faster than that of the United States and the G7.

More than 641,000 net new jobs have been created since the depths of the 2008 global recession.

The majority of these jobs are full time, in the private sector, and in above-average wage industries.

The unemployment rate is at an eight-year low.

These are positive signs of economic growth, but we know global challenges continue to exist.

And we must continue to be prepared.

But our goal has always been clear.

We have never wavered from our fiscal plan ... to balance the budget.

The *2015–16 Public Accounts of Ontario* confirmed that the deficit projection was a \$3.5 billion improvement compared to the 2015 Budget plan.



It was the seventh year in a row that we have beaten our deficit target.

And, Mr. Speaker ... I am pleased to confirm today that, consistent with the *2016 Budget*, Ontario's deficit for 2016–17 is projected to be \$4.3 billion ... on target — on plan.

We will balance the budget in 2017–18 and remain balanced in 2018–19, as scheduled.

It's not going to be easy.

But we will continue to make strategic investments to grow our economy ...

And we will make the right choices to bring Ontario to balance.

Conclusion

Mr. Speaker... I began this speech by talking about our common desire to ensure a bright future for all Ontarians.

I believe if we go around this room ...

Or go outside ...

And we ask the people of Ontario ...

What are your hopes?

What are your dreams for your children or your grandchildren?

What is most important to you?

I think we would hear a common theme.



No matter your faith ...

No matter your culture ...

Or your heritage, or your party ...

We all want the same things.

Jobs that fulfil us.

Universal health care when we need it.

Strong public education that enables us.

A good quality of life for our families.

We may disagree on the means ... and in this Chamber, we often do robustly.

But for each of us, the ends are the same.

People go about their business across this province to better their lives.

And improve the lives of those they love.

So every day, in this place, we will work to support them.

To support each other ...

In building Ontario up.

Thank you, Mr. Speaker.



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

November 17, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: Access Copyright - Fair Dealings Communications Materials

Further to our memorandum of August 22, 2016, we have received communications materials related to the “Fair Dealings Guidelines” from the Council of Ministers of Education, Copyright Consortium. Additional materials will be forthcoming from the Ministry of Education in the next few weeks.

As you know, all school boards have committed to jointly develop and implement a system to monitor copyright compliance with Fair Dealings Guidelines, or those rules that specify what can and cannot be copied or communicated by staff without the permission or payment of copyright fees. The attached documents are designed to assist school boards in communicating to their staff the key features of the Fair Dealings Guidelines.

Of note is the “Copyright Decision Tool” that facilitates information and answers questions teachers and school board staff may have about compliance with the Fair Dealings Guidelines. This tool can be found at www.copyrightdecisiontool.ca.

If you have any questions, please do not hesitate to contact me.

Attachments:

Fair dealings poster in colour
Fair dealings poster in black and white
Consumables poster in colour
Consumables poster in black and white
Updated Fair Dealings Guidelines, 4th edition

Copyright Matters!



**Some Key
Questions & Answers
for Teachers**

**4th
Edition**



cmec

Wanda Noel & Jordan Snel,
Barristers and Solicitors

322

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Council of Ministers of Education, Canada
Canadian School Boards Association
Canadian Teachers' Federation

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Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



Available at www.cmec.ca, www.cdnsba.org, and
www.ctf-fce.ca.

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Canadian Teachers' Federation

Fédération canadienne des enseignantes et des enseignants

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©Introduction

The publication of this 4th Edition of *Copyright Matters!* takes into account key changes that have occurred in the area of copyright since the 3rd Edition, published in 2012. Copyright law continues to evolve in response to existing and emerging technologies, international agreements, and the need for reasonable balance between users and creators of copyright-protected works.

We hope that teachers will continue to find *Copyright Matters!* a valuable tool in acquainting themselves with basic copyright rules. This booklet is a starting point for increasing the awareness of your rights and obligations, as a teacher, in selecting and using copyright-protected materials at your educational institution.

The authors have sought to simplify a very complex subject. The booklet is not a substitute for legal advice, which should be sought in cases where the application of general principles is unclear.

1. What is the purpose of this booklet?



This booklet gives teachers user-friendly information on copyright law, covering items from the Canadian *Copyright Act* and its regulations, contractual and tariff arrangements with copyright collectives, and court decisions. This booklet is available in print and on-line. The on-line version is updated as changes in the copyright law take place. It provides information about copyright law and copyright collectives and how they relate to the use of resources on and off school premises. More detailed information is available from many printed sources, from the Internet, and from your ministry or department of education. A list of sources appears at the end of this booklet. **Education departments and ministries, as well as school boards across the country, encourage awareness of and respect for copyright in our education systems.**

2. Why is copyright important?



Just as you would want to protect anything that you own, creators want to protect their works. As students, we were all taught the value of original thinking and the importance of not plagiarizing the works of others. Since teachers use copyright-protected materials as well as educate the copyright owners and users of tomorrow, they have a unique responsibility to set the right example. The works of others should not be used without their permission unless the use is permitted by the *Copyright Act*. Teachers must be cognizant of the copyright status of resource materials in their possession.

3. What is fair dealing?



The *Copyright Act* provides that it is not an infringement of copyright to deal with a work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody, provided the dealing is “fair.”

The following guidelines describe the activities that are permitted under fair dealing in non-profit K–12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and decisions of the Supreme Court of Canada.

FAIR DEALING GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a. as a class handout;
 - b. as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c. as part of a course pack.

4. A short excerpt means:
 - a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b. one chapter from a book;
 - c. a single article from a periodical;
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e. an entire newspaper article or page;
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

4. Does fair dealing permit the making of a digital copy from a print source?



Yes, as long as the copying is within the rules set out in the *Fair Dealing Guidelines*.

5. Can teachers copy or post an entire musical score or does the 10 per cent limit in the *Fair Dealing Guidelines* apply?



Musical scores are usually sold individually — that is, one musical work at a time. The 10 per cent limit applies, and a teacher may copy 10 per cent of a musical score under fair dealing.

Music is also contained in music books. An example is a music book containing several musical works. For such a music book, one may copy 10 per cent or one musical work in the book because it contains other musical scores. See 4(f) of the *Fair Dealing Guidelines*.

6. Can a teacher copy for instruction?



A teacher can copy (or take any other necessary action) to display a work protected by copyright. This permits the use of whiteboards and similar tools, overhead projection using a device such as an LCD screen, overhead, opaque, or slide projector, provided the work is used for the purpose of education and training and is not already commercially available in a medium that is appropriate for this purpose.

7. Can a teacher copy materials intended for one-time use?



No. Copying, scanning, or printing materials intended for one-time use is strictly prohibited.

“Materials intended for one-time use” are workbooks and exercise books into which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student completes the answers, these materials are of no use to another student.

Any copying from materials intended for one-time use exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement.

This prohibition does not apply to reproducibles. A reproducible is not intended for one-time use, but is sold or provided with the rights holder's authorization to reproduce it for educational use.

8. Can a teacher copy for tests and examinations?



Yes. Teachers in Canada may copy, translate, communicate electronically, show, or play any copyright-protected work for a test or examination, provided the work is not already commercially available in an appropriate medium for the purpose of a test or examination.

9. Can teachers and students use statutes, regulations, and court decisions?



Teachers and students can copy and communicate the text of federal, provincial, and territorial statutes, regulations, and judicial decisions for educational purposes from every province and territory except Manitoba, Quebec, and Nunavut.

10. What rights do students with perceptual disabilities have?



- Students with perceptual disabilities, including blind and visually impaired students as well as students with learning disabilities and other physical disabilities, are provided with alternative formats through production centres scattered across Canada. The alternative formats may include audiobooks, Braille, and e-text.
- Students, and educational institutions on behalf of students, may make a copy in an alternative format of a literary, dramatic, musical, or artistic work (but not an audiovisual work) in a format designed for a person with a perceptual disability.
- Translation, adaptation, and performance in public for the purpose of serving students with perceptual disabilities, as long as the work is not already commercially available in that format, are permitted.
- Educational institutions may not make a large-print book for a student with a perceptual disability without permission from the copyright owner.

11. What rights do school libraries have?



School libraries can:

- make a copy for the purpose of cataloguing, internal record keeping, for insurance purposes, or police investigation;
- make a copy for the purpose of restoration;
- use digital technology to deliver an interlibrary loan copy of a copyright-protected work.

Provided a replacement copy is not commercially available in a medium and of a quality that is appropriate for these purposes, school libraries can also:

- make a copy of a work “if the original is rare or unpublished and is deteriorating, damaged, or lost”;
- make a copy of a fragile document or recording for on-site consultation if the original cannot be viewed, handled, or listened to because of its condition;
- make a copy if the original is in an obsolete format, or is in danger of becoming obsolete, or the technology to use the original is unavailable or is in danger of becoming obsolete.

12. Can teachers play a sound recording or turn on a radio for students to listen to, or turn on a television for students to watch?



Yes. You can play sound recordings and turn on televisions and radios in the classroom, subject to all of the following conditions:

- it must take place on the premises of an educational institution;
- it must be for educational or training purposes;
- it must not be for profit;
- it must take place before an audience consisting primarily of students of the educational institution, persons acting under its authority, or any person who is directly responsible for setting a curriculum for the educational institution; and
- it must not involve a “motive of gain.”

This users’ right does not apply to recorded radio and television programs, but only to playing radio and television programs while they are being transmitted (by over-the-air broadcast, cable, satellite, or over the Internet).

Where music is performed for a non-educational objective, SOCAN and Re:Sound tariffs apply. Examples that require royalty payments include music performed for extracurricular activities such as an assembly, background music, a school dance, or a fashion show. Current statements of applicable fees can be found on the SOCAN Web site at www.socan.ca and on the Re:Sound Web site at www.resound.ca.

13. Can students perform a work protected by copyright, such as a play, on school premises?



Yes. An example is the performance of a play in a drama class. The same five conditions as those cited for playing sound recordings, listening to the radio, or watching television listed in the answer to the previous question must be met before this users' right applies.

14. Can music be performed without the copyright owner's permission?



The *Copyright Act* permits educational institutions to perform music, whether recorded or live, without payment or permission from the owner of the copyright. A person acting under the authority of a non-profit educational institution can:

- perform a musical work live if the performance is primarily by students of the educational institution;
- play sound recordings containing a musical work; and
- play radio and television programs containing a musical work while the program is being transmitted (by over-the-air broadcast, cable, satellite, or over the Internet).

The following conditions apply. The performance must:

- take place on the premises of an educational institution;

- be for educational or training purposes;
- not be for profit; and
- take place before an audience consisting primarily of students of the educational institution, persons acting under its authority, or any person who is directly responsible for setting a curriculum for the educational institution.

The *Copyright Act* permits the public performance of music in schools when it is “in furtherance of an educational object.” Performances that are not in furtherance of an educational object must be authorized by the copyright owner, or by a collective that represents the owner.

The following uses of live and recorded music are permitted by the *Copyright Act* and therefore **do not require** permission and payment:

- in school assemblies (e.g., a recording of “O Canada”);
- by a student in a presentation to other students, teachers, assessors, or parents (e.g., as part of a presentation during music class);
- in demonstration activities by students, primarily for other students, teachers, assessors, or parents, and for which any admission fee charged covers costs but does not make a profit (e.g., a concert by the school choir, gymnastic routines, shows by school bands);
- during school hours for teaching/learning (e.g., music/dance/dramatic arts classes); and
- before and after school, and during recess, if the use is for educational purposes (e.g., school radio operated by students for credit and supervised by a teacher).

The following uses of live and recorded music are not permitted by the *Copyright Act* and therefore require permission and payment:

- at school dances;
- at school sporting events;
- while people are on hold when they telephone the school;
- at an event where the admission fee is intended to make a profit; and
- on school premises for no other reason than as background music (e.g., in the classroom, cafeteria, halls, over the PA system, at school events such as fairs, carnivals, or sociocultural events).

SOCAN and Re:Sound can provide licences to schools and school boards across Canada. Applicable rates can be found on the SOCAN Web site at **www.socan.ca** and on the Re:Sound Web site at **www.resound.ca**.

The following uses of live and recorded music are not permitted by the *Copyright Act*, and SOCAN and Re:Sound cannot provide licences to schools and school boards for music used:

- in a play performed live (e.g., a drama class's production of *My Fair Lady*). In this case, the educational institution must obtain copyright authorization from a theatrical agent;
- in performances on school premises by outside performers (e.g., invited singers, magicians, etc.). In this case, obtaining copyright authorization is the responsibility of the outside performers; and
- in activities held in school facilities that are rented or are provided free of charge to outside groups. In this case, obtaining copyright authorization is the responsibility of the outside group.

The factors to consider when determining whether music use requires permission include:

- Did the music use occur during school hours?
- Will the student be graded on the activity involving the music use?
- Does the music use involve a demonstration by a student or teacher for other students, teachers, assessors, or parents?
- Is it reasonable to consider the music use to be for educational purposes? The phrase “educational purposes” is not defined in the *Copyright Act* but can be described as an activity that is planned and where the objective is for students to meet one or more subject or program outcome.
- Was the music used on school premises?
- If admission was controlled, was it free?
- Was the music use for a non-profit purpose?

If the answer to the majority of these questions is “yes,” then the performance of the music is most likely permitted by the *Copyright Act*.

15. Can students and teachers use copyright-protected works to create new works?



The *Copyright Act* contains a users' right permitting anyone, not just students and teachers, to use copyright-protected works to create new works. This users' right is referred to in the *Copyright Act* as "non-commercial user-generated content." This users' right can be found in section 29.21 of the *Copyright Act* as amended by the *Copyright Modernization Act*. The following conditions apply to the creation of non-commercial user-generated content:

1. It can be used for only non-commercial purposes.
2. The original source must be mentioned, if it is reasonable to do so.
3. The original work used to generate the content must have been acquired legally.
4. The resulting user-generated content does not have a "substantial adverse effect" on the market for the original work.

This users' right permits students to use copyright-protected works to create videos, DVDs, or mash-ups, as long as all four conditions above are met.

The users' right permits user-generated content created under provision of the *Copyright Act* to be disseminated. Dissemination includes uses such as posting a video to YouTube or a Web site.

16. Can teachers copy programs from radio or television?



Yes. An educational institution or a person acting under its authority may make a single copy of a radio or television program and show that copy provided the following four conditions are met:

1. The copy must be made at the time the program is aired by the broadcaster or communicated over the Internet.
2. The showing of the single copy must be for an audience consisting primarily of students.
3. The showing of the single copy must be for educational or training purposes.
4. The showing of the single copy must take place on the premises of the educational institution.

17. Can teachers show an audiovisual work (such as a DVD or video) on school premises without infringing copyright?



The *Copyright Act* permits showing an audiovisual work such as a DVD or video on the premises of an educational institution provided the following five conditions are met:

1. The showing must take place on the premises of an educational institution.
2. The showing must be for an audience consisting primarily of students, instructors, or persons directly responsible for setting a curriculum.
3. The showing must be for educational or training purposes.
4. The showing must not be for profit.
5. The copy shown must not be infringing or the person responsible for the performance has no reasonable grounds to believe that it is an infringing copy.

If all five conditions listed above are met, an audiovisual work may be shown for educational purposes without permission from the copyright owner and without the payment of royalties pursuant to section 29.5(d) of the *Copyright Act*.

Teachers can show audiovisual works purchased or rented from a retail store, a copy borrowed from the library, a copy borrowed from a friend, or a YouTube video.

Showing audiovisual works for non-educational purposes, such as fundraising or a family movie night, requires permission and the payment of copyright royalties.

Showing movies from subscription services in the classroom is governed by the terms of the agreement between the subscriber and the subscription service. If the agreement provides that use is limited to “personal” or “household” use, for example, then classroom use is not permitted.

18. Can teachers copy an audiovisual work at home and show it in the classroom?



No. Teachers cannot copy an audiovisual work at home and then show it in the classroom. Teachers can, however, show a legally obtained copy in the classroom. A legally obtained copy includes a copy purchased or rented from a retail store, a copy borrowed from the library, a copy borrowed from a friend, or a YouTube video.

19. Can lessons be streamed live to students or recorded and made available on-line for students at a time of their choosing?



Yes. Educational institutions can transmit lessons to students in real time over the Internet or make a recording of a lesson available on-line. For example, a student in one school is able to access an on-line course containing copyright-protected material offered in a different school. The student is permitted to make a copy of the lesson and keep the copy until 30 days after the final evaluation (final report card) is received. Both the student and the educational institution are required to destroy any recording of copyright-protected material contained in an on-line lesson within 30 days after the students who are enrolled in the course receive their final evaluations.

20. Can teachers copy computer software for educational use?



Owners of legal copies of computer programs may make a single reproduction of these programs in only two situations:

1. An owner of a legitimate copy of a computer program may make one backup copy of that program. The person must be able to prove that the backup copy is erased as soon as he or she ceases to be the owner of the copy of the computer program from which the backup was made.
2. An owner of a legitimate copy of a computer program may also make a single copy of that program by adapting, modifying, or converting the computer program or translating it into another computer language, provided that:
 - (i) the reproduction is essential for the compatibility of the program with a particular computer;
 - (ii) the reproduction is solely for the person's own use; and
 - (iii) the copy is erased when the person ceases to be the owner of the copy of the program from which the copy was made.

21. Can teachers and students copy from the Internet?



Yes. Educational institutions, teachers, and students may save, download, and share publicly available Internet materials, as well as use that material in the classroom and communicate it to students or others within their education circle.

“Publicly available” materials are those posted on-line by content creators and copyright owners without any technological protection measures, such as a password, encryption system, or similar technology intended to limit access or distribution, and without a clearly visible notice prohibiting educational use.

Routine classroom uses may be made of publicly available Internet materials, such as incorporating on-line text or images into homework assignments, performing music or plays on-line for peers, exchanging materials with teachers or peers, or reposting a work on a restricted-access course Web site.

To encourage copyright awareness and respect in all circumstances, students and educators are required to cite the source of the Internet materials they use.

22. Can teachers and students break digital locks to use copyright-protected materials they have the legal right to use?



No. A digital lock is a technological protection measure (such as encryption or a password) that restricts the ability of users of digital content from sharing or copying the content. The *Copyright Act* prohibits breaking a digital lock even for educational uses that are otherwise permitted by the *Copyright Act*. For example, the encryption on most commercial DVDs, or the serial-key validation required by many software programs, protects these DVDs and software programs from unauthorized use. These protections cannot be broken even if the purpose of the use is otherwise allowed.

23. Are student-created works protected by copyright?



Yes. Any original work created by a student — whether in the form of an essay, a video or DVD, a sound recording, Web site, or art work — is protected. The student — or if the student is a minor, the student's parent or legal guardian — must authorize the further use of a student's work, such as its use in a school publication, a teaching workshop, a student exemplar, or in a Web posting.

24. Where can I get more information on copyright?



Copyright can be, and often is, very complicated. This booklet provides the basics to point you in the right direction toward increasing your own copyright awareness. Exploring additional resources to obtain more in-depth information on the topics that are covered in this booklet will increase your knowledge. **Awareness of copyright is important because you are educating the copyright owners and users of tomorrow. More detailed information is available from the following sources:**

WEB SITES

A Web site by the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), that helps teachers assess when they can use copyright-protected materials without getting copyright permission under the fair dealing provision of the Copyright Act.

www.copyrightdecisiontool.ca

The Council of Ministers of Education, Canada (CMEC) site contains an electronic version of *Copyright Matters!* and information about CMEC's copyright activities.

www.cmec.ca/copyrightinfo

The Canadian School Boards Association

www.cdnsba.org/resources/canadian-copyright-reform

The Canadian Teachers' Federation

www.ctf-fce.ca

The Department of Canadian Heritage site on copyright issues and developments

www.canada.ca/en/canadian-heritage.html

The 2Learn.ca Education Society's "Your Digital Presence" site. A useful site on obtaining copyright permissions, written from a teacher's perspective.

www.2learn.ca/ydp/copyrightabout.aspx

Canada's *Copyright Act*

www.laws-lois.justice.gc.ca/eng/acts/C-42/index.html

Canadian Intellectual Property Office. A guide to copyright basics

www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home

TED: Ideas Worth Spreading. Thousands of free video lectures on a wide variety of subject matter that are usable by teachers in the classroom.

www.ted.com

Canadian Library Association. Copyright tools for librarians and educators

www.cla.ca/resources/copyright-information

Library and Archives Canada. A guide to citing copyright materials, tools for detecting plagiarism, and other copyright-related links for educators

www.collectionscanada.gc.ca/notices/016-200-e.html

Canadian Teacher Magazine. Links to freely available educational resources

www.canadianteachermagazine.com/freeresources.html

PRINT RESOURCES

Dryden, J. (2001). *Demystifying copyright: A researcher's guide to copyright in Canadian libraries and archives*. Ottawa: Canadian Library Association. ISBN: 0-0-88802-298-0, \$21.00.

Harris, E.L. (2012). *Canadian Copyright Law*, 4th ed. Hoboken, NJ: Wiley. ISBN-13: 978-1118078518, \$39.95.

Murray, L.J., & Trosow, S.E. (2013). *Canadian copyright: A citizen's guide*. Toronto: Between the Lines. ISBN-13: 978-1771130134, \$20.56.



WARNING

DO NOT COPY WORKBOOKS OR OTHER CONSUMABLES

Copying, scanning, or printing materials intended for one-time use is strictly prohibited.

“Materials intended for one-time use” are workbooks and exercise books in which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student completes the answers, these materials are of no use to another student.

Any copying from materials intended for one-time use exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement.

This prohibition does not apply to reproducibles. A reproducible is not intended for one-time use, but is sold or provided with the rights holder’s authorization to reproduce it for educational use.



Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.





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Patrick Daly, *President*
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November 17, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Paul Landry, Chair, First Nation Trustees Advisory Council
Dr. Brian O'Sullivan, Director of Catholic Education

SUBJECT: New Jesuit Site on Truth & Reconciliation

Dear Colleagues,

In June 2016, the Jesuits of English Canada held a conference at the University of St. Michael's College in Toronto entitled, "*Truth & Reconciliation and Hope*" that addressed the Truth & Reconciliation Commission and its Calls to Action. The conference speakers included many prominent government and Indigenous leaders such as:

- Noel Starblanket, Past Chief of the Assembly of First Nations
- Rt. Hon. Paul Martin, Former Prime Minister of Canada and Head of the Martin Aboriginal Initiative
- Bruce Roundpoint, Former Grand Chief of the Mohawk Council of Akwesasne
- Marie Wilson, Commissioner of the Truth & Reconciliation Commission
- Fr. Peter Bisson, Provincial Superior of the Jesuits in English Canada
- Joseph Norton, Grand Chief of the Mohawk Council of Kahnawake
- Charlie Angus, M.P.
- Indigenous Youth Leaders

Video clips of these and other conference speakers have been posted on a new site by the Jesuits at www.Jesuits.ca/trh and www.InMyOwnWords.ca. You are encouraged to share this new site with your board FNMI leaders, chaplains, student leaders, school leaders and teachers. We think you will find this to be a very useful resource to use in your classrooms with your school councils and for professional development days.

If you have any further questions about this conference and the new resource, please contact Fr. Robert Foliot, S.J. at bfoliot@jesuits.ca.



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Patrick Daly, *President*
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December 1, 2016

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Bill 45 Election Statute Law Amendment Act, 2016**

Summary:

On October 19, 2016 the Attorney General introduced Bill 45 the Election Statute Amendment Act, 2016 for First Reading. Second Reading occurred on November 16 and Committee hearings were held on November 28. The purpose of this bill is to implement proposed reforms that will transform Ontario's election system. **One reform directly impacting school boards is the obligation to make schools polling stations under the Election Act and the Municipal Elections Act, 1996.**

The bill is expected to pass prior to the Legislature recessing for the Christmas break.

Key features of the Bill include:

- The date for scheduled provincial elections is changed from the first Thursday in October to the first Thursday in June.
- The Education Act is amended to reflect the obligation of school boards to make schools available as polling places under the Election Act and the Municipal Elections Act, 1996.
- The Chief Electoral Officer is required to create a provisional register of 16 and 17 year olds who request that their names be added to the register. These persons would be transferred to the permanent register of electors when they reach voting age.
- The Chief Electoral Officer may issue a direction requiring the use of vote counting equipment during an election and modifying the usual voting process to permit the use of the equipment.
- Owners of multiple-residence buildings are prohibited from refusing access to candidates and their canvassers. An administrative penalty scheme is created to deal with violations.
- The Chief Electoral Officer is to assign a unique identifier to each eligible voter on the Permanent Register of Electors.

- The Chief Electoral Officer may only share information from the Permanent Register of Electors with political parties that submit a privacy policy that meets the standards set in Elections Ontario's guidelines. In addition, when providing elector information to parties and their candidates, the Chief Electoral Officer may only share the elector's name, unique identifier and address.
- Poll clerks are required to prepare a document at regular intervals that permits the identification of electors who voted during that interval. Political parties will also be able to receive this information after the election.
- Changes are made to the nomination, registration and endorsement processes for candidates under the Election Act and Election Finances Act.
- Political parties and candidates may opt out of receiving products that contain elector information.
- Candidates would be permitted to have the surname they use ordinarily, rather than their legal surname, printed on ballots.
- Changes are made to the rules respecting advance polls.
- Information that is currently required to be provided to candidates by the Chief Electoral Officer would also be provided to parties.
- The Representation Act, 2015 is amended to establish a Far North Electoral Boundaries Commission with a mandate to review the electoral boundaries of Kenora-Rainy River and Timmins-James Bay and make recommendations about the creation of one or two more ridings in that geographic area.