

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, December 20, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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Prayer Service for the 4th Week of Advent



In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

Let us pray:

All: *God of our journey, as we light this candle we ask You to send Your blessings upon us. May Your Word teach us to trust You and to trust the journey You have called us to make. Be with us, guide our way, lead us to You and to Your Son, Jesus, in whose name we pray, Amen.*

A reading from the Gospel according to Matthew

This is how the birth of Jesus Christ came about. When his mother Mary was betrothed to Joseph, but before they lived together, she was found with child through the Holy Spirit. Joseph her husband, since he was a righteous man, yet unwilling to expose her to shame, decided to divorce her quietly. Such was his intention when, behold, the angel of the Lord appeared to him in a dream and said, "Joseph, son of David, do not be afraid to take Mary your wife into your home. For it is through the Holy Spirit that this child has been conceived in her. She will bear a son and you are to name him Jesus, because he will save his people from their sins." All this took place to fulfill what the Lord had said through the prophet: Behold, the virgin shall conceive and bear a son, and they shall name him Emmanuel, which means "God is with us." When Joseph awoke, he did as the angel of the Lord had commanded him and took his wife into his home.

The Gospel of the Lord

All: *Praise to You, Lord Jesus Christ.*

Reflection:

Up to this point the path had been clear. Joseph was betrothed to Mary. They were not living together yet but they were committed to each other. But now comes a sudden, unexpected turn...she was found to be with child through the Holy Spirit.

At times our journey can take an unexpected turn, as well. The path we thought was clearly straightforward no longer seems right. We are asked to go another way, a way that seems unsure. How do we know what to do?How do we know what is right? The Gospel tells us what Joseph did. He let his heart be silent and listened to God. Joseph heard God speak through the Scriptures that he had come to know as God's voice, God's direction for his life. And as he listened the answer to his questions became clearer....not answered....but clearer....

As he listened he came to believe that Mary was the chosen one and Joseph allowed his plans to be set aside, obeyed God and took Mary to be his wife.

Though the course that they were on had changed, Joseph continued the journey that God had begun in them. Like Mary, Joseph was chosen by God: they were ordinary people who believed in the Lord and trusted the Lord when they faced a way that was not their own. Joseph teaches us that as we climb God's mountain the way may change, may be different than we had expected, but if we listen to God's voice....in our prayer....in the Scriptures....in our dreams.....we can learn to trust and obey the God of our journey.

The days of this last Advent week are short and the way may seem unclear. Let us let Joseph's willing, unquestionable service of God guide our steps on these days and let us find ways to serve God and others with the heart of Joseph, as we prepare to celebrate the coming of the Word made flesh.

God promises to be our light, to light the way for our journey, to climb the climb with us each step of the way.

And so we pray:

Please respond to each petition: *Hear us, O God, as we journey to you.*

Silence our hearts so that we may hear Your Voice, we pray.....

Guide us with Your Word, we pray.....

Be with each of us, our catholic education community, and all God's people as we celebrate these days of Advent grace, we pray....

Keep our feet firm and our eyes on your light as we continue our journey, we pray.....

All: *God of our longing, be with us during these days of Advent as we climb Your holy mountain. May we walk in the light of Your love as we await the coming of Jesus, Your Son, of the One Who is and Who is to come, in Whose name we pray. Amen.*



PRESENTATION

ITEM 4.1

‘KEEPING CHRIST IN CHRISTMAS’ STUDENT CONTEST

PURPOSE:

To provide Trustees with information regarding the Fourth Annual **‘Keeping Christ in Christmas’** student art contest.

BACKGROUND INFORMATION:

Once again this year, Halton Catholic elementary and secondary school students were invited to participate in the **‘Keeping Christ in Christmas’** student art contest. The submission period ran from November 10 to December 2, 2016. The response of our Halton Catholic school communities was tremendous, with more than 500 pieces of artwork, 24 videos, and 15 original songs submitted.

On December 7, 2016, a judging panel reviewed all of the submissions received from students across the Board, and selected the elementary and secondary student entries as finalists.

JUDGING PANEL

The judging panel consisted of *Paula Dawson*, Director of Education; *Diane Rabenda*, Chair of the Board; *Lorain Beraldo-Turner*, Vice-President, Halton OECTA Secondary Association; *Nina March*, President, Halton OECTA Elementary Association; *Tara Hambly*, Vice-President, Halton OECTA Elementary Association; and *Gillian Federico*, System Chaplain and Faith Formation Lead.

ELEMENTARY STUDENT FINALISTS

Student Name	School	Grade	Name/Description	Entry/Type
Amelia Belobradic	St. Matthew	3	Christmas is so Easy	Song (Appendix A)
Denis Klyatskin	St. Matthew	5	Collage of Bethlehem	Artwork (Appendix B)
Louison Leclercq	St. Bernadette	7	Stop Motion Video	Video (Appendix C)
Jonathan Roswell	St. Benedict	6	Let's Keep the Christ in Christmas	Song (Appendix D)

SECONDARY STUDENT FINALISTS:

Student Name	School	Grade	Name/Description	Entry/Type
Josip Petrusa	Christ the King	9	Nativity Watercolour	Artwork (Appendix E)
Arianna Tabry-Dorzek	St. Ignatius of Loyola	10	Nativity Stained Glass	Artwork (Appendix F)
Michael Thomson	St. Thomas Aquinas	9	How to Keep Christ in Christmas	Video (Appendix G)

Online Voting Process

The online voting process took place between December 8 and December 15, 2016, allowing parents, students, staff, and all members of the Halton Catholic and broader community to cast their votes.

The seven (7) student finalists and their families have been invited to attend the December 20, 2016 Regular Meeting of the Board. All finalists will be recognized at the Board Meeting, and a top prize will be awarded to the elementary school student and the secondary school student who received the most online votes. The winners will be announced at the meeting.

COMMENTS:

We are grateful for the interest and participation of students, parents, teachers and staff who took part in the *'Keeping Christ in Christmas'* student contest.

A special note of appreciation is extended to the Halton OECTA Elementary and Secondary Associations for sponsoring the contest, through the generous donations of the top prizes.

All of the student submissions will be showcased on the Board's website and YouTube channel leading up to Christmas and during the break.

REPORT PREPARED BY: A. BARTUCCI
COMMUNICATIONS OFFICER,
STRATEGIC COMMUNICATIONS SERVICES

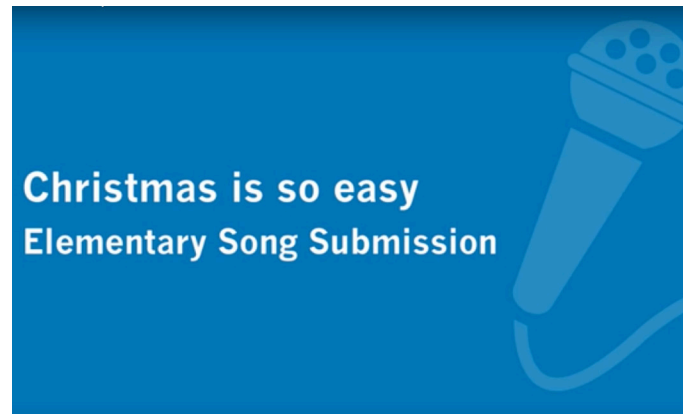
REPORT SUBMITTED BY: A. SWINDEN
ADMINISTRATOR, STRATEGIC COMMUNICATIONS SERVICES

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

Appendix A

Created by: **Amelia Belobradic**, a Grade 3 student at *St. Matthew Catholic Elementary School*.

[Listen to the song submission here.](#)



Appendix B

Created by: **Denis Klyatskin**, a Grade 5 student at *St. Matthew Catholic Elementary School*.



Appendix C

Created by: **Louison Leclercq**, a Grade 7 student at *St. Bernadette Catholic Elementary School*.

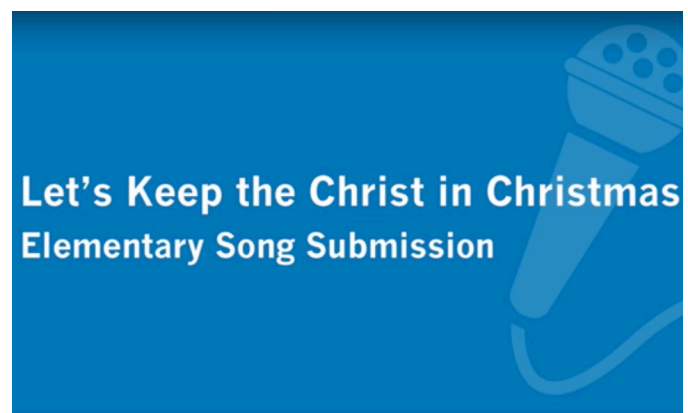
[Watch the video submission here.](#)



Appendix D

Created by: **Jonathan Roswell**, a Grade 6 student at *St. Benedict Catholic Elementary School*.

[Listen to the song submission here.](#)



Appendix E

Created by: **Josip Petrusa**, a Grade 9 student at *Christ the King Catholic Secondary School*.



Appendix F

Created by: **Arianna Tabry-Dorzek**, a Grade 10 student at *St. Ignatius of Loyola Catholic Secondary School*.



Appendix G

Created by: **Michael Thomson**, a Grade 9 student at *St. Thomas Aquinas Catholic Secondary School*.
[Watch the video submission here.](#)



PARENT ENGAGEMENT AT HALTON CATHOLIC DISTRICT SCHOOL BOARD

*Maria Lourenco
December 20, 2016*

I'm here to speak to you this evening about Parent Engagement. I am speaking to you on the premise that there are some common goals between the HCDSB, Trustees and parents. I'm assuming that we all want to achieve the best outcomes for the students, and that we want to accomplish that in a collaborative atmosphere characterized by mutual respect where everyone feels valued.

That atmosphere cannot exist in an environment where decisions are made unilaterally or where the consultation process is disingenuous. The students are our most important stakeholders. This is all about them. Obviously, they are too young to contribute to Board level decisions. And so, it is their parents who speak on their behalf. How can you make decisions that affect the day to day lives and the future of your biggest stakeholders without including them in the process? Its not enough to seek consultation after the review process is complete and a recommendation has been formulated. It is not enough to have a chosen handful represent the interests of thousands of parents without actually reaching out to them. From last year's school consolidation proposals to the more recent French Sustainability Study, it should be becoming obvious what happens when you don't properly engage parents. Feelings of mistrust and resentment naturally develop when stakeholders don't feel respected or valued, and it becomes emotional. That is clearly not an ideal atmosphere particularly for effective decision making.

It is clear that a major shift in mindset is needed as well as something of a reality check.

I was taken aback to learn, through discussions at a Policy Committee meeting, that parents are not included on the Board's list of stakeholders. CPIC is. Parish priests are. But not parents.

Trustees were told that parents provide feedback through their Parent Councils, who then provide feedback to CPIC who ultimately provide feedback to the Board.

Besides having too many layers, it is becoming increasingly obvious that this process does not even exist. CPIC themselves will tell you that they don't actively seek feedback from parent councils. CPIC members do occasionally sit on Board committees or participate in Board studies. Its not clear whether they simply provide feedback or are actually part of the final decision-making process; this may even vary by committee. But it is unfair to CPIC members, to parents in general, and even to the process to expect them to represent the views of literally thousands of parents without ever actually reaching out to them.

Even if the stated chain of communication was in fact in place, parent engagement would have to be pretty strong at the local level. The reality is, that is not the case. The wider parent community is not even being consulted on decisions of local interest, never mind Board level decisions.

When presented with these realities, a number of justifications are given. School Council reps and CPIC reps are elected and so therefore they have been chosen, or at least accepted by parents to be their voice. While most Parent Council reps are acclaimed, the rationale is that those parents who choose not to join Council, are choosing to be represented by those who do. And then because CPIC members are elected by Parent Councils, the same logic applies that they have been ultimately chosen to represent parents.

But even following this logic, Parent Council representatives and CPIC representatives are representatives. They are not proxies. They do not hold a power of attorney for parents. How can they represent parents if they don't engage them in the process? Imagine if a constituent called a Trustee and was told that there was no need to provide feedback as the Trustee was empowered to speak on their behalf as their elected representative. Imagine.

These statements also seem to contradict other principles that our Board applies to their decision-making process, such as equity of access or inclusivity. Sure, anyone can apply to School

Council or even CPIC, but we know there are many reasons that parents either do, or do not apply to these positions. As one example, think about families who are new to our country or still learning English; they are not likely to get involved at this level. By putting the decision-making authority in the hands of a few, who are not even reaching out to the larger group, you are not being inclusive.

Another reason often given for not seeking feedback or dismissing its value is that only the dissatisfied will come forward and they will dominate the conversation. There is this belief that the “silent majority” are happy or at least not unhappy. This premise was explicitly stated in the Board’s response to feedback in last year’s school consolidation reviews. This is an incredibly dangerous assumption. While it may be true that the unhappy are the most likely to speak out, that doesn’t mean that they all will. The silent may be in the majority, but they are not all happy and satisfied. Some of the unhappy people also choose not to speak out and make up part of that “silent majority”.

And doesn’t this premise contradict the views on School Council membership? In that case, we are told that those who have chosen not to participate are being represented by those who have. So, doesn’t it stand to reason that those who choose not to speak up are choosing to be represented by those who do?

Meanwhile, in the background there is a Board administrative procedure / resource document developed by CPIC entitled “School Councils; Strengthening our Partnerships”. This document has multiple references to Councils’ role in encouraging parent engagement including the responsibility to “actively seek the views of the school community” as the only way to “accurately formulate goals and expectations”. While the document does reference CPIC’s involvement in Board level committees, there is nothing to suggest that CPIC is supposed to be seeking the views of the wider parent community or even of the Parent Councils whom it supports.

So, its all very confusing. There are conflicting messages depending who you talk to and/or what document you read. Is CPIC supposed to seek the views of parents and/or Parent Councils? Or are they just supposed to blindly represent them? Are Parent Councils supposed to seek the views of the wider parent community? Or are they supposed to blindly represent parents?

One thing is clear in all of this; the average parent seems to be getting lost in the shuffle.

There have been enough issues with parent engagement over the past year, and maybe longer, that this Board should be starting to see that the process is broken and needs to be fixed. Certainly, the school consolidation reviews that took place last Spring provided a lot of lessons on what not to do and it sounds like the Board has improved its consultation process in the current accommodation review.

But parents don't just want to be consulted on school consolidations and closures or boundary reviews. They want to and should be consulted on any major decisions that affect the day to day lives of their families and their children's future. Like the Early French Immersion review. Its pretty clear that parent consultation wasn't originally intended to be part of the process. Trustees decided to seek feedback literally minutes before they were scheduled to vote on Staff's recommendation. But the staff recommendation had been presented to Trustees two weeks prior. Why didn't Trustees suggest a parent consultation process at that time? While the consultation really should have occurred much earlier and been an integral part of the process, November 1st still would have been better than the 15th. And then there were flaws in the actual feedback mechanism, a survey clearly designed to support staff's recommendation. Now, unfortunately, the process has been tainted. Every time this happens, a little bit of respect and trust is lost which creates tension moving forward.

I'm glad that parents have had an opportunity to provide input into the French Immersion decision, albeit not in the most ideal way. At least they have had a chance to provide some feedback. But I have concerns as to the motivation behind this gesture and the selectiveness of it. What did it take

for this issue to be given an opportunity for parental engagement? What will it take for parents to be given this opportunity in the future?

Back in June you were specifically asked to seek parent consultation on another matter. An issue that affects even more families. An issue that affects the day to day lives and indeed, the pocketbooks of thousands of our families.

Yes, I am speaking about my uniform delegation. All of the students in 37 of our schools wear uniforms and this request came before the Uniform RFP process had even started. I had already consulted with parents and received feedback from about 40 families. Hardly representative of the thousands of families in our Board I am told (although I think not bad for a private citizen with limited access). 40 families is more than the number of CPIC members that typically sit on a committee, yet that seems to be acceptable representation for our School Board. You were asked you to consider a change to the sole supplier policy, based on the feedback received. But you were also asked, if you wouldn't agree to that, to do a widespread community consultation regarding this policy. And if you wouldn't even consider that, you were asked you to at least consult the wider community regarding the criteria to be used in selecting a supplier.

You were also asked what processes were in place to ensure that School Board policies regarding the uniform review were actually being followed by the schools, because those policies provide parents an opportunity to provide feedback on various aspects of the uniform on an ongoing basis.

These were all questions of parent engagement and consultation. All of these questions were clearly laid out at the end of my delegation (Appendix A). The Chair at the time admonished one of the Trustees for asking me to clarify what I was seeking from my delegation because it was so obvious in the list of questions I had provided. It was so obvious yet, my questions were not answered.

Trustees voted in favour of a Staff report in response to my delegation. A staff report typically delivers some type of action. What I received instead was an information report, mostly with a somewhat selective history of the uniform. When one of the Trustees expressed disappointment that the report hadn't addressed my concerns, he was told that my concerns were to do with the actual supplier, McCarthy's, and therefore could not be addressed by the Board. I have a few issues with that response but mainly; that wasn't true. A number of my questions, as I've already noted, were to do with parent engagement and consultation on this issue. The Early French Immersion process came to a screeching halt to address parent concerns around lack of consultation, yet the uniform concerns, with plenty of time to address, were ignored. And they were ignored.

It turns out that that delegation should never have been necessary because, while I did not realize it at the time, this Board's handling of the uniform, and parent engagement in general, has actually been in direct contravention of the Education Act. Regulation 612/00 of the Education Act, is attached as Appendix B for your reference, with relevant sections excerpted in Appendix C. Section 19 (1) very clearly indicates that "every board shall solicit the views of the school councils established by the board with respect to policies and guidelines including...policies and guidelines...respecting appropriate dress for pupils in schools" as well as "implementation plans for policies and guidelines...respecting appropriate dress...". Section 19 (2) indicates that the specified topics do "not limit the matters on which a board may solicit the views of the school council". In addition, section 23 of the same regulation clearly states that "A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council". So, it seems that the process is supposed to be – parent councils consult with the parents, and the Board consults with parent councils. Presumably, these requirements could be met if the school council layer were removed and boards consulted directly with parents on relevant matters.

Interestingly, section 27 of the Regulation also sets out the purpose of a CPIC which is to “support, encourage and enhance parent engagement at the board level”. Section 47 states that “a board may solicit and take into consideration the advice of its parent involvement committee” while Section 49 states that CPIC “may solicit and take into consideration the advice of parents”.

So, while the Board is welcome to solicit the views of CPIC, and CPIC is welcome to solicit the views of parents, it is in fact MANDATED that you solicit the views of school councils which are in turn MANDATED to consult with parents.

Even the Ministry recognizes that you should be consulting with parents on important issues, and uniform issues seems to be significant enough to receive special mention. The Board’s Uniform Policy II-41 provides for an annual review of the school uniform dress code which “may” include stakeholder consultation. This policy contravenes the Education Act which clearly states that consultation with parents is a requirement.

More than once I’ve heard Staff tell Trustees that the Board’s policies must be updated and must even use specific language that is “mandated” by the Ministry. Well, the Ministry mandates that you consult with your parents and specifically with regards to the uniform. So why is this particular section of the Education Act being conveniently ignored?

Clearly, the Halton Catholic District School Board needs to implement some policies to improve the parent engagement process and ensure compliance with Regulation 612/00. This would include implementing measures that will ensure the Boards consults with parent Councils and/or parents on relevant matters, especially those specified in the Education Act, such as uniforms. This would also include clarifying the role of CPIC and Parent Councils. I would recommend a thorough review of the Regulation to ensure that not only are Board policies compliant and exist where needed, but that the

relevant parties are actually implementing and following the policies. I hope that this time I will receive an actual staff report in response to my delegation and not just an information report.

APPENDIX A

The Uniform Vendor: A Parent's Perspective

Delegation to HCDSB, June 7, 2016

Delegation Questions

Will you consider:

- amending the policy, removing the sole supplier provision;
- letting the current contract expire;
- allowing parents to start shopping where they want and provide crests for purchase?
- a comprehensive community consultation process to decide the best way to move forward? OR leave the market open?

If not, how will the School Board ensure that;

- the concerns of the wider parent population, including the criteria they to be used in selecting a vendor, are taken into consideration during the RFP process?
- schools follow the now much looser, although more frequent, requirement that Principals review the "uniform dress code" annually, at a Catholic School Council meeting, which may, or may not, include stakeholder consultation?

What sort of accountability measures did the Board previously have in place to ensure that schools were following the requirements to establish a Uniform Dress Code Committee every three years?

Why does the Board continue to renew the contract and give McCarthy's a monopoly, in the face of so many issues?

How open has the Board been to accepting other suppliers?

Have other companies stopped submitting bids because they just don't have a chance?

Does the Board impose criteria on where its teachers purchase their clothing?

Does the School Board have any similar policies (Social Justice / Fair Labour) for any of its non-apparel purchases, which amount to millions of dollars per year?

How much does McCarthy's contribute annually to the Uniform Assistance Program in the HCDSB?

APPENDIX B

Education Act

ONTARIO REGULATION 612/00

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

Consolidation Period: From September 1, 2010 to the [e-Laws currency date](#).

Last amendment: O. Reg. 330/10.

This is the English version of a bilingual regulation.

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PART I INTERPRETATION

1. In this Regulation,
- “meeting”, in respect of a school council or a parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide; (“réunion”)
- “parent” means,
1. (a) in respect of a school council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
 2. (b) in respect of a parent involvement committee of a board, a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act; (“père ou mère”)
- “parent member” means,
3. (a) in respect of a school council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
 4. (b) in respect of a parent involvement committee, a member of the committee who is appointed or elected to the committee in accordance with section 34 or who fills a vacancy created by a parent member ceasing to hold office. (“père ou mère membre”) O. Reg. 330/10, s. 3.
- 1.1 In the case of a school council in a school that is established primarily for adults, a reference in this Regulation to a parent shall be read, with necessary modifications, as a reference to a pupil who is enrolled in the school. O. Reg. 330/10, s. 3.

PART II SCHOOL COUNCILS

PURPOSE

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).
- (2) A school council’s primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

COMPOSITION

3. (1) A school council for a school shall be composed of the following people:
1. The number of parent members determined under subsection (2).
 2. The principal of the school.
 3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
 4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
 5. In the case of a school with one or more secondary school grades,
 - i. one pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
 - ii. one pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
 6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
 7. Subject to subsection (3), one community representative appointed by the other members of the council.
 8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario

Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school. O. Reg. 612/00, s. 3 (1).

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

1. If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.
2. If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council. O. Reg. 612/00, s. 3 (2).

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council. O. Reg. 612/00, s. 3 (3).

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council. O. Reg. 612/00, s. 3 (4).

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

- (a) he or she is not employed at the school; and
- (b) the other members of the school council are informed of the person's employment before the appointment. O. Reg. 612/00, s. 3 (5).

(6) A member of a board cannot be a member of a school council established by the board. O. Reg. 612/00, s. 3 (6).

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults. O. Reg. 612/00, s. 3 (7).

ELECTION OF PARENT MEMBERS

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (1).

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if,

- (a) he or she is employed at the school; or
- (b) he or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment. O. Reg. 612/00, s. 4 (2).

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (3).

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school. O. Reg. 612/00, s. 4 (4).

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council. O. Reg. 612/00, s. 4 (5).

(6) The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 4 (6).

(7) The notice required by subsection (6) may be given by,

- (a) giving the notice to the parent's child for delivery to his or her parent; and
- (b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 4 (7).

(8) The election of parent members shall be by secret ballot. O. Reg. 612/00, s. 4 (8).

OTHER ELECTIONS

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year. O. Reg. 612/00, s. 5 (1).

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school. O. Reg. 612/00, s. 5 (2).

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school. O. Reg. 612/00, s. 5 (3).

(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school. O. Reg. 612/00, s. 5 (4).

TERM OF OFFICE

6. (1) A person elected or appointed as a member of a school council holds office from the later of,
- (a) the date he or she is elected or appointed; and
 - (b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under sections 4 and 5 in the next school year. O. Reg. 612/00, s. 6 (1).

(2) A member of a school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council. O. Reg. 612/00, s. 6 (2).

VACANCIES

7. (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council. O. Reg. 612/00, s. 7 (1).

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election. O. Reg. 612/00, s. 7 (2).

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority. O. Reg. 612/00, s. 7 (3).

OFFICERS

8. (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs. O. Reg. 612/00, s. 8 (1).

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council. O. Reg. 612/00, s. 8 (2).

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council. O. Reg. 612/00, s. 8 (3).

(4) A school council may have such other officers as are provided for in the by-laws of the council. O. Reg. 612/00, s. 8 (4).

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council. O. Reg. 612/00, s. 8 (5).

9. REVOKED: O. Reg. 330/10, s. 5.

MINISTRY POWERS AND DUTIES

10. (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province. O. Reg. 612/00, s. 10 (1).

(2) The Ministry may,

- (a) make other reports to members of school councils; and
- (b) provide information to members of school councils respecting the roles and responsibilities of school councils. O. Reg. 612/00, s. 10 (2).

REMUNERATION

11. (1) A person shall not receive any remuneration for serving as a member or officer of a school council. O. Reg. 612/00, s. 11 (1).

(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board. O. Reg. 612/00, s. 11 (2).

(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council. O. Reg. 612/00, s. 11 (3).

MEETINGS

12. (1) A school council shall meet at least four times during the school year. O. Reg. 612/00, s. 12 (1).
- (2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school. O. Reg. 612/00, s. 12 (2).
- (3) A meeting of a school council cannot be held unless,
 - (a) a majority of the current members of the council are present at the meeting; and
 - (b) a majority of the members of the council who are present at the meeting are parent members. O. Reg. 612/00, s. 12 (3).
- (4) All meetings of a school council shall be open to the public. O. Reg. 612/00, s. 12 (4).
- (5) A school council is entitled to hold its meetings at the school. O. Reg. 612/00, s. 12 (5).
- (6) All meetings of a school council shall be held at a location that is accessible to the public. O. Reg. 612/00, s. 12 (6).
- (7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 12 (7).
- (8) The notice required by subsection (7) may be given by,
 - (a) giving the notice to the parent's child for delivery to his or her parent; and
 - (b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 12 (8).

COMMITTEES

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council. O. Reg. 612/00, s. 13 (1).
- (2) Every committee of a school council must include at least one parent member of the council. O. Reg. 612/00, s. 13 (2).
- (3) A committee of a school council may include persons who are not members of the council. O. Reg. 612/00, s. 13 (3).
- (4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils. O. Reg. 612/00, s. 13 (4).

VOTING

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council. O. Reg. 612/00, s. 14 (1).
- (2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee. O. Reg. 612/00, s. 14 (2).
- (3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council. O. Reg. 612/00, s. 14 (3).

BY-LAWS

15. (1) A school council may make by-laws governing the conduct of its affairs. O. Reg. 612/00, s. 15 (1).
- (2) Every school council shall make the following by-laws:
 1. A by-law that governs election procedures and the filling of vacancies in the membership of the school council.
 2. A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.
 3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes. O. Reg. 612/00, s. 15 (2).

MINUTES AND FINANCIAL RECORDS

16. (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 612/00, s. 16 (1).

(2) The minutes and records shall be available at the school for examination without charge by any person. O. Reg. 612/00, s. 16 (2).

(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old. O. Reg. 612/00, s. 16 (3).

INCORPORATION

17. A school council shall not be incorporated. O. Reg. 612/00, s. 17.

PRINCIPAL

18. (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school. O. Reg. 612/00, s. 18 (1).

(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General). O. Reg. 612/00, s. 18 (2).

CONSULTATION BY BOARD

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
 - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
 - iii. policies and guidelines respecting the allocation of funding by the board to school councils,
 - iv. policies and guidelines respecting the fundraising activities of school councils,
 - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and
 - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and
 - ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice-principals. O. Reg. 612/00, s. 19 (1).

(2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils. O. Reg. 612/00, s. 19 (2).

ADVISORY AUTHORITY OF SCHOOL COUNCILS

20. A school council may make recommendations to the principal of the school or to the board that established the council on any matter. O. Reg. 612/00, s. 20.

DUTY OF BOARD TO RESPOND

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation. O. Reg. 612/00, s. 21.

FUNDRAISING

22. (1) Subject to subsection (2), a school council may engage in fundraising activities. O. Reg. 612/00, s. 22 (1).
- (2) A school council shall not engage in fundraising activities unless,
- (a) the activities are conducted in accordance with any applicable policies established by the board; and
 - (b) the activities are to raise funds for a purpose approved by the board or authorized by any applicable policies established by the board. O. Reg. 612/00, s. 22 (2).
- (3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board. O. Reg. 612/00, s. 22 (3).

CONSULTATION WITH PARENTS

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

ANNUAL REPORT

24. (1) Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council. O. Reg. 612/00, s. 24 (1).
- (2) If the school council engages in fundraising activities, the annual report shall include a report on those activities. O. Reg. 612/00, s. 24 (2).
- (3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school. O. Reg. 612/00, s. 24 (3).
- (4) Subsection (3) may be complied with by,
- (a) giving the report to the parent's child for delivery to his or her parent; and
 - (b) posting the report in the school in a location that is accessible to parents. O. Reg. 612/00, s. 24 (4).
- 25., 26. REVOKED: O. Reg. 330/10, s. 5.

PART III PARENT INVOLVEMENT COMMITTEES

PURPOSE

27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.
- (2) A parent involvement committee of a board shall achieve its purpose by,
- (a) providing information and advice on parent engagement to the board;
 - (b) communicating with and supporting school councils of schools of the board; and
 - (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.
28. A parent involvement committee of a board shall,
- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
 - (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
 - (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
 - (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
 - (ii) identify and reduce barriers to parent engagement,
 - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and

- (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work; and
- (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

CONTINUATION AND ESTABLISHMENT OF COMMITTEES

29. (1) A parent involvement committee established by a board before September 1, 2010 is continued. O. Reg. 330/10, s. 6.

(2) A board established before September 1, 2010 that has not established a parent involvement committee before September 1, 2010 shall, before January 31, 2011, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(3) A board established on or after September 1, 2010 shall, before October 1 of the school year following the calendar year in which the board's members are first elected, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(4) Despite the definition of "parent member" in section 1,

- (a) parent member in respect of a parent involvement committee established before September 1, 2010, before the committee meets its obligations under section 30, means a parent who is a member of the committee or who fills a vacancy created by a parent member ceasing to hold office; and
- (b) parent member in respect of a parent involvement committee established on or after September 1, 2010, before the committee meets its obligations under section 31, means a parent who is appointed as a parent member to the committee by the board in accordance with section 32 or who fills a vacancy created by a parent member ceasing to hold office. O. Reg. 330/10, s. 6.

COMPOSITION OF COMMITTEES, TRANSITION

30. (1) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before October 1, 2011, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before November 15, 2011, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

31. (1) A parent involvement committee established by a board under subsection 29 (3) shall, before October 1 of the second school year following the calendar year in which the board's members are first elected, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established by a board under subsection 29 (3) shall, before November 15 of the second school year following the calendar year in which the board's members are first elected, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

32. (1) This section applies with respect to a parent involvement committee established by a board under subsection 29 (2) or (3), until the day the committee meets its obligations under section 30 or 31, as the case may be. O. Reg. 330/10, s. 6.

(2) Until a parent involvement committee established under subsection 29 (2) or (3) meets its obligations under section 30 or 31, as the case may be, sections 33, 34, 35, 37, 38 and 43 do not apply to the committee. O. Reg. 330/10, s. 6.

(3) The board shall appoint the following people to the committee:

- 1. The number of parent members the board determines appropriate.
- 2. The director of education of the board.
- 3. One member of the board.
- 4. The number of community representatives, up to three, the board determines appropriate. O. Reg. 330/10, s. 6.

(4) A person is qualified to be appointed by the board as a parent member of the committee if he or she is a parent. O. Reg. 330/10, s. 6.

(5) A parent who is employed by the board is qualified to be appointed by the board to the committee. O. Reg. 330/10, s. 6.

(6) A parent referred to in subsection (5) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

(7) The parent members appointed by the board shall elect a parent member to serve as chair or parent members to serve as co-chairs of the committee. O. Reg. 330/10, s. 6.

(8) The chair or co-chairs shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(9) Community representatives appointed by the board to the committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(10) The board may appoint one or more of the individuals listed in subsection 33 (2) to the committee. O. Reg. 330/10, s. 6.

(11) An appointment of an individual listed in subsection 33 (2) is of no effect unless the individual agrees to the appointment. O. Reg. 330/10, s. 6.

(12) In appointing members to the committee, the board shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(13) In the event that an individual appointed to a parent involvement committee under subsection (3) vacates his or her position on the committee, the board shall appoint another individual to the position. O. Reg. 330/10, s. 6.

(14) In the event that an individual appointed to a parent involvement committee under subsection (10) vacates his or her position on the committee, the board may appoint another individual to the position. O. Reg. 330/10, s. 6.

COMPOSITION OF COMMITTEES, GENERAL

33. (1) A parent involvement committee of a board shall include the following:

1. The number of parent members specified in the by-laws of the committee.
2. The director of education of the board.
3. One member of the board, appointed by the board.
4. The number of community representatives specified in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) Subject to the by-laws of the parent involvement committee, a board may appoint one or more of the following individuals to the parent involvement committee:

1. One principal of an elementary school of the board.
2. One principal of a secondary school of the board.
3. One teacher employed, other than a principal or vice-principal, in an elementary school of the board.
4. One teacher employed, other than a principal or vice-principal, in a secondary school of the board.
5. One person employed by the board, other than a principal, vice-principal or teacher. O. Reg. 330/10, s. 6.

(3) A parent involvement committee shall appoint or elect members to the committee before November 15 of the school year and before the first meeting of the committee in the school year. O. Reg. 330/10, s. 6.

(4) In specifying the number of parent members to be appointed or elected to a parent involvement committee in its by-laws, the committee shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(5) The term of office of the member of the board appointed under paragraph 3 of subsection (1) shall be determined by the board. O. Reg. 330/10, s. 6.

(6) Community representatives appointed to a parent involvement committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(7) The board shall make any appointments under subsection (2) before November 15 of the school year and before the first meeting of the parent involvement committee in the school year. O. Reg. 330/10, s. 6.

(8) An appointment to a parent involvement committee under subsection (2) is of no effect unless the person agrees to the appointment. O. Reg. 330/10, s. 6.

PARENT MEMBERS

34. (1) Parent members shall be appointed or elected to a parent involvement committee under section 33, in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee if he or she is a parent. O. Reg. 330/10, s. 6.

(3) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee of a board if he or she is employed by the board. O. Reg. 330/10, s. 6.

(4) A parent member referred to in subsection (3) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

VACANCIES

35. (1) A board shall ensure that vacancies in parent member positions on its parent involvement committee are advertised through a variety of methods. O. Reg. 330/10, s. 6.

(2) Methods of advertising vacancies in parent member positions on a parent involvement committee include,

(a) advertisements in newsletters of schools or school councils of schools of the board;

(b) advertisements in newspapers with general circulation in the geographic jurisdiction of the board;

(c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the board;

(d) notices in schools of the board; and

(e) notices on the board's website and on the websites of the board's schools. O. Reg. 330/10, s. 6.

36. A vacancy in the membership of a parent involvement committee does not prevent the committee from exercising its authority. O. Reg. 330/10, s. 6.

TERM OF OFFICE

37. (1) The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A member of a parent involvement committee may be reappointed or re-elected to the committee for more than one term unless otherwise provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

OFFICERS

38. (1) A parent involvement committee shall have a chair or, if the by-laws of the committee so provide, co-chairs. O. Reg. 330/10, s. 6.

(2) The chair or co-chairs of a parent involvement committee must be parent members of the committee and shall be elected for a two-year term by the parent members of the committee at the first meeting of the committee in each school year that there is a vacancy in the office of chair or co-chair. O. Reg. 330/10, s. 6.

(3) Only parent members with a two-year term are eligible to be elected to the position of chair or co-chair. O. Reg. 330/10, s. 6.

(4) An individual may not serve more than two consecutive terms as chair or co-chair of a parent involvement committee. O. Reg. 330/10, s. 6.

(5) An individual who has served one term or two consecutive terms as chair or co-chair of a parent involvement committee may be re-elected as chair or co-chair of the committee provided at least one two-year term has elapsed since his or her last term as chair or co-chair. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(7) A parent involvement committee may have such other officers as are provided for in the by-laws of the committee. O. Reg. 330/10, s. 6.

(8) A vacancy in the office of chair, co-chair or any office provided for in the by-laws of a parent involvement committee, shall be filled in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

REMUNERATION

39. (1) A person shall not receive any remuneration for serving as a member of a parent involvement committee. O. Reg. 330/10, s. 6.

(2) Subsection (1) does not preclude payment of an honorarium under section 191 of the Act that takes into account the attendance of a board member at a parent involvement committee meeting. O. Reg. 330/10, s. 6.

(3) A board shall establish policies respecting the reimbursement of members of its parent involvement committee for expenses incurred as members of the committee. O. Reg. 330/10, s. 6.

(4) A board shall reimburse members of its parent involvement committee for expenses incurred as members of the committee in accordance with the policies referred to in subsection (3). O. Reg. 330/10, s. 6.

MEETINGS

40. (1) A parent involvement committee shall meet at least four times in each school year. O. Reg. 330/10, s. 6.

(2) A meeting of a parent involvement committee cannot be held unless,

(a) a majority of the members present at the meeting are parent members;

(b) the director of education, or the person designated under subsection 46 (1), is present; and

(c) the member of the board who sits on the committee, or the person designated under subsection 46 (2), is present. O. Reg. 330/10, s. 6.

(3) The board shall make available to its parent involvement committee the facilities that the board considers necessary for the proper functioning of the committee, and shall make reasonable efforts to enable members to participate fully in meetings of the committee by electronic means. O. Reg. 330/10, s. 6.

(4) A member of a parent involvement committee who participates in a meeting through electronic means shall be deemed to be present at the meeting. O. Reg. 330/10, s. 6.

(5) All meetings of a parent involvement committee shall be open to the public and shall be held at a location that is accessible to the public. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall ensure that notice of each meeting is provided to all members of the committee at least five days before the meeting by,

(a) delivering a notice to each member by e-mail or regular mail; and

(b) posting a notice on the board's website. O. Reg. 330/10, s. 6.

(7) For the purposes of subsection (6), notice by regular mail is provided five days before the meeting if it is mailed five days before the meeting. O. Reg. 330/10, s. 6.

SUBCOMMITTEES

41. (1) A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 330/10, s. 6.

(2) A subcommittee of a parent involvement committee must include at least one parent member of the parent involvement committee. O. Reg. 330/10, s. 6.

(3) A subcommittee of a parent involvement committee may include persons who are not members of the parent involvement committee. O. Reg. 330/10, s. 6.

(4) Subsections 40 (3) to (7) apply, with necessary modifications, to subcommittees of a parent involvement committee. O. Reg. 330/10, s. 6.

VOTING

42. When a parent involvement committee votes on a matter, only parent members and community representative members are entitled to vote. O. Reg. 330/10, s. 6.

BY-LAWS

43. A parent involvement committee,

(a) may make by-laws governing the conduct of the committee's affairs; and

(b) shall make by-laws,

- (i) specifying the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,
- (ii) specifying the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,
- (iii) governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,
- (iv) specifying the number of parent members of the parent involvement committee that will hold office for one year and the number of parent members that will hold office for two years,
- (v) specifying how many, if any, of the persons listed in subsection 33 (2) may be appointed by the board to the parent involvement committee,
- (vi) specifying the length of the term of office for the community representative members of the parent involvement committee and the members appointed by the board, if any, under subsection 33 (2),
- (vii) establishing rules respecting conflicts of interest of the members of the parent involvement committee, and
- (viii) establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board. O. Reg. 330/10, s. 6.

MINUTES AND FINANCIAL RECORDS

44. (1) A parent involvement committee shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 330/10, s. 6.

(2) A parent involvement committee shall retain the minutes of its meetings and the records of its financial transactions in accordance with the policies of the board, if any, respecting the retention of documents by committees of the board. O. Reg. 330/10, s. 6.

(3) The minutes of a parent involvement committee of a board shall be,

- (a) posted on the website of the board that established the committee; and
- (b) sent electronically to the chair or co-chairs of the school council of each school of the board that established the committee. O. Reg. 330/10, s. 6.

(4) The minutes of a committee's meetings and the records of its financial transactions shall be available for examination at the board's office by any person without charge for four years. O. Reg. 330/10, s. 6.

(5) Minutes posted on the website of the board shall remain on the website for four years. O. Reg. 330/10, s. 6.

INCORPORATION

45. A parent involvement committee shall not be incorporated. O. Reg. 330/10, s. 6.

DELEGATION BY THE DIRECTOR OF EDUCATION AND THE BOARD MEMBER

46. (1) The director of education of a board may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to a supervisory officer employed by the board; and
- (b) designate a supervisory officer of the board to attend a meeting of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

(2) The member of a board who sits on a parent involvement committee may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to another member of the board; and
- (b) designate a member of the board to attend the meetings of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

CONSULTATION BY BOARD

47. (1) A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

(2) The board shall inform the parent involvement committee of its response to advice provided to it by the committee. O. Reg. 330/10, s. 6.

CONSULTATION BY MINISTRY

48. The Ministry may solicit and take into consideration the advice of parent involvement committees with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

49. A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee. O. Reg. 330/10, s. 6.

SUMMARY OF ACTIVITIES

50. (1) A parent involvement committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6.

(2) The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement described in section 27 and clauses 28 (a) to (d), was spent. O. Reg. 330/10, s. 6.

(3) The director of education shall,

(a) provide the summary of activities to the school councils of the schools of the board; and

(b) post the summary of activities on the website of the board. O. Reg. 330/10, s. 6.

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APPENDIX C

Education Act

ONTARIO REGULATION 612/00 SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

EXCERPTED SECTIONS RELEVANT TO PARENT ENGAGEMENT

EMPHASIS ADDED

CONSULTATION BY BOARD

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, **every board shall solicit the views of the school councils** established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
 - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
 - iii. policies and guidelines respecting the allocation of funding by the board to school councils,
 - iv. policies and guidelines respecting the fundraising activities of school councils,
 - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and
 - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
 - i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and
 - ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice-principals. O. Reg. 612/00, s. 19 (1).

(2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils. O. Reg. 612/00, s. 19 (2).

CONSULTATION WITH PARENTS

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

ANNUAL REPORT

24. (1) Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council. O. Reg. 612/00, s. 24 (1).

(2) If the school council engages in fundraising activities, the annual report shall include a report on those activities. O. Reg. 612/00, s. 24 (2).

(3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school. O. Reg. 612/00, s. 24 (3).

(4) Subsection (3) may be complied with by,

(a) giving the report to the parent's child for delivery to his or her parent; and

(b) posting the report in the school in a location that is accessible to parents. O. Reg. 612/00, s. 24 (4).

25., **26. REVOKED: O. Reg. 330/10, s. 5.**

PART III PARENT INVOLVEMENT COMMITTEES

PURPOSE

27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.

(2) A parent involvement committee of a board shall achieve its purpose by,

(a) providing information and advice on parent engagement to the board;

(b) communicating with and supporting school councils of schools of the board; and

(c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.

28. **A parent involvement committee of a board shall,**

(a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;

(b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);

(c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;

(d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,

(i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,

(ii) identify and reduce barriers to parent engagement,

(iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and

(iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work; and

(e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

CONSULTATION BY BOARD

47. (1) A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

(2) The board shall inform the parent involvement committee of its response to advice provided to it by the committee. O. Reg. 330/10, s. 6.

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(a) provide the summary of activities to the school councils of the schools of the board; and

(b) post the summary of activities on the website of the board. O. Reg. 330/10, s. 6.

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PARENT ENGAGEMENT AT HALTON CATHOLIC DISTRICT SCHOOL BOARD

*Maria Lourenco
December 20, 2016*



MINISTRY OF EDUCATION

REGULATION 612/00:

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

CONSULTATION BY BOARD

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REGULATION 612/00:

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

CONSULTATION BY BOARD

S 19(2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils.

O. Reg. 612/00, s. 19 (2)

REGULATION 612/00:

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

CONSULTATION WITH PARENTS

S 23: A school council **shall** consult with parents of pupils enrolled in the school about matters under consideration by the council.

O. Reg.612/00, s.23.

REGULATION 612/00:

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

**PART III
PARENT INVOLVEMENT COMMITTEES**

PURPOSE

S 27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.



MINISTRY OF EDUCATION

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REGULATION 612/00:

SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES

CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

S 49: A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in the schools of the board with regard to matters under consideration by the committee.

O. Reg.330/10, s.6.



MINISTRY OF EDUCATION

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S 23: A school council **shall** consult with parents of pupils enrolled in the school about matters under consideration by the council.

O. Reg.612/00, s.23.

**Delegation by Brooke Feth
To the Halton Catholic District School Board
December 20, 2016 Board of Trustee Meeting**

Thank you trustees for allowing me to speak today and have my voice heard along with the voices of all my friends in French Immersion. I know what you're thinking, what could a kid my age possibly have to say that will affect your decision. Well, I have a lot to say. My teachers and my parents always tell me that my voice matters, my opinions matter and it doesn't matter how old I am. They also tell me if I speak from the heart then I can move a mountain. So here it goes. Today I want to talk to you about the benefits I have had being a student in Early French Immersion.

My name is Brooke Feth. Je m'appelle Brooke Feth. J'ai 8 ans. Je suis une élève à St. Mary. Je suis en troisième année. J'aime parler en français et c'est très important pour moi. J'aime le français beaucoup. J'étudie la science et c'est très intéressante aussi. J'aime mon école Catholique et tous mes amis. To some, my French may not sound impressive, but I started speaking French when I was 6 years old. I do not live in a French speaking home and my parents do not speak French. Everything I know in French I have learned at school. My first teacher that introduced me to French was Madame Camara. She taught me all the colours and how to write buddy sentences and paragraphs in French. My second grade teacher was Madame Quinn. She was very nice and helped me feel very confident in speaking French. Because of her, I pray in French. Because of her, I sing O'Canada in French. Mon professeur cette année s'appelle Madame DiPersio et mon professeur d'anglais s'appelle Mrs. Barker. My French teacher this year has taught me how to write a letter in French. She also encourages me to speak French daily. Because of her, I do just that. Je parle français toute les jours.

This past month I have been watching my Mom and other parents work hard to keep French Immersion at St. Mary. I watched them make flyers. I watched them call parents and I listened to their phone calls. It made me feel sad. Until this past month, I have never heard the word Trustee before. I know now that you are important because your vote means that I won't have to move schools and I can stay in my Catholic School. That means so much to me. I asked my Mom if I can speak tonight so that I can somehow make you see me. Make you see my friends. Let you know that your vote may mean I have to move to a public school where we won't be able to pray to Jesus. I don't understand. Why are you cancelling French Immersion? I am learning a lot. We are learning a lot. I love school, I have made great friends and my teachers have been a great help. I have a younger brother named Joshua. We love speaking French and sometimes at dinner time when we want to say something in secret, we talk in French. He is in Grade 2 French Immersion. I have a little brother and a little sister who will be going into grade 1. I would like them to have the same experience I have had and Joshua has had.

At school they teach me to collaborate, so here I am. Let's collaborate and find a good solution. I asked my Mom if she could tell me what some of the problems are. Why would anyone want to cancel French Immersion? She told me that there are not enough French teachers. So here's my answer, we have to think how we can get more French teachers, like, can't we just ask them? In

math class I learned if you have a problem and you need answers, you need to ask people, make a survey, and collect the data. Are we able to ask teachers who don't have a job to join our school and teach here? People are graduating and they can become new teachers, like my student teacher in Grade 1.

My Mom also told me another problem is that buses cost a lot of money and I know a lot of my friends get on a bus to come to school. So here's my answer, do we really need busses? My parents drive, actually a lot of parents I know drive. My grandmothers even drive. Can't we get people to carpool? I learned from Madame Quinn how to stop air pollution and carpooling is an option, plus it's better for the environment. I am open to hearing your thoughts.

My teachers have taught me to end a paragraph with a good ending, something that shows how you feel about your topic. So here's my ending. Je m'appelle Brooke Feth and my friends and I would really like you to vote to keep French Immersion because some day, when we grow up we will leave our school and become something amazing. Merci pour votre temps.

**Delegation by Márcio Campos
to the Halton Catholic District School Board
Dec 20th, 2016 meeting (French Sustainability Study)**

I am a father to a Grade 1 EFI student at Sacred Heart of Jesus Elementary School.

On a personal note, I am not a native English speaker; I was born and raised in Brazil, a Portuguese-speaking country. What enables me to stand before you today and share my thoughts is the opportunity I had to early exposure to English as a Second Language classes. My father decided to put me in English classes when I was about to turn 7 years old, and studying English became second nature to my life. I can't thank my father enough for his vision and attitude, for cutting back on other expenses so we could afford classes for both me and my brother. The fluency in English I developed helped me tremendously with my career, reaching opportunities I wouldn't otherwise. Furthermore, it enabled me the privilege of settling in this great country I chose to start my family. My bilingualism was crucial in defining the dreams I could reach, and I have no doubt it has only developed because I started very early.

I was thrilled to learn then, when my son was in Kindergarten, that he could have an opportunity to attend an Early French Immersion program in a Catholic school, and also grow up naturally learning both official languages. I attended an information session in November 2015, and was somewhat frustrated to learn there were limited spots and that the registration process was rather a race. But I understood this was a program in its infancy (a pilot). My wife and I were frustrated when we learned he was the 18th in the waiting list, and a couple months later, joyful with the news he had a spot.

Like the other parents who have delegated to this Board on this recommendation to phase-out the program, I learned about the report and the vote you're about to take in a rather upsetting fashion. In mid-November, friends who are parents to children who are now in Senior Kindergarten (and last year were my son's classmates in Full-Day Kindergarten, that gathers JKs and SKs in a same class), interested in the EFI program, called me asking for guidance on the registration process. They couldn't find any information on the Board's website, and neither could I. The info sessions for the Extended French program were taking place, but no information on EFI. A couple days later, as my wife and I waited for our turn on parent-teacher interviews, another mother approached and told us the Board was about to phase-out the program. My son's teachers didn't know about the program phase-out proposal, and I asked myself how such decision could be taken without extensive consultation with parents and teachers. Then there was the online survey, which I took as an insult.

Other delegates already eloquently addressed the lack of consultation in this process, so I won't be repetitive. Like the many other parents who learned about this on the eleventh hour, I went through the process of managing my outrage and doing some research, which included digging through dozens of this Board's meetings minutes on its website, to try to understand how this proposal came about.

The first time I read this report on the French Sustainability Study, I thought it made sense – if we can't have teachers, we can't have classes. Not to mention the unfair registration process and the stacking transportation costs. I felt sad I had put my son through a program that was meant to fail and be scrapped, since the resources were just not there to support it. The recommended proposal was a creative alternative to cut spending, reallocate the resources, and just settle for the next best possible thing in regards to our kids French instruction. I asked myself why the Board started this program to begin with, with such obvious unsolvable hurdles.

Then I read it a second time, thought about it, and realized the mindset is completely wrong. The more I researched all subjects related to French Immersion and our Board's program – from the "call for action" by the Ministry to promote bilingualism and provide additional funding to FSL programs, to the previous reports presented to this Board on the EFI program review – the more I thought the recommendation is simply absurd.

I make an analogy with my professional reality. I work in the manufacturing industry. I asked myself: what If our Board of Directors decided to expand our business by adding a new capability, a new manufacturing process that makes our company better, more capable, better prepared to fulfilling our mission and goals, and secured funding to finance that strategy, and then our Human Resources Manager tells them we can't do that because he can't find good machine operators or engineers?

I'm stretching the point to make a point, because in essence this is what we are watching unfold here. And I think it is unacceptable!

I appreciate hiring qualified teachers is a challenge, perhaps a Herculean task. So this is a key issue that needs to be addressed, and that means a lot more than reporting unsuccessful missions to job fairs at Laurentian and Ottawa universities. Mrs. Mary Cruden, from CPF, in her delegation last meeting has rightfully suggested greater depth in analyzing actual data on hiring practices and retention for FI is appropriate, comparing to other specialty teachers (such as science) and to all teachers hiring data. Not to mention questioning: do we recruit Catholic French teachers in Quebec? If not, why not?

It also bothers me that the study on French Sustainability does not include any consideration on the Extended French program, but focuses exclusively on the flaws of the EFI program as is.

Next school year brings the advent of a cohort of Grade 5 (which is the entry point for Extended French) in the EFI program. Not one line in the report is dedicated to assessing how that will impact demand for the Extended French program. Is that not relevant to "support future planning" for our French programs?

This pilot program, as is, is not equitable. And the longer busing brings the transportation costs up. Both issues will be resolved once the program is expanded to meet its demand, and when that is done. So we should be asking ourselves, "how do we do it?" rather than "should we do it?".

In the last Board's meeting, Trustee Quinn posed a very relevant question to Mrs. Cruden after she suggested the Board should eventually not cap registrations to the EFI program. He asked about the risk of a "cannibalization" of English track classes with uncapped rise in enrollment in the EFI (or the Extended French, for that matter). In light of the HDSB experience, this is a legit and relevant concern. Again, we should be thinking "how do we do it?", how can all Catholic children in our region have the opportunity of a French Immersion education **without** compromising education excellence for those who choose to stay in English track? In broader perspective, how should we monitor and manage attrition for all the programs offered by the Board?

Despite the demand for the EFI program, I could understand the Board could be compelled to phase it out if (and only if) it had proven to be unsuccessful in reaching its objectives. It bothers me greatly that the report in its first page asks "How can we measure its success?" and then ignores the question.

In a previous EFI Program Review report presented to the Board back in May of 2015, I found a much broader analysis framework that at least looks at Student Outcomes as a key review indicator. It should be the first measurement for continuous review, to understand whether our own experience matches what research reportedly shows in terms of the benefits of Early Immersion in student achievement.

That should be the driver here, the mission we the Catholic people of Halton assign to you as our Trustees: to ensure our children have access to a wide breadth of learning opportunities, opportunities to achieve their God-given full potential, opportunities to help them become successful men and women and fulfill their lives, contribute to society and become powerful instruments in the Lord's hands to help bring about his great work.

If there are operational challenges, let's address them but not lose sight of your responsibility here in governing over student achievement. If we can't move forward to expand this program, let's not move backwards.

I urge you to keep this program running and set up an Advisory Committee, led by Senior Staff but one that includes parents, teachers, advocacy organizations such as Canadian Parents for French, government representatives, and the Church. Let's work together to, **rather than ask whether we will do it**, determine **how we are going to achieve** our goals of broadening learning opportunities and respond to the Ministry of Education call for action to strengthen FSL in Ontario.

Thank you.

Good evening and thank you Trustees for this opportunity to address the importance of the EFI program and how it is vital to French language proficiency for our students. My name is Cheryl Neves and I am a mother of two girls, one who is currently in grade 2 F.I and one that is in SK. I am a graduate of an Early French Immersion program and have taught French Immersion for the last 15 years.

To begin, research has proven age has a huge impact on the proficiency and success that is attained in language acquisition. The most effective way to learn the French language is to immerse young children in situations where the language surrounds them. The earlier that a child learns French, the more likely the child will attain nativelike language proficiency.

Learning French improves one's ability to read, write, and think, and facilitate the learning of additional languages. Learning French builds stronger "mental muscles". As a result, children in immersion are better equipped to handle abstract ideas. I am concerned and question the board's statement of being a leader in student achievement if they are looking to eliminate a program that has been proven across the province to produce bilingual children and to which research has shown to have better critical thinking skills, problem solving skills and greater mental flexibility, all of which result in better academic performance.

Grade 1 students are highly motivated and demonstrate a joy for learning French. Their brains are able to soak in French at an impressive rate and the amount and proficiency that they attain by the end of grade 1 is astonishing and nothing short of amazing. They are essentially able to speak the language perfectly and without an "English" accent because of the amount of hours of instruction they have received. My personal experience has confirmed that Core French provides the opportunity for all to learn; however the lack of hours combined with the development of the brain hinders language acquisition and proficiency. Between the ages of 8 and 12 children lose the ability to hear and reproduce new sounds in the same capacity as they did when they were younger, making French language acquisition not impossible, but far more difficult. Please listen to the following video of a Grade 1 student who is reciting a French poem. Please play particular attention to the level of proficiency and pronunciation.

Video #1: <https://youtu.be/NgTKYdHQ8HE>

If we want our students to develop an acceptable level of proficiency it is crucial that we move our resources to the immersion program. Working as a teacher in the Immersion Program is not without its challenges, but boards across the province are putting their students first and working together in partnerships with members of their community to tackle obstacles that arise. Just as in teaching, all programs need revisions and on-going reflection.

As a French Immersion Teacher I can confirm that we spend countless hours creating, making and preparing resources and spending personal funds to support our student's learning as do my colleagues in the English program. I question the statement it would cost more money to run a French Immersion Class and set it up with resources than it would an

English classroom. Would you not need to have resources in a classroom regardless of the language being taught? The government provides a “Pupil Foundation Grant” which allocates \$5576.56 per primary pupil to pay for classroom teachers, textbooks and learning materials. The government also gives a “Language Grant: French Second Language Allocation of an additional \$374.22 for each primary immersion student. The Ministry says the FSL grant “supports additional costs for providing immersion” but does not define what that could be. The FSL grant is not “Sweatered” which means that individual school boards have full discretion on how or even if that money is spent on French. School boards are not required to report on how they spend the FSL grant. So I ask, if this grant was not used to support FSL, what was it used for? These grants could be used to cover the cost of materials needed to run the program. In addition, the government also provides a “Transportation Grant” which is given to pay for bussing and supports equity and inclusion by helping every child get to immersion rather than only children who have parents who can drive them.

The schools that our children attend are a community where we teach them to work collaboratively and support each other. We look to you as our trustees to work with us--the parents--in a partnership to develop and maintain this program. Transparency is key and together we can achieve more. Since the last board meeting, one of our delegates has managed to find 2 qualified French Teachers who have submitted their resumes to you, the Trustees. Look what a passionate group of parents have accomplished in less than a month!

In speaking with a Trustee, I have been told that Regulation 274 (Part OECTA: <https://www.ontario.ca/laws/regulation/120274>) is a road block, but is it really? How do other boards manage to fill French positions and keep their staff? The Peel Board takes the initiative and goes to Quebec to recruit teachers. These teachers are hired into a “Pool” and therefore can be hired to the board and offered fulltime permanent positions, avoiding the seniority list for occasional teachers and ensuring teachers with FSL qualifications are in classrooms. This fall, my principal hired 2 brand new teachers from faculties of education and Reg 274 was not a road block.

One of the key requirements is effective teacher recruitment. It is imperative that the Halton Catholic District School Board immediately develop a concerted, determined and organized approach to this recruitment and these are the strategies which will facilitate successful recruitment.

1. Recruitment information must be available on the public website all year round. The information needs to be clear, welcoming, easy to access and informative. Our region has many advantages and opportunities for new teachers and their families and we have to be prepared to “sell” these to potential recruits. Applications should be encouraged twelve months of the year (continual recruitment) and a “Pool” or “Eligible to Hire” list should be maintained.
2. Halton Catholic Board representatives must annually attend, in person, Career Fairs at universities across Canada in order to attract the best qualified people. These

universities include Bishops, Brock, Glendon College, Lakehead, Laurentian, McGill, OISE, Queen's, Trent, Laval, Montreal, Ottawa, U of Quebec (Montreal, Rimouski, Trois Rivières), Western, Windsor and York.

3. Partner with universities to place the university's students in Halton FI schools as support. These students can then do their teaching practise in the host schools.
4. Have partnership with one or more of the above universities to provide Halton Catholic teachers with the mandatory Additional Qualifications course for FSL Part 1, and therefore assist current teachers to become qualified
5. Assess the current teaching staff with the board to determine who may be FSL qualified and yet not teaching in Immersion be teaching core or extended French or only teaching part time and why.
6. Other boards hire new teachers and honour their years of experience even if they are new to the board. We should consider offering new hires to the board the same.
7. There should be a French Program Coordinator who is only responsible for only supporting the FSL. They would work with Instructional Leaders to provide support to teachers and assist with the implementation of French Immersion.

It takes creativity and problem solving but I'm sure you would agree that it's worth it!

In conclusion, every conscientious parent wants their children to be well-rounded, to have a love for learning, and an appreciation for other cultures, and to grow up to be successful, contributing members of society. Learning French opens doors that would not otherwise be accessible.

Play Video #2: https://youtu.be/IO_idibViXk

Bilingual individuals have access to resources, people, places and things that the rest of us do not. Not only can our other official language provide a competitive edge in the workforce, but it creates a deeper understanding of and appreciation for humanity and culture, which enriches one's life and personal experiences in the world.

Vote in favour of keeping the status quo and spend the next year figuring out how to accept all interested families in EFI. Allow our students, the students of the Halton Catholic District School Board to be leaders of the future.

Thank you.

More French for More Students

Josh Hunter

December 20, 2016

About Myself

Parent of two children in Grades 1 and 2 at St. Christopher's School.

Member of St. Christopher's School Council

Former member of CPIC.

Parent representative on French Program Review Committee.

Here to express my own views.

The Current EFI Pilot: An Unsustainable Program for a Lucky Few

At both the last board meeting and this one, you have heard many parents extoll the virtues of the Early French Immersion (EFI) pilot.

There is no doubt it is an excellent program for the lucky few who are able to take advantage of it – but it is both elitist and unsustainable.

The EFI program disproportionately serves those who live close to one of the few schools that offer it – an unsurprising result given the need for bussing and the lack of any guarantee siblings will be able to attend the same program.

To get in, you literally have to win the lottery – most successful registrations occur within 3 minutes of the start of the registration session.

To make matters worse, after September of Grade 1, the hundreds of students on the wait list who did not win the lottery can never get in even if other students drop out.

The Current EFI Pilot: An Unsustainable Program for a Lucky Few

Expanding EFI to more schools is not the answer.

Despite extensive search efforts by staff, there simply are not enough *qualified* French teachers available in or outside the province.

Not just anyone with FSL, Part 1 can teach EFI – you need excellent all-around teachers who are also fluently bilingual.

Given leaves and retirements, maintaining the *status quo* would require hiring 24 new teachers over 4 years. To expand EFI to two more sites would require 68 new hires.

Staff have been travelling the world trying to find teachers – they simply don't exist.

The Current EFI Pilot: An Unsustainable Program for a Lucky Few

Even if expanding EFI were feasible, it would have deleterious effects on the English program this Board is mandated to deliver.

EFI classes already absorb the Board's entire allowance for primary classes over 20 pupils, resulting in more split classes for English students.

We can see the potential impact of unduly expanding EFI in our coterminous board where schools were facing the prospect of triple grades or busing whole communities to other schools.

The Solution:

More French for More Students

Staff have recommended a solution that is both more equitable and more feasible.

The recommendation is to end the EFI pilot and provide more French to more students by expanding Core and Extended French.

Launching Core French in Grade 3 would allow all students to benefit from additional language instruction at an age when most learning difficulties have been identified.

Staff currently teaching EFI can be redirected towards expanding the Extended French program to more locations (with the higher class sizes permissible in the Junior grades allowing more students to enroll than currently can in EFI).

The Solution:

More French for More Students

The recommended model can be implemented with the staff we already have (although building a pool to replace losses is still advisable).

It provides better support to students who can begin their study of French with a stronger grounding in English.

It avoids having to teach Math, a subject many students already struggle with, in French to meet Ministry hour requirements.

And most importantly, it complies with our Catholic values of equity for all.

It allows ***all*** of our students, not just a lucky few who win the lottery, to obtain additional French instruction at an early age.

MINUTES OF REGULAR BOARD MEETING

Date:	December 6, 2016	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	A. Danko A. Iantomasi H. Karabela P. Marai (Via Go to Meeting) J. Michael	A. Quinn D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
Student Trustees	C. Atrach I. Schwecht	M. Zapata
Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy	L. Naar R. Nego J. O'Hara T. Overholt A. Prkacin
Also Present	A. Bartucci, Communication Officer, Strategic Communications Services P. Codner, Chief Social Worker, Special Education Services A. Lofts, Senior Administrator, Financial Services N. March, President, OECTA Elementary A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services E. Viana, Former Trustee of the Halton Catholic District School Board	
Recording Secretary	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

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

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

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 VICE PRINCIPALS

Carol Caverley appointed as Acting Elementary Vice Principal at St. Gabriel Catholic Elementary School effective Monday, November 21, 2016 with an end date to be determined.

Margaret Warmels appointed as Acting Elementary Vice Principal at St. Andrew Catholic Elementary School effective Tuesday, December 6, 2016 with an end date to be determined.

RETIREMENTS

Leonard Agostini and Adrian Flynn retiring effective Tuesday, January 31, 2017. Carl Schiller retired effective Wednesday, November 30, 2016.

RESIGNATION

Michael Bass resigning effective December 31, 2016.

2. Approval of the Agenda

#1/17

Moved by: A. Quinn

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. Elections of the Chair and Vice-Chair of the Board 2016-2017

4.1 Election of the Chair of the Board 2016-2017 (P. Dawson)

P. Dawson reviewed the election process and called for nominations for the position of Chair of the Halton Catholic District School Board for the period of December 6, 2016 until the first Board meeting in December 2017.

Diane Rabenda was nominated by A. Iantomasi, seconded by J. M. Rowe for position of Chair of the Board. D. Rabenda accepted the nomination. There were no other nominations.

#2/17

Moved by: A. Quinn

Seconded by: S. Trites

RESOLVED, that the nominations be closed.

CARRIED

Diane Rabenda was acclaimed as the Chair of the Halton Catholic District School Board.

#3/17

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that Trustee D. Rabenda be appointed to the position of Chair of the Board for the period of December 6, 2016 until the first Board Meeting in December 2017.

CARRIED

D. Rabenda thanked Trustee Iantomasi and Trustee Rowe for their nomination. The newly acclaimed Chair of the Board expressed that it would be an honour to serve and humbly asked for her fellow members' support.

4.2 Election of the Vice-Chair of the Board 2016-2017 (P. Dawson)

P. Dawson reviewed the process for the election of the Vice Chair of the Board.

A. Iantomasi was nominated by D. Rabenda, seconded by J.M. Rowe for the position of Vice Chair of the Board. A. Iantomasi accepted the nomination. S. Trites was nominated by A. Quinn, seconded by H. Karabela for the position of Vice Chair of the Board. Trustee Trites accepted the nomination. There were no other nominations.

#4/17

Moved by: P. Marai

Seconded by: A. Quinn

RESOLVED, that the nominations be closed.

CARRIED

A. Iantomasi thanked D. Rabenda and J.M. Rowe for their nomination and for their confidence in her role as Vice Chair of the Board over the past three (3) terms. Experience has provided a solid understanding of the Board's culture. Trustee Iantomasi stated she would make it her personal pledge to rise to the responsibility and guarantee to listen and have respect for Trustee opinions.

S. Trites was thankful to A. Quinn and H. Karabela for the nomination. Trustee Trites expressed that it would be an honour and privilege to serve the communities of Halton.

The ballots were cast. P. Dawson, Secretary of the Board accompanied by R. Negoj, Treasurer of the Board, and Student Trustees C. Atrach, I. Schwecht and M. Zapata scrutineers for A. Iantomasi and S. Trites tabulated the results.

Susan Trites was declared Vice Chair of the Halton Catholic District School Board.

#5/17

Moved by: A. Quinn

Seconded by: H. Karabela

RESOLVED, that Trustee S. Trites be appointed for the position of Vice Chair of the Board for the period of December 6, 2016 until the first Board Meeting in December 2017.

CARRIED

Trustee Trites expressed appreciation.

#6/17

Moved by: H. Karabela

Seconded by: D. Rabenda

RESOLVED, that the ballots be destroyed.

CARRIED

Trustee Rabenda took the position of Chair of the Board.

5. Presentations**5.1 Ontario Association of School Social Work Achievement Award (B. Browne)**

P. Codner was recognized for receiving the School Social Work Achievement Award. Her leadership of system initiatives, support for clinical staff, and advocacy for students and families throughout Halton help to influence positive outcomes for all children.

5.2 Donation to the Catholic Education Centre Chapel (E. Viana; S. Viana-Azevedo)

E. Viana, former Halton Catholic Trustees presented the Board with a donation of a Rosary to the Catholic Education Centre. System Chaplain G. Federico graciously accepted the Rosary which will be kept in the Chapel.

6. Delegations**6.1 French Sustainability Study (Canadian Parents for French Ontario - M. Cruden)**

M. Cruden, Volunteer President for Canadian Parents for French addressed the following three (3) areas in her presentation: Essentials of the guiding documents for French Second Language (FSL) education in Ontario: "A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12"; Parent expectations and benchmarks for French Immersion programming across Ontario; and Response to HCDSB French Sustainability Study guiding questions with suggested next steps.

A scenario five (5) was put forward that would see a gradual expansion of Early French Immersion and Extended French until waiting lists are extinct. It is believed that this would allow opportunities that are on par with Ontario boards that offer and support a full range of FSL opportunities for all students.

Ms. Cruden responded to a number of questions for clarification purposes specifically regarding caps, teacher qualifications and enrolment figures.

6.2 French Sustainability Study (G. Kantor)

Ms. Kantor provided a presentation regarding the lack of consultation with parents or teachers in regards to the review process. Support to keep the program as status quo was requested while seeking to find alternative solutions to what was recommended in the Sustainability Study.

6.3 French Sustainability Study (S. Kusyk)

Dr. Kusyk provided a presentation regarding concerns with the French Sustainability Study feeling it was invalid and incomplete. A request was made to consider two (2) parallel courses of action: A valid study with the goal of creating functionally bilingual students; and to provide an action plan for addressing the systemic faculty recruitment issue.

6.4 French Sustainability Study (E. Russo)

Ms. Russo provided a presentation regarding the benefits of early language acquisition, equity and staffing. It was expressed that it would be prudent to take a status quo approach working towards the expansion of the program to make it more equitable for students.

6.5 French Sustainability Study (Y. Alonso)

Ms. Alonso provided a presentation regarding concerns regarding the sustainability of Catholic Schools. An appeal was made to the Board of Trustees to vote for status quo that would allow students the rights to Early French Immersion. It is believed that this would increase student's sense of belonging in Canada and in our Catholic Schools.

A reminder of the resolution from the November 15, 2016 Regular Board Meeting was requested. The resolution was read out as follows: **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.

7. Approval of Minutes**7.1 Minutes of the November 15, 2016 Regular Board Meeting****#7/17****Moved by:** A. Quinn**Seconded by:** J. Michael**RESOLVED**, that the minutes of the November 15, 2016 Regular Board meeting be approved. **CARRIED****8. Business Arising from Previous Meetings****8.1 Summary of Outstanding Items from Previous Meetings**

There were no outstanding items.

9. Action Items**9.1 Board Response to Delegations**

The Chair reviewed the by-laws pertaining to responses to delegations.

The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting, request a staff report on the matter to be considered at a future meeting or receive as information. Once the decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization.

#8/17**Moved by:** A. Iantomasi**Seconded by:** A. Quinn**RESOLVED**, that the delegations be referred to the December 20, 2016 meeting along with a formal report from staff.The Chair called a vote on resolution **#8/16** and it **UNANIMOUSLY CARRIED**.**#9/17****Moved by:** A. Quinn**Seconded by:** J. Michael**RESOLVED**, that the Board receive the delegate submissions as information.The Chair called a vote on resolution **#9/16** and it **UNANIMOUSLY CARRIED**.

The Chair thanked the delegations and informed them that the matter would be addressed as an action item at the Regular Board Meeting taking place on Tuesday, December 20, 2016.

9.2 Milton No. 8 Catholic Elementary School Approval to Proceed with School Capital Planning (G. Corbacio)**#10/16****Moved by:** A. Quinn**Seconded by:** A. Iantomasi**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.

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.

The process for choosing an architect was explained. Senior staff will work collaboratively to determine the features and programs for the new school. These criteria will be requested in the RFP to architects who may choose to present an existing modified design or present a new design. Determinations will be based on presentation and proposals.

Operating Policy I-29, School Boundary Review Process will be followed starting in the new year which will include communication to school communities. Staff intends to provide a report to the Board no later than February 7, 2017.

The Chair called for a vote on resolution **#10/16** and it **UNANIMOUSLY CARRIED**

10. Staff Reports

10.1 Trustee Award of Merit & Student Trustee Alumnus Award (P. Dawson)

Trustees were provided information and timelines regarding the submission of nominations for the Trustee Award of Merit and the Student Trustee Alumnus Award.

11. Information Items

11.1 Student Trustees Update (C. Atrach)

Student Trustees attended the Fall OSTA-AECO AGM from November 17 – 20, 2016.

The Bullying Prevention launch (See the Problem, Be the Solution) was a great success. Thanks was extended to all who attended and supported the event.

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

11.2 French Sustainability Study: Parental Communication Input (A. Prkacin)

Feedback gathered from parents regarding French programming was provided to Trustees to assist them as they deliberate on the final decision regarding the delivery of French programming to students within the Board.

All efforts will be made to provide information and address questions regarding analysis of the survey and how the program is handled at other Boards at the Tuesday, December 20, 2016 Regular Board Meeting.

The process on how a Board can go about hiring staff is prescribed by Regulation 274 which was a result of agreement made between OECTA and the Ministry of Education.

Staff was directed to provide financial and budgetary implications in the December 20, 2016 Board report.

11.3 School Educational Field Trips (L. Naar)

Trips were provided as information.

P. Dawson explained that per request, OFSSA results are being tracked and will be provided to the Board as information at the end of December and again at the end of June.

11.4 2015-2016 Audit Committee Annual Report to the Ministry (M. Rowe)

The 2015 – 2016 Audit Committee Annual Report to the Board was provided and will be forwarded to the Ministry of Education.

The Chair of the Audit Committee, J.M. Rowe assured a trustee that there were no concerns with any of the audit findings reports received by the Audit Committee during the 2015 - 2016 year.

11.5 Ministry Response to 2016 Capital Priorities Business Cases Submission (R. Negoï)

The November 21, 2016 funding announcement made by the Ministry of Education regarding the most recent 2016 Capital Priorities Submission was shared. A breakdown of the responses was provided. Staff will continue to work toward solutions to meet Board identified priorities outlined in the 2013 Long-Term Capital Plan.

All suggested changes and resubmissions will be brought back to the Board for approval. Consultations will be sought as necessary.

Operating savings are not necessarily a priority in evaluating the school closures and consolidations business cases, instead the Ministry places more emphasis on the condition of school facilities and empty pupil spaces. School facilities with the Halton Catholic District School Board are in very good condition compared to others in the province. The Ministry now has an understanding of the Board's needs and will endeavor to take them into consideration upon review of future submissions.

Alternative solutions to be looked at for Georgetown.

11.6 2017-2018 Grants for Student Needs (GSN) Ministry Consultations (R. Negoï)

Information on the Ministry's 2017 – 2018 Grants for Student Needs (GSN) Consultation session was provided. This marks the start of the 2017 – 2018 Budget process, and more information will be provided to Trustees early in the new year.

The Ministry has made a three (3) year commitment to the Renewed Math Strategy. Facilitators will contribute to capacity building and training in which School Administrators will participate. The Board of Trustees will receive an update on the monitoring of the training in March 2017.

The impact on the budget based on the various options presented for French Programming was discussed.

In response to a question regarding equity, the Board must ensure that Public Education is available to all. This does not include speciality programming.

11.7 2016 - 2021 Board Improvement Plan for Student Well-Being and Achievement - Addendum (A. Prkacin)

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 the

system's continued quest for continuous improvement through a focus on engagement, equity and excellence in Catholic education for each student.

A motion to extend the meeting an additional thirty (30) minutes was made.

#11/16

Moved by : A. Danko

Seconded by : A. Quinn

RESOLVED, that the meeting be extended an additional thirty (30) minutes.

The Chair called for a vote on resolution **#11/16** and it **UNANIMOUSLY CARRIED**

11.8 Oakville Northeast Pupil Accommodation Review (T. Overholt, G. Corbacio, R. Negoj)

The Accommodation Review Committee is working to reduce the ten (10) current options to a reasonable number before presenting to Catholic School Councils commencing January 2017. The Northeast Oakville Accommodation Review is progressing as scheduled. Staff was commended for the work done for the Community Open House and for jointly hosting Catholic School Council meetings.

12. Miscellaneous Information

12.1 Minutes of the Audit Committee Meeting - September 15, 2016

The minutes of the September 15, 2016 Audit Committee meeting were provided as information.

12.2 Minutes of the SEAC Meeting - October 24, 2016

The minutes of the October 24, 2016 SEAC meeting were provided as information.

12.3 Minutes of the CPIC Meeting - November 7, 2016

The minutes of the November 7, 2016 CPIC meeting were provided as information.

13. Correspondence

13.1 OCSTA Updates

Memos from the Ontario Catholic School Trustees' Association were shared.

13.1.1 Fall Economic Statement

13.1.2 Access Copyright - Fair Dealings Communications Materials

13.1.3 New Jesuit Site on Truth & Reconciliation

13.1.4 Bill 45 Election Statute Law Amendment Act, 2016

14. Open Question Period

When the Board on May 19, 2015 voted to keep status quo (keeping French until 2017 – 2018) when did this change?

Director Dawson referenced the May 2015 Information Report. The staff recommendation was that the program continue as is until other Board review processes were completed and further data about the program be collected.

15. In Camera

There was no follow-up In-Camera session.

16. Resolution re Absentees

There were no absentees.

Director Dawson formally acknowledged Danielle Ross, Executive Assistant to the Director of Education and Recording Secretary of the Board for the past twenty-three (23) years. Danielle was thanked for her contributions and service to the Halton Catholic District School Board. Best wishes were extended on her retirement.

17. Adjournment and Closing Prayer (A. Quinn)

#12/17

Moved by: A. Quinn

Seconded by: J.M. Rowe

RESOLVED, that the meeting adjourn.

CARRIED

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

Secretary of the Board

Chair

ACTION REPORT

ITEM 8.2

EXECUTIVE SUMMARY

FRENCH SUSTAINABILITY STUDY

PURPOSE:

To provide the Board of Trustees with an update on the feedback received through delegations about the French Sustainability Study and present a staff recommendation on the provision of French programs moving forward.

BACKGROUND INFORMATION:

In 2013, the Halton Catholic District School Board implemented the Early French Immersion (EFI) Pilot Program, offered at four (4) school sites across the region to a limited number of students beginning in Grade 1.

In June 2015, staff undertook a review of the EFI Pilot Program that yielded some interesting preliminary data. At that time, staff recommended that the program continue until other board review processes were completed and further data about the program was collected. The review was scheduled to take place in 2018-2019. Since that time, significant challenges in recruiting qualified French teachers have made it increasingly more difficult to meet the ongoing demand for the EFI program across our school district. In an effort to review the sustainability of the EFI Pilot Program in light of staffing challenges and other considerations, staff initiated a review of the Board's optional French programs to determine their sustainability and to examine various program delivery models.

In the Spring of 2016, the *French Sustainability Committee* was established, comprised of parents, staff, and trustees. The committee undertook a comprehensive review of all French programming offered in our district, including Core French, Extended French (Grade 5 entry), and Early French Immersion (Grade 1 entry).

Summary of Key Findings of the French Sustainability Study

The French Sustainability Committee explored a number of factors including staffing requirements, equity of access, early interventions, and transportation costs. **The study clearly identified that staffing requirements present the greatest challenge and obstacle to the Board's ability to effectively deliver the EFI Program moving forward.**

The Committee reviewed all the possible scenarios, and developed a recommendation that would make it possible for the Board to **allow students already enrolled in Early French Immersion (Grade 1 entry) to complete the program, but close the EFI program to new registrations.**

The Committee also recommended that:

- **Extended French** (currently offered at Grade 5 entry) **offered at Grade 4 entry**
- **Core French** (currently beginning in Grade 4) **begin in Grade 3**

These recommended changes would take effect in a staged approach beginning the 2017-2018 school year.

The full report and findings of the French Sustainability Committee are attached as APPENDIX A.

Reports to Board of Trustees

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

The findings of the French Sustainability Study were presented again in [Action Report 8.4](#) at the Regular Board Meeting held on November 15, 2016. At this meeting, Trustees determined that the Board's decision on the matter should be deferred until the December 20, 2016 Board Meeting in order to allow an opportunity for parents to receive information and provide input on the French Sustainability Study.

Parent and Community Feedback Received

Online Survey

On November 22, 2016, an email was sent to all parents of students enrolled in the Halton Catholic District School Board. The email contained information about the French Sustainability Study and links to the reports provided to the Board of Trustees on November 1 and November 15, 2016. An invitation to review the reports and respond to an online survey was extended. A reminder to participate in the survey was emailed to all parents on November 28, 2016. The online survey closed December 1, 2016 at 9:00 a.m. A total of 3041 responses were received and are attached as APPENDIX B.

Correspondence

In addition to feedback received through the online survey, Trustees and Board staff also received correspondence from parents and members of the community. As of December 16, 2016, a total of nineteen (19) pieces of correspondence were received and are attached as APPENDIX C.

Delegations

At the Regular Board Meeting held on Tuesday, December 6, 2016, an opportunity was provided for members of the community to delegate to Trustees. A total of five (5) delegations were received. At the time this report was prepared, an additional four (4) delegations are scheduled to be presented at the December 20, 2016 Regular Board Meeting. A summary of the main themes presented in the delegations on December 6, 2016 is included in APPENDIX D.

COMMENTARY:

Feedback received from parents and members of the community relayed a clear interest in French programming and presented a strong appeal to continue offering the Early French Immersion Program in our district. The parents we heard from clearly want optional French programming to continue, and even expand across our district.

A number of arguments were presented as rationale to support keeping the EFI Program, and **staff wholeheartedly agrees with the comments that addressed the many benefits of optional French programming**. Unfortunately, while we would like to create as many opportunities as possible for all of our students to experience FSL, the province-wide French teacher staffing shortage is limiting our ability to sustain the same.

We are committed to completing the EFI program in every regard and at the highest standard for the students currently registered in the program. However, moving forward, it will become increasingly difficult to meet this commitment. **We simply cannot continue to offer a program that is reflective of our high standards of excellence when we do not have qualified staff to be able to deliver the instruction.**

The primary focus of the Halton Catholic District School Board must be to ensure that the delivery model of our programs corresponds with our Board's Mission, Vision, and Values, while meeting Ministry expectations and remaining focused on our fiduciary responsibilities and limitations.

It is for this reason that staff support the solution developed by the French Sustainability Committee, which would phase out the Early French Immersion program while expanding Core and Extended French programming. This option (listed as Scenario 4 in the French Sustainability Study) would allow the Board to **offer more French to more students, earlier**, in a way that is respectful of the dignity of all learners, while also being mindful of the needs of our families and our responsibility as a school district to deliver effective instruction to the students registered in our schools.

RECOMMENDATION:

The following recommendation is presented for Trustee consideration:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board approve Scenario 4 as presented in the French Sustainability Study, which recommends the following:

- Effective the 2017-2018 school year, the Halton Catholic District School Board will stop accepting new registrations for the optional Early French Immersion Program.
- Starting the 2017-2018 school year, the Halton Catholic District School Board will begin phasing in the delivery of the Core French Program to Grade 3 students. By 2018-2019, all students will begin Core French in Grade 3.
- Effective the 2019-2020 school year, the Halton Catholic District School Board will begin offering the optional Extended French Program at the Grade 4 entry level;
- By 2020-2021, the Halton Catholic District School Board will expand the number of school sites providing the Extended French program.

REPORT PREPARED BY:

A.M. TOLTL
CURRICULUM CONSULTANT

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

STAFF REPORT
ITEM 9.1

FRENCH SUSTAINABILITY STUDY

PURPOSE:

The purpose of this report is to support future planning for our optional Extended French and Early French Immersion programs in keeping with HCDSB's Vision, Mission and Values dedicated to excellence in Catholic education. Provided within this report is a summary of data and observations indicating some key concerns regarding the implementation of the Early French Immersion Pilot Program thereby outlining various considerations.

The aim of this French Sustainability Study is to propose various scenarios of program delivery that are consistent with our focus upon the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

BACKGROUND INFORMATION:

The significant on-going demand for the EFI program, as well as its on-going "pilot" status has prompted a review of the Board's optional French programs to determine their sustainability and to examine various program delivery models. In the Spring of 2016, a Program Review Committee was formed comprised of Trustees, CPIC Parent Representatives, Administrators and Superintendents representing the 4 geographic areas. In a series of three meetings as well as on-line collaborations, the group gathered to examine the sustainability of our optional French programs and to identify potential resolutions to challenges identified. Guiding questions for the group included, but were not limited to:

- *How can we continue to reinforce our programs, increase engagement and ultimately, increase retention?*
- *How can we realize our FSL goals while negotiating within the confines of certain realities?*
- *What challenges have surfaced and how can we problem-solve?*
- *When is the EFI pilot over? How can we measure its success?*
- *How can HCDSB offer more French, to more students, earlier?*

In 2010, the Board of Trustees approved the Strategic Priorities and Strategic Commitments identified in the report entitled *Fulfilling the Promise: Strategic Directions for 2010-2015*. Within the area of *Achieving*, the Staff Report on the Strategic Planning and Renewal Process identified that one of the system priorities would be to expand the breadth of learning opportunities offered in the Board. In 2012-2013, the Board committed to specifically developing a strategy to expand French Immersion program options for students **in a sustainable manner**. To that end, the HCDSB offered an Early French Immersion (pilot) option beginning in Grade 1, at four (4) regional sites (St. Brigid, St. Benedict, Sacred Heart and St. Mary) servicing a total of 184 students, with 2 classes of 23 at each site.

Early French Immersion (EFI) is very similar in structure to the Board's Extended French (Middle Immersion) program – a program that has run successfully for over 30 years in various regional sites. Immersion and Extended programs differ from Core French programs in that the target (second) language

is the *object* of instruction as well as the *vehicle* of instruction for content areas, like Science and Social Studies. Both Early Immersion and Extended French are optional programs in that "...school boards have the option of offering an Extended French and/or a French Immersion program based on local demand **and resources**; where such a program is offered, students may enroll in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools... School boards may choose to start an Extended French or French Immersion program at various grade levels," (*French as a Second Language Revised Curriculum 2013* document, p.16).

Both Early Immersion and Extended French programs aim to develop functionally bilingual students through the provision of a significant amount of curriculum with French as the second language of instruction. In both the Early French Immersion and the Extended French programs, the curriculum taught is aligned to the English (Regular track) classes, but delivered in French language. Both programs are intended for students whose parents are not French first-language speaking and require that the students attend particular sites that may not be their home school. Siblings of students in either optional French program do not have automatic entry into the site school: they may request cross-boundary permission and must apply for a courtesy seat on the bus, if needed. Both cross-boundary and courtesy seats must be renewed yearly. Finally, in both programs, students who withdraw are expected to return to their home schools. The key differences between the programs are the entry point, and the accumulated hours by the end of Grade 8. Appendix 1 may serve to clarify the distinctions between the three FSL programs.

The revised FSL Curriculum document quoted above, and the document, ***A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12***, both present the Ministry's call to action to strengthen and promote the benefits of FSL programs. Both documents articulate a vision for FSL education in Ontario – namely, that "students in English-language school boards have the confidence and ability to use French effectively in their daily lives" (Ontario 2013b, p. 8). The Ministry of Education identifies 3 goals that support this vision:

- to increase student confidence, proficiency, and achievement in FSL
- to increase the percentage of students studying FSL until graduation
- to increase student, educator, parent, and community engagement in FSL

The most recent support documents: ***Including students with Special Education needs in FSL programs 2015*** (formerly FSL for All), and ***Welcoming English Language Learners into FSL Programs 2016***, underscore that the Ministry of Education is "committed to including and supporting ALL students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion, and the revised curriculum policy documents for FSL released in 2013 (the elementary curriculum) and 2014 (the secondary curriculum) make specific reference to the importance of supporting all students in FSL programs," (*Including students with Special Education needs in FSL programs*, p.6).

In response to the Ministry directives, HCDSB has submitted an FSL plan that includes regular monitoring of its Early French Immersion (EFI) program to ensure that access to French Immersion education to supporters of Catholic education becomes available in a manner that is closer to meeting the needs of the stakeholders.

Halton Catholic District School Board French Programs			
	Early French Immersion (pilot) program (EFI)	Extended French program (EF)	Core French program
Ministry criteria	In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8.	In an Extended French program, French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every grade level of the program and provide a minimum of 1260 hours of instruction in French by the end of Grade 8. Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.	Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.
Halton Catholic current delivery model	Grade 1 entry point staffed at a maximum of 23:1 4 periods (150 minutes) daily = 3800 hours by the end of Grade 8 Science, Social Studies (History & Geography); the Arts, Health and Physical Education are delivered in French language English, Math, and Religion are delivered in English language	Grade 5 entry point staffed at a maximum of 28:1 3 periods (120 minutes) daily = 1520 hours by the end of Grade 8 Science, Social Studies (History & Geography) and usually 2 of the Arts (or rarely, Physical Education) are delivered in French language English, Math and Religion, as well as the remaining Arts or Physical Education & Health are delivered in English language	600 hours = 40 minutes daily.
Site distribution	4 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid	9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid 6 Secondary schools Holy Trinity St. Thomas Aquinas Loyola Bishop Reding Notre Dame Christ the King	Every Elementary and Secondary school in the Board

REMARKS:

GENERAL OVERVIEW (Summary of data to date)

Registration Process

The online registration process, adopted in January 2013, continues to prompt serious concerns regarding equity and accessibility. Most of the successful registrations occur within the first 3 minutes of the start of the registration period, such that entry into the optional French programs is essentially a lottery system based upon typing speed and Internet connection. Although the classes fill within minutes, on-line registration remains open from January until the end of August to continue to monitor interest and to ensure that families moving into the area have an opportunity to include their names. In this way, the registration data provides a better picture of overall interest.

To date, the following represents the demand for the program, particularly in Milton and in Oakville:

<i>Average registration by region:</i>	<i>With the current allotment of classes, we are able to service approximately:</i>	<i>How many classes would we need to add to satisfy the demand?</i>
Milton – 147 (101 on wait list)	Milton – 32% of applicants	4 classes
Oakville – 121 (75 on wait list)	Oakville – 38% of applicants	3 classes
Burlington – 101 (55 on wait list)	Burlington – 55% of applicants	2 classes
Halton Hills – 48 (2 on wait list)	Halton Hills – 96% of applicants	N/A

It should be noted that approximately 5 of 46 successful registrants per school are from outside of the Board, but that the majority of students in the program originate from the site schools:

- Milton – 23% of students are from the site school (St. Benedict/St. Peter*)
- Oakville – 43% of students are from the site school (St. Mary)
- Burlington – 30% of students are from the site school (Sacred Heart of Jesus)
- Halton Hills – 31% of students are from the site school (St. Brigid)

(*In Milton, the EFI program began in St. Peter, but changing demographics made it inappropriate to continue the program in that location. It was determined that the program would move to St. Benedict, but that the students who had begun at St. Peter would complete their programming there.)

At times, families who are initially successful with the online registration remove their own names from the list even before beginning in the program. Boundary changes, concern over the possibility of splitting up siblings, long bus rides and moving away from the neighborhood school are the top reasons cited. Throughout the first month of school, secretaries consult the waiting list established the previous January during online registration, and students are able to enter the classes as late as the end of September.

Student Achievement and Retention

Data from a variety of sources (including Reading Benchmark Assessments, Report Card data, Teacher observations, and the recently released EQAO results for the first cohort to participate in that standardized provincial assessment) reveal that currently, students enrolled in the program are progressing well academically. Our results align with typical Canadian averages and trends for students in Early French Immersion programs, in which a higher number of students attain “below Benchmark”

reading levels in English language early on, as compared to Regular Track classes, with the gap narrowing by Grade 3:

Average benchmark reading assessments for EFI classes:

- Gr 1: 11 below Benchmark / 5 at Benchmark / 5 above Benchmark
- Gr 2: 7 below Benchmark / 8 at Benchmark / 5 above Benchmark
- Gr 3: 5 below Benchmark / 10 at Benchmark / 7 above Benchmark

Report Card results over the 4 years indicate that EFI student achievement is on par with the results of the students in the regular program. Administrators confirm that EQAO results reveal no significant disparities in achievement.

While there are many factors associated with attrition, including, as noted above, separation from siblings, and long bus rides, student achievement may also be a cause for demission from the program, particularly between Grade 1 and 2:

Average yearly losses from original cohort:

- Milton – 4 = Retention of 91%
- Oakville – 6 = Retention of 87%
- Burlington – 6 = Retention of 87%
- Halton Hills – 2 = Retention of 96%
- Greatest losses between Grade 1 and 2

It should be noted that when students withdraw from the program, they are often replaced by students who have French Immersion experience from other Boards. Students with no experience in the program are not able to enter after Grade 1, so those spots would otherwise remain unfilled. Further attrition could result in combined grades throughout the Junior division.

When comparing registration and retention data from the Extended French program, similar trends may be observed. High registration and demand initially can be observed consistently across the Board and throughout the years. When students withdraw from the program, they are often replaced by students from other Boards, including Francophone schools, ensuring that class sizes remain relatively high throughout the Elementary years. The concern is the continuity of programming through to Secondary school, when less than half the Graduating cohort continues to participate in the program. A myriad of factors, (gleaned from qualitative Survey data conducted with Secondary students over the last 2 years) including concern around achievement, a healthy menu of electives from which to choose, and fewer years at Secondary, have all contributed to attrition rates. Another key consideration is a lack of alignment between feeder schools and Secondary schools which requires, in some instances, that students leave the program in order to continue on with the peers they have known throughout Elementary school.

As we continue to monitor the implementation of the Early French Immersion program, various concerns that warrant further scrutiny have become evident, including the absence of Student voice for Early French Immersion students, and Boundary concerns (as noted above). The priority concerns revolve around Staffing, Equity, Early Intervention, and Transportation.

Appropriate staffing

All Boards in Ontario are facing a veritable crisis regarding the lack of qualified, quality French-language teachers. Although theoretically, FSL Part 1 is the *minimum* requirement to qualify a teacher for FSL programs, Immersion and Extended programs call for a particular level of fluency and proficiency that enable the teacher to deliver content area programming (Science, Social Studies, History, Geography, etc.) in French-language, and to address the cultural and socio-linguistic expectations within the revised

Curriculum document. It has become increasingly challenging to staff our programs. There are no reserve “pools” of supply teachers for French, as every available French teacher is deployed. As a result, unexpected leaves or participation in professional learning sessions entail “coverage” by English supply teachers in our French programs. This compromises the quality of the programming and in extreme cases, French minutes, as per the Ministry definition of Early Immersion/Extended French program requirement. Conservative estimates place our needs for the upcoming year at 17 teachers for all French programs across the Board (Core, Early Immersion, Extended).

Human Resources staff continue to participate in job fairs offered by local Universities, and travel to Ottawa, Kingston, Sudbury and Windsor job fairs to recruit new teachers. Hiring quality French staff is a priority for the Board, and will represent a need, regardless of which final scenario might be adopted.

“Regardless of the “ideal” situation that the Ministry and many of us parents want for our children – staffing shortages will curtail what boards can offer. Our schools are in a hiring crisis right now for French teachers. We have schools who are still awaiting qualified French teachers. We do not want to sacrifice quality for quantity (I.e., number of classes available... School boards have a duty to inform parents of what they are able to do/provide,”

(on-line reflection from French Sustainability Study Committee).

Equity concerns

Rivalling the concerns around appropriate staffing are concerns around Equity. The significant number of children that are not able to benefit from the program was problematic for our consultative Committee who noted that the program in its current model, at a limited number of locations, primarily benefits the parents who live in that schools' neighbourhood, thus creating an **equity of access** issue. The long bus rides for young students, coupled with separation from siblings, who are not guaranteed access to the same school, makes participation prohibitive for some families. *“If Boards offer Immersion and Extended programs, then geography should not determine who can or cannot attend,”* (on-line reflection from French Sustainability Study Committee).

Equity of access is but one aspect of the concerns around Equity. The impact of the current model on the regular track program is at issue as well. While our Board's decision to cap the number of classes and class sizes is an effort to safeguard against the “cannibalization” of the English classes, which is seen in uncapped scenarios across the province, **our EFI classes absorb the entire allowance for Primary classes over 20 pupils**, as allotted by Ministry standards. *“Having class sizes for EFI at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,”* (on-line reflection from French Sustainability Study Committee).

In addition to the above, there are concerns raised around the perception of **optional French programs as elitist**. The “lottery” style registration implies a fortuitous opportunity that only a select few can enjoy. *“To remain with the status quo puts us in a position of offering an elementary program to a few children. This has become an ‘elitist’ program and parents have come forward to question the validity of including students with exceptionalities and students with behavioural concerns. How do we support programming that parents are using as a method of keeping their children segregated from others in our community of faith?”* (on-line reflection from French Sustainability Study Committee).

Finally, some concerns have been raised regarding equity from a teacher perspective, as gleaned by Teacher survey data, exit ticket feedback and observational, anecdotal data from both Administrators and FSL Consultant. EFI primary teachers in the English side must complete Reading Assessments for as many as 46 children, however, they are only with those students for three 40-min. periods/day. This makes it very challenging for them to complete all of the assessments accurately, simply from a time perspective. EFI primary English teachers have only 3-40 min. blocks to teach the (English) Language, Math, and Religion curriculum, (120 minutes). **With 30 min. for Religion, and the new 60-minute imperative for Math, even if teachers integrate well, it only leaves 30 minutes daily devoted to reading and writing skills in English, and to conduct small group guided instruction in Reading AND in Writing.** While

literacy skills developed in French language are seen to be transferable, particularly in older grades, teachers note that primary students are still developing foundational literacy skills and that it can be challenging for students to learn to read for the first time in two different languages, especially since they have two different teachers teaching them (e.g. instructional focus in the same day may be on two different phonemes, one in French and one in English).

“We know from research that ideally, phonetics instruction is systematic – this can't be done simultaneously in two languages unless the teachers plan together and ensure they have the same instructional focus at the same time,” (on-line reflection from French Sustainability Study Committee).

Early intervention and appropriate supports

Related to concerns around both Staffing and Equity issues, is the recognition that there are **few supports for students in Early French Immersion** who may experience struggles with literacy skill development. Often, when non-readers struggle, it is difficult to determine whether the cause is difficulty acquiring a second language, or the reduced exposure to English, or the cognitive demands associated with learning 2 linguistic codes in tandem, or difficulty with learning skills, or a learning issue that might require Special Education supports. Research teaches us that early intervention is crucial to supporting these learners in ensuring that gaps are identified early and that measures are put in place to address needs. Students who are experiencing difficulty need additional support that is delivered with fidelity during appropriate times.

Students in Early French Immersion classes have less time for English-language instruction. There is no French-speaking Special Education support, so any additional help is offered exclusively in English and often, during French time, which impacts the exposure to the French language and compromises the total time in French.

Transportation

Transportation costs are significant for optional programs – particularly when concentrated for the support of few schools. It stands to reason that offering the opportunity for French programming within more homeschools would reduce the need for, and consequently, the cost of transportation.

It should also be noted that because Early French Immersion transports children from a wide area, there are many busses at a school mostly filled with children in the primary grades (many of the buses ONLY have primary children). This means there are many primary children on bus rides that can take up to an hour and behaviour/safety becomes a concern. This is the result of having regional sites that service large geographic areas, as opposed to having several sites servicing more home schools.

ANALYSIS (Scenarios examined)

Having reviewed the above concerns and the accompanying data, the French Sustainability Study Committee examined several potential options for consideration, in light of our inquiry questions, Ministry directives, and our Vision and Mission statement as a Catholic Board. A detailed summary of each option follows this brief overview.

Scenario 1: Status quo

- EFI offered in 4 regional sites with transportation provided

Scenario 2: Expand the EFI program

- Offer the EFI program in more sites

Scenario 3: Later entry point.

- EFI to have a later entry point. This would entail a greater % of the day being delivered in French language (Mathematics in French) in order to achieve the required hours by Grade 8. (Same sites, different entry point)

Scenario 4: A new model

- As of 2017-2018, EFI is phased out. Core French begins in Grade 3 as an oral-based program for ALL students. Extended French, beginning in Grade 4, is offered at more sites

SCENARIO 1 – STATUS QUO

WHAT DOES THIS LOOK LIKE?

This alternative continues the current model of four regional sites offering the Early Immersion program to 184 students across the Board who enter the program through an on-line, first-come, first-served lottery-style registration. Classes would continue to be capped at 23 in the Primary grades. Our Extended French program and Core French programs would also continue in their current delivery model.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none">■ 4 Regional sites with 2 classes per grade per site <p>St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid</p>	<ul style="list-style-type: none">■ 9 Regional Elementary sites with 1-2 classes per grade per site: <p>St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid</p>	<ul style="list-style-type: none">■ 46 sites■ Grades 4-8

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this scenario would entail a non-negotiable need to hire a minimum of 24 teachers (over 4 years) with the highest calibre of French**, in order to ensure a full complement of staff for Grades 5 through 8. As per the current model, each French teacher would teach 2 classes of the same grade (in the morning and afternoon), in order to maximize the Second language expertise. It would be wise to develop a pool of teachers, in addition to the 8 needed for September 2017, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of the program.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

As noted above, the current model services a maximum of 184 students (new registrants) across the entire Board, with waiting lists into the hundreds. About 30% of the 184 students that participate originate from the site school, with only the families willing to have their children endure long bus rides, separated from siblings, (who are not guaranteed access to the same school), able to participate.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Each French teacher's English language teaching partner would address the Religion, Language and Math curricula with 120 minutes per class. The **60-minute Math mandate** in the Ministry's Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**

STAFF REMARKS

- The current model allows the Board to differentiate French programming according to interest (i.e. families have three options to choose from) – but only for a select group.
- **STAFFING:** It is becoming increasingly difficult to staff the EFI program with teachers with the highest caliber French language fluency and proficiency.
- **EQUITY:** This amounts to the development of a “boutique” program that presents the risk of elitism. *“To continue to offer this program creates a two-tiered system which is not in keeping with sustaining inclusive Catholic schools”. (on-line reflection from French Sustainability Study Committee).*
- The **60-minute Math mandate** in the Ministry’s Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**
- Some students entering the EFI program experience behavioural and academic challenges in the French portion for various reasons related to their own individual suitability to the program, learning difficulties requiring early intervention in English, a long bus ride, being separated from siblings and/or their home school community, etc.

SCENARIO 2 – EXPAND THE EFI PROGRAM

WHAT DOES THIS LOOK LIKE?

This possibility would have new regional sites offering the Early French Immersion program. Each new site would have the 2 class-maximum (based on registration) capped at 23 per class, following the current model. If registration interest does not deem it worthwhile to have a new site in Georgetown, it might be possible to re-allocate one class to Oakville and one to Milton. Our Extended French program and Core French programs would continue in their current delivery model.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> ■ 6 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid New site in Oakville New site in Milton New site in Burlington New site in Georgetown OR an additional Milton class and an additional Oakville class	<ul style="list-style-type: none"> ■ 9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid	<ul style="list-style-type: none"> ■ 46 sites ■ Grades 4-8

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this choice would entail a non-negotiable need to hire a minimum of 68 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 5 through 8 in the current schools, and from Grades 1-8 in one new site per region. In any given year, the Board would need to seek at least 8 new homeroom teachers and in key years (Grade 1, Grade 4 and Grade 6 years) 4 new planning time teachers.

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EQUITY?

An expansion of the current model would allow for more participation and greater equity of access, in terms of students having shorter bus rides and more options. However, it must be made clear that waiting lists would still exist and that caps would still be enforced.

The concern here is space within our facilities and how the Regular Track classes might be impacted due to the point made earlier that EFI classes absorb the entire allowance for Primary classes over 20 pupils, as allotted by Ministry standards. “Having class sizes for EFI at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,” (on-line reflection from French Sustainability Study Committee).

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the program would essentially have the same structure as the current model, the same concerns persist: less time for Math and Language, few supports in French language, and services offered in English during French time.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

A Transportation Analysis estimated a savings of \$91,180.00.

STAFF REMARKS

- **STAFFING:** The primary concern with this option is the **staffing** pressure. This choice would entail a non-negotiable need to hire a **minimum of 68 teachers** (over 8 years) with the highest calibre of French
- **EQUITY:** An expansion of the program would allow the Board to differentiate French programming according to interest and would provide more equitable access in terms of locations.
- Further to this point, it should be noted that new **resources** for Grades 5-8 in the existing sites need be purchased as well as new resources for Grades 1-8 in new sites, which represents a significant investment. A responsible, sustainable approach would ensure that programs are not promised to parents unless we have the resources to ensure quality delivery.

SCENARIO 3 – EFI TO HAVE A LATER ENTRY POINT

WHAT DOES THIS LOOK LIKE?

A later entry point for EFI – Grade 2 – would necessitate a greater percentage of the day being delivered in the French language. Since Religion and Family Life programs must be delivered in English, we would have the option of offering either Mathematics in French, or delaying English language instruction for several years in order to achieve the required hours for an Immersion program (3800 hours) by Grade 8.

A possible layout: *Mathematics in French language*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English
665 hours	665 hours	665 hours	475 hours	475 hours	475 hours	475 hours
Total accumulated hours in French language by the end of Grade 8						3895

A possible layout: *No formal English until Grade 3*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
300 minutes. Math in French. No formal English.	150 minutes + 60 minutes Math in French. Formal English instruction begins.	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	120 minutes in French. Physical Education, and several of the Arts could now be taught in English.
950 hours	665 hours	475 hours	475 hours	475 hours	475 hours	380 hours
Total accumulated hours in French language by the end of Grade 8						3895

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this decision would entail a non-negotiable need to hire a minimum of 20 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 6 through 8 in the current schools. The Grade 1 teachers could be re-deployed to teach the Grade 5 classes. In any given year, at least 4 new homeroom teachers and in certain years, more planning time teachers would be needed – and planning time must be offered in French to maintain the hours requirement.

There was some discussion, in analysing the above proposal, about phasing out Extended French classes in favour of this newer model. Teachers who teach in Extended French classes might then be re-deployed in the above model. However, this would entail phasing in the earlier start which means that every Grade 2-4 French teacher would have to teach one class, as opposed to the current model which has the French teachers teaching 2 classes. The EFI staff would now need extensive training in Mathematics in order to deliver the curriculum effectively. Very few French teachers have Math qualifications, and due to traditional scheduling requirements and the way in which we deploy our French teachers, teachers have very little practice in delivering this curriculum.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

The Equity of access issues raised earlier are not addressed through this option. If this option were to include phasing out the Extended French program, some greater equity of access might be achieved as

there are several more Extended French sites. However, we would then need to hire for Grades 2-4 in the existing Extended French sites, which would mean ***the need for an additional 27 teachers and the training required for Math instruction.***

This scenario also raises the concern that the Grade 1 year would turn into a “selection” year: those students who develop their literacy skills at a faster pace might be more apt to try the Immersion model in Grade 2. This approach would likely reduce the number of ELLs (English language learners), students with special education needs, and other challenges, from registering for the program most particularly if Mathematics instruction was to be in French.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the students would enter the program later, they would have their Grade 1 year to develop their native language Literacy skills before entering the optional program, and the opportunity for teachers to flag and address concerns before moving into the optional French program.

However, concerns around no formal instruction in English language in Grade 2 makes this option far less desirable. Flip-flopping Math instruction from English in Kindergarten and Grade 1 to French in Grade 2, 3 and 4, then back to English, seems cognitively onerous for small children. In the second “possible layout”, the reduced access to English means less opportunity to practice essential skills, and a delayed opportunity for teaching staff to identify and highlight potential learning issues or gaps.

STAFF REMARKS

- **STAFFING:** This decision would entail a non-negotiable need to hire a ***minimum of 20 teachers*** (over 8 years) with the highest calibre of French
- **EQUITY:** A later entry point for Early French Immersion addresses few of the real concerns and risks the development of a pseudo-private school experience within the context of a publically-funded structure.

SCENARIO 4 – EXPAND THE EXTENDED FRENCH AND CORE FRENCH PROGRAMS; PHASE OUT EFI

WHAT DOES THIS LOOK LIKE?

This choice would have Core French expanded from a Grade 4 entry to a Grade 3 entry point for ALL students across the Board over a gradual progression. Having experienced French in Grade 3, students can then continue their studies of French in Grade 4, either within the context of the traditional Core French classroom, or within an Extended French program. As the Early French Immersion program phases out, new sites for the Extended French program would be added (or EFI sites would “convert”) to ensure greater access across the Families of Schools. Interest and registration levels, as well as space limitations would determine whether one or two classes would be offered in each NEW site. Because the Junior classes do not have the same strict caps as the Primary classes, Grade 4 Extended French could have as many as 28 in each class, thereby opening up 90 spaces across the Board in the existing sites alone. The larger class sizes also reduce the risk of combined grades due to attrition.

Roll-out of this program could entail:

2017

- Extended French status quo Gr 5 entry in 9 sites. OLF phase out complete.
- Core Grade 3 is launched in schools where FSL staff does not have full slate of FSL.
- No new hires for Extended or Immersion (development of pool)
- Core contracts may require increase
- Grade 1 Immersion teachers re-deployed to teach Grade 5 EFI as part of phase out

2018

- Core Grade 3 in 100% of our schools.
- Extended French status quo
- No new hires for Extended or Immersion (development of pool)
- 10 Core French hires (based on current SAC reports)
- Grade 2 Immersion teachers re-deployed to teach Grade 6 EFI as part of phase out

2019

- The double cohort year: Grade 4 and 5 entry offered to Extended French in existing sites.
- 9 new hires for Extended French for new Grade 4 Extended French classes (from pool?)
- No new Core or Immersion hires.
- Grade 3 Immersion teachers begin to teach Grade 7 EFI as part of phase out

2020

- Extended French Grade 4 entry full implementation.
- 4 new (or “converted” from EFI) regional sites.
- 4 “new” hires for Extended French
- No new Core or Immersion hires.
- Grade 4 Immersion teachers begin to teach Grade 8 EFI as part of phase out

2021

- Extended French Grade 4 entry full implementation. 13 regional sites running.
- No new hires.
- Grade 1 Immersion teachers begin to teach Grade 5 Extended French within new hybrid program

From 2022 on, the former EFI staff including planning time staff, can now be redeployed.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> ■ 4 Regional sites with 2 classes per grade per site <p>St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid</p> <p>Phase out complete by 2024.</p> <p>Some of these sites may be “converted” to the new Extended French model.</p>	<ul style="list-style-type: none"> ■ 9 Regional Elementary sites with 1-2 classes per grade per site: <p>St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid</p> <ul style="list-style-type: none"> ■ 4 additional sites <p>New site in Oakville New site in Milton New site in Burlington New site in Georgetown</p>	<ul style="list-style-type: none"> ■ 46 sites ■ Grades 3-8 ■ Grade 3 program would be introduced through a staggered progression

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

This choice would entail ***no imperative new hires for September 2017***. Naturally, it would be wise to develop a pool of teachers, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of our programs. However, this model, in its gradual

progression would require fewer immediate hires and work to re-allocate and re-deploy staff that we already have.

Further to this point, the language level of the candidates we would be seeking could vary. HCDSB seeks the highest calibre of French-language speakers and strong candidates when staffing for all of its French programs. However, as noted in the Early French Immersion Review report (2015), “since Core French teachers generally work with students at a very beginner or entry-level of second language acquisition, and teach language specifically, it is understood that their level of French might not be as elevated as that of an Immersion or Extended teacher, who is asked to speak French ... in varying contexts and in various subject content areas (Science, Social studies, History, Geography, etc.). The Immersion or Extended teacher is expected to use richer vocabulary and more complex grammatical structures, and teach more sophisticated literature. In cases where the proficiency of the teacher is weaker, the teacher will be more likely to use significant English in class. When the teacher uses a great deal of English, the student’s Immersion experience is diluted and the results (and program) are compromised.” In the model proposed in Scenario 4, some of the new hires would be Core French candidates, who may have a slightly less advanced command of the language; such candidates are relatively easier to find.

In the model proposed in Scenario 4, in some instances, Core French teachers will move from partial to full time contracts – an excellent way to ensure loyalty and to guard against poaching from other Boards – a trend we have seen on the rise in the last several years. It should also be noted that currently, in 22 of 46 Elementary schools, there are Core French teachers who are not fully utilized in FSL classrooms. That is, they are not teaching 6 full periods of FSL, due to dropping enrolment. Since these teachers have full contracts, they are used for Literacy support or for Kindergarten planning time coverage. In some instances, the teachers are rather frustrated with the lack of opportunity to use their French and seek change. In the proposed structure, more Core French teachers would have a full complement of FSL classes.

Some Core French teachers, in areas with seriously declining enrolment (South Burlington) would have to travel between schools – a practice that is relatively common at present. While not ideal, it could provide new hires with partial contracts an opportunity for a full contract, thereby increasing loyalty to the Board.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

An expansion of the current Extended French model and Core French model, with the conversion from EFI to a new model, or the addition of a few new sites, would allow for more participation and greater equity of access to French language at an early age, and to the optional (Extended French) program, as noted in the estimates above. Because the caps on Junior classes are not as stringent as the Primary caps, (i.e. the classes are larger to begin), the negative impact on Regular Track classes in terms of combined grades is mitigated. Since the model proposed in Option 4 uses current sites, and new sites can be strategically selected to bolster growth in particular schools with declining enrolment, the concerns around space are also mitigated.

It would still be necessary to have controls or caps on both the number of classes and the number of sites selected. There may still be wait lists, even with the larger class sizes and more locations. As discussed earlier in this report, caps are an essential component to protecting schools from being “cannibalized” by French programs in neighbouring sites.

Experienced French teachers and many Principals lament the loss of Core French from the Primary grades. This model might bring back some of the benefits of early exposure, and potentially, support the confidence and progress that characterizes our Ministry’s call to action to “strengthen FSL programs for all students.” Rather than providing a handful of students with a 3-year advantage over their peers, the proposed model seeks to democratize the study of French language. More sites mean that the study of French is more commonplace. The more conventional a program, the less elitist it becomes.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the model proposed in Scenario 4 would have students complete their entire Primary years (K - Grade 3) in the English language, with some exposure to French in Grade 3, teachers would be able to develop a strong foundation for Literacy skills in the English language. Students who demonstrate difficulty can be observed and supported more effectively before considering additional programming. Unlike the model in Option 3, in which parents would have to risk putting their child into a full French day, this model provides a more gradual release with the French intensifying progressively.

Further to this point, it should be clear that the hours required in Extended French are 1260 by the end of Grade 8. This means that 120 minutes daily, or, 3 periods, may be devoted to French language, but that 160 (4 periods) can be devoted to English language instruction, thereby honouring the 60-minute Math mandate that is a key part of the Strategic Plan for Achievement.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

The Transportation Analysis conducted estimates that the overall savings across all regions in our Board would be: **\$298, 920.00**

STAFF REMARKS

- **STAFFING:** This choice would entail ***no imperative new hires*** for September 2017. Naturally
- **EQUITY:** An expansion of the Extended French and Core French programs would allow the Board to differentiate French programming according to interest and would provide more equitable access.
- **STUDENT VOICE:** By the time students are in Grade 4, there is an element of student choice. The student and his parents know him as a learner; understand his needs and interests, and may have had some discussion around pathways. This approach allows for widespread access to French language opportunities at a younger age, and with their peers.
- **TRANSPORTATION:** Generally, more sites reduce the need for transportation, and we know that every dollar spent on transportation is not spent in the classroom. The savings, \$298,920.00, may be re-directed toward additional staffing, student resources or programming.
- **RESOURCES:** It should also be noted that the current Grade 4 FSL program material can be adapted to support Grade 3 Core French as well, thereby reducing the need for really significant resource purchases.

This “hybrid” model presented through Scenario 4 is a reasonable compromise that would allow the Board to offer more French to more students, in a way that is respectful of the dignity of all of our learners, cognizant of the needs of our families, and mindful of practical considerations revolving around staffing and transportation.

CONCLUSION:

Provided below is a succinct summary of the aforementioned scenarios:

	# 1: Status quo	#2: Expand the EFI program	#3: Later entry point	#4: A new model
Staffing	24 Immersion-level teachers over next 4 years 8 immediate hires	36 Immersion-level teachers over next 4 years (68 over next 8 years) 16 immediate hires	28 Immersion-level teachers over 4 years 8 immediate hires	13 Extended-level teachers; 10 Core French teachers over next 4 years No immediate hires; first new hires for Core in 2018 and for Extended in 2019 Existing staff is re-deployed
Equity	184 registrants have access to EFI	386 registrants have access to EFI	184 registrants have access to EFI	ALL students have access to Core French in Primary 728 registrants have access to new Extended French model (depending on registration interest)
Early Intervention	120 minutes for English instruction (Language, Math and Religion) Ministry mandate of 60 minutes in Math cannot be upheld No French SERT support	120 minutes for English instruction (Language, Math and Religion) Ministry mandate of 60 minutes in Math cannot be upheld No French SERT support	Math instruction to be delivered in French language, then back to English in late Junior OR English instruction postponed until Grade 3	160 minutes for English instruction (Language, Math, Religion, and likely Physical Education) Ministry mandate for 60 minutes in Math upheld Primary literacy in English language with SERT support
Transportation		\$91,180.00 Savings		\$298,920.00 Savings

RECOMMENDATION:

Given the above analysis, and extensive consultation with various stakeholders, Senior Administration recommend that the Board of Trustees approve the implementation of Scenario 4 which phases out EFI while expanding Core and Extended French programming. The recommendation will be brought forward at the November 15th Board Meeting.

The value and importance of FSL programming is widely recognized throughout our Board and the intention is certainly to offer **more French, to more students, earlier**. The primary focus now is to ensure that the *delivery model* of our programs corresponds with our Board's Mission and Vision, our Catholic Values, and the Ministry's stated goals, while remaining mindful of our fiduciary responsibilities and limitations.

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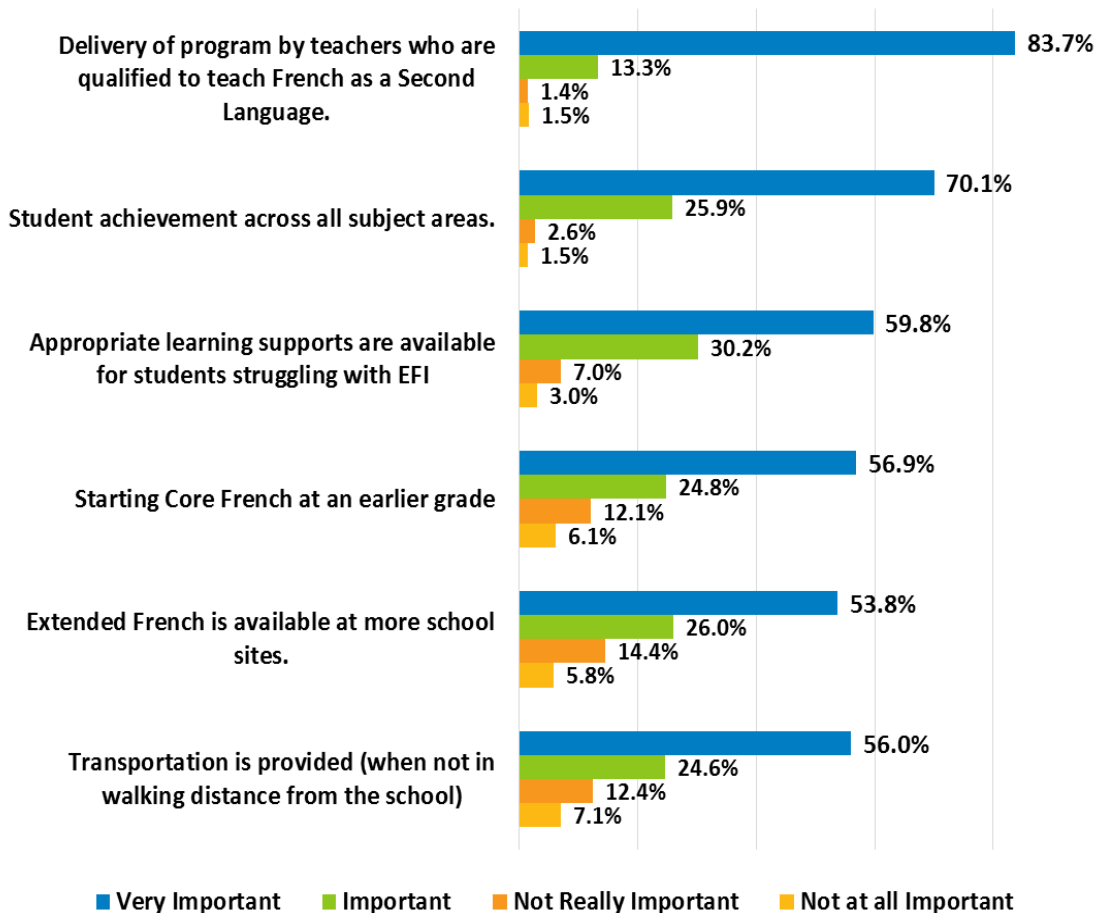
REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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 EFL.	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

French Sustainability Study Survey - What is Important to Parents



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 EFL 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 qualified teacher's providing the programs and equal access for all students in HCDSB. 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

- EFL 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 EFL 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 prvided 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 quality 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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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

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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?

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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

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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.

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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 en French Emergent Programs. It is extremely important for students to learn French as a second language but if they dont 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.

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We could do more
All Burlington programming is currently 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 capable 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 EFI 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 indicate many students do not know how to effectively and appropriately communicate.lacking knowledge of formats and common social conventions such as writing 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 EFI 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 in the 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 but 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 offered on the east North side of Oakville. Because do to it only being offered at St. Matthews are schools are losing many students from our home schools in grade 1 and grade 5.

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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. Character 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.

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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

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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!!!

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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

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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.

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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 sibilings in different schools so inability to use sibilings to walk to school/bus. inability to enroll younger sibilings 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?

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Online Survey - Open-Ended Feedback

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.

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Online Survey - Open-Ended Feedback

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 uprooted 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 be 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 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.
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 too young. Students 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?

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Online Survey - Open-Ended Feedback

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 Immersion

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 to see a registration process that everyone is on 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.

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Online Survey - Open-Ended Feedback

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.

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Online Survey - Open-Ended Feedback

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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

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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.

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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

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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.

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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

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I believe the conclusion was developed without enough inputs to truly determine a path forward. I would also 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 shouldn't 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 the program.
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 be 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 losing early French picking up French later is not the 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 be 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 their child. My wife and I 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 both academically and socially. EFI is the best program, and many of us really hope the Board does not 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

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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 bi-lingual 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.

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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

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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 thought.
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 grade 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...

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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

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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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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!

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 language

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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.

Im 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 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.

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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 FDK at a Catholic school and then moving to French Immersion in gr. 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 Gr1
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.

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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 get 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

2016 French Sustainability Study

Online Survey - Open-Ended Feedback

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]

Dear Ms. Rabenda,

Thank you for including my information. As you can see, I believe strongly in having this program continue to be available to provide the opportunity for these kids to learn a second language. My one [REDACTED], is in a class that has had to use a 'supply' teacher for [REDACTED] extended French. I would much rather the opportunity to continue in the extended French or French Immersion, over Core French or no French at all.

I appreciate you responding to me.

[REDACTED]

From: Rabenda, Diane [<mailto:RabendaD@hcdsb.org>]

Sent: December 6, 2016 4:46 PM

To: [REDACTED] DiPietro, Rosie <DiPietroR@hcdsb.org>

Subject: Re: French Immersion and Extended French Should Continue

Dear [REDACTED],

Thank you for taking the time to share your thoughts about the French Sustainability Study that is currently under review at the Halton Catholic District School Board.

I have copied the Office of the Director in order for your correspondence to be included in the feedback package that is provided to the Board of Trustees. A decision on this matter will be made at the Regular Board Meeting to be held on December 20, 2016.

Sincerely,

Diane

Diane Rabenda

Milton Trustee
Halton Catholic District School Board
802 Drury Lane, Burlington, ON L7R 2Y2
(905) 632-6314, ext. 7185 | rabenda@hcdsb.org

From: [REDACTED]

Sent: December 6, 2016 4:05:09 PM

To: Rabenda, Diane

Subject: RE: French Immersion and Extended French Should Continue

Dear Ms. Rabenda,

I wanted to add further information on the impact it will have on my, and likely other, children who are involved in this program:

I am a graduate of an immersion program (my parents didn't speak French), and many of my opportunities and successes in life (both personally and professionally) can be attributed to being fluent in French.

My one [REDACTED] has been through the extended French program which has given [REDACTED] confidence as [REDACTED] entered into the French program in the high school. I have another [REDACTED] in the grade [REDACTED] extended French who has had to do a lot of extra work to grasp the French language, and right when is getting there ([REDACTED] just got an 88 on [REDACTED] French Geography!) the program will be taken away from [REDACTED].

I also have a [REDACTED] who has really excelled in French and is very proud on how well [REDACTED] is doing. [REDACTED] is even speaking French at home a lot of the time – it has really sparked [REDACTED] interest and desire to explore a new language. It is really wonderful to see. To have that opportunity, excitement and exploration taken away from [REDACTED], would be very upsetting.

I understand fully the concerns outline by the report and the challenges to extend the program, but it hasn't considered the impact on the children and what it does to them in providing something and then taking it away. I am hopeful, that you will understand how impactful a decision this is to the existing participating students, that really want to complete the program that was started for them.

Thanks for your time. Unfortunately, I won't be able to make the meeting tonight due to another commitment (I wasn't aware that this issue until just a few days ago) but I hope there is at least time provided to extend the review, perspective and potential other solutions before a decision is made that has this level of impact.

Take care,

[REDACTED]

From: [REDACTED]
Sent: December 6, 2016 2:34 PM
To: 'rabendad@hcdsb.org' <rabendad@hcdsb.org>
Subject: French Immersion and Extended French Should Continue

Dr. Ms. Rabenda,

I have had [REDACTED] children participate in the Halton Catholic School French immersion/Extended french programs and [REDACTED] who participate in Burlington. They have all excelled and found value from learning two languages, both of our official languages. They were offered the opportunity to enter in this pilot project and should be allowed the opportunity to complete it:

- It will be erase any learnings and benefits they have acquired while learning a second language, which will negate any benefit this program had to offer.
- The Public School Board (with the same funding) has been able to make their programs work successfully.
- The concerns and challenges raised in the **The French Sustainability Study, were well known at the initiation of the pilot, so the board should be obligated to see that through, given there aren't new significant challenges**
- **It will negatively affect many children who won't understand why this opportunity was presented to them, and then taken away**
- **Parents will heavily consider moving to a public program which will not reflect well on the Catholic Boards inability to see a program through for their students**

It is unfortunate and inexplicable that we had to find out this information by another parent and not by the school board or the school. It appears as though the board is trying to quietly come to a decision without the knowledge of interested parents. For all of these reasons, more time should be spent on identify potential solutions to at least allow the current participants the ability to complete the program. The board has not done enough to research the opportunities, better understand why the Public Board can have a successful program and their key learnings, and to allow all parents to be aware of the situation to have a voice in the process and decision.

Please consider these items upon making a decision that will negatively affect many of your students.

[REDACTED]

From: [REDACTED]
Sent: Wednesday, December 7, 2016 5:46 PM
To: Quinn, Anthony
Subject: Re: Early French Immersion

Hi Trustee Quinn,

I attended the Board meeting yesterday, along with the parent crowd accompanying the delegations on the EFI phase-out proposal.

I just wanted to say that I appreciate your interest and engagement in this matter.

You asked relevant questions every single time you spoke, and demonstrated a genuine interest in the discussion.

The silence of some other trustees sounded like lack of acknowledgement of the delegates, unwillingness to engage in a debate.

I don't know what your position is on this EFI sustainability matter (and perhaps we might even disagree) but I do respect you for your attitude.

I wish that, regardless of their opinion, all trustees had your attitude.

I also wish I could see some serious debate on the questions that are key to addressing the challenges to sustain an EFI program, from details on the board's recruiting efforts (for instance, why don't we recruit French Catholic teachers in Quebec?) to the risks of cannibalizing English track classes (as you very well raised yesterday, looking at the HDSB experience), to the financial implications (additional revenue provided by the Province for French Immersion students versus the additional expenditures exclusive to these students), to the experiences and practices of Catholic and Public boards in other jurisdictions, among many other questions.

I wish I could have been part of the committee studying this issue. Or at least had been informed there was a sustainability study taking place and had been told who the parents representatives were.

I'll take the liberty of forwarding a list of questions I would have for the board's staff if I were on your shoes and had a say on what opportunities our Board should offer for my children's education.

Hopefully that is useful.

Best Regards,

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: December 8, 2016 12:09 PM
To: Michael, Jane; lantomasi, Arlene; Trites, Susan; Rowe, Mark; Rabenda, Diane; Danko, Anthony; Karabela, Helena; Marai, Paul; Quinn, Anthony
Cc: emcmahon.mpp.co@liberal.ola.org
Subject: French Immersion Cancellation in HCDSB

Good morning HCDSB Trustees,

I am writing to let you know of our thoughts and sentiments about the recent proposal to cancel the current Early French Immersion program.

My family and I live in Burlington. We have [REDACTED] [REDACTED] are part of the French Immersion program at Sacred Heart of Jesus. We all love the school, the principal, all of their teachers and the community. We think we are very fortunate and blessed to have all of this and Catholic education too.

I am one of the parents who answered your survey about French Immersion when you were first considering it for the board. I was ecstatic that I do not have to choose between a Catholic education and French Immersion for my children. Prior to the survey, I was already seriously considering moving my kids to the public board in order for them to have French immersion.

[REDACTED] was part of the first year of the pilot program. At the end of his SK year [REDACTED] [REDACTED] teacher told me that [REDACTED] doesn't advise [REDACTED] to go into the program. [REDACTED] says [REDACTED] is smart and will learn the language for sure but [REDACTED] was very shy and might not speak it. I decided to move ahead with it though, believing in my [REDACTED] and the system. I'm happy to share that [REDACTED] has been getting an A in French every year since. The program has not only allowed [REDACTED] to learn and speak French, but it has helped [REDACTED] be more confident. Through [REDACTED] and [REDACTED] teachers hard work, he has believed in [REDACTED] and is now soaring high in the program.

My other [REDACTED] is also doing very well and is loving French especially French songs taught by their wonderful wonderful teacher, [REDACTED]. We intend to put [REDACTED] to French Immersion too when [REDACTED] gets to Grade 1 in a [REDACTED].

You can imagine our shock and dismay when we heard about this news of cancellation of the program. It's very disappointing that this came out of the blue, without consultation from any of the parents in our school. None of my children's teachers were aware of it as well. We have heard of possibly changing the entry level to Grade 2 but not a total cancellation of the program like this. What's also very alarming is that there is a very small window for us to now raise our voices until a decision needs to be made on December 20th. We all feel very disappointed and cheated. 4 years ago, when this program was being "sold" to us, there were endless

communications, face-to-face info sessions and a promise that this program will be supported fully by the board.

So we split our [REDACTED] and shuttled between 2 schools for 2 years, while caring for another little one at home. It wasn't easy but we held onto the promise of all our [REDACTED] children being together in one school. There are countless other families like us. But now you are considering cutting this program only 4 years in, with no regard for student achievement, no consultation with the real stakeholders and no consideration for practical, social and emotional problems such cancellation will have on the very children and families you vowed to protect.

I recognize very much that there are challenges to the program - staffing, costs, equity - but we all heard the delegations loud and clear. Recruitment may not be easy but certainly not impossible. Attempting to answer one of the trustees' questions during the board meeting, there must be at least 12 Catholics out of the 14,000 French teacher graduates each year. We only need about 3 per school right? Equity is non-existent when Halton Catholic residents are given no choice for French immersion education like the 23 other boards in Ontario.

It is very difficult to accept that the board who cares so much about our children will simply axe a program halfway in, due to staffing issues. What do I tell my children when they find half their class moving to the public board next year? How are the current primary teachers going to teach Grade 5 to 9? This is not what we had signed up for 4 years ago.

I am imploring to all of you to please listen to our honest plea. Please show us that you really care for our children. Please keep the Early French Immersion program alive and engage all parents to come up with a better program for the future.

Sincerely,

[REDACTED]

From: [REDACTED]
Sent: December 13, 2016 2:54 PM
To: DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: Re: Letter

-In speaking with two other parents, one who has a child in grade 4 EFI & in grade 1, and the other who did not get in to EFI, as well as myself, we all distinctly remember that Anna Marie Tolt made it perfectly clear in her presentation at the information sessions, that this was a 5-year pilot program that started in 2012. Toni Pinelli was also in attendance at these. Presentation dates were January 2012 & January 2015. Although Mark Rowe stated that there was no end date provided, it was announced that it was a 5-year pilot program.

[REDACTED] stated that CPIC's role is not to engage in Parental involvement.

To my understanding, it is the duty of CPIC to forward any concerns/grievances to the proper channels at the Board.

-All the questions [REDACTED] poses in [REDACTED] delegation were addressed and reviewed by the EFI Committee.

[REDACTED] states that the CPIC Committee does not speak for parents as a whole. CPIC members were voted in, as are Trustees who speak for us parents & ratepayers, as do our Members of Parliament, etc...

It would be extremely difficult, time consuming, and almost impossible to reach out to the parents of 33,000 students in the HCDSB for their feedback with this issue, or any issue for that matter.

-Are any of these parents with delegations on their Catholic School Council? If no, why not? At no point since this EFI Sustainability Study came out, did any of the CSC Chairs/Vice-Chairs/members contact CPIC to inquire or voice their concerns about the EFI program issues. [REDACTED] quotes the purpose of CPIC on the web page as "that their link is to Parent Councils of the schools", but these Councils don't have extensive email lists because of privacy issues.

I believe that the CPIC email address is also listed on the Board website, in the same place she would have extracted this info from.

█ goes on to say, "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."

If █ or any of these other parents want their voice to be heard, I strongly urge them to join their Catholic School Council. Discuss it with their CSC members and then deliberate to CPIC so that they can advise on where to go from there.

-by definition, CPIC is the Catholic Parent Involvement Committee at the HCDSB. They are there to promote parental engagement between school councils, offering many choices of webinars, speakers, best practices on how to run a CSC, etc... to help parents engage their children.

Any school board issues should be taken up with the board directly. If they reached out to CPIC, they would then advise them on whom they need to contact. Not retaliate and question the role of CPIC if they didn't provide them with the answer they wanted to hear.

-Some parents comments say, "The HCDSB will lose students in the Board if EFI is phased out." That is a choice parents make for their children and what is more important; Catholicism or French. (there are other options for French programs other than EFI if the French language is truly important for them/their children).

█ says, "Quite simply, we were not told. As parents. As ratepayers. As teachers." Again, it was a 5-year pilot program that commenced in 2012, so yes, you were told.

-In the information sessions, there was talk of extending EFI to other schools, and the expectation of the program thriving & expanding. However, there was no guarantee. What parents' perception was/is, is not the reality of the situation.

-I personally, as a parent with children in EFI, would love to see the program continue, but completely understand the struggles it faces. These parents should focus on the positive that their children currently in EFI will continue until grade 8 with resources & quality learning, & that the

program is not cancelled altogether. They also need to consider ALL students in the Board and not just their own.

Kind regards,

A solid black rectangular box used to redact a signature.

From: "[REDACTED]"
Date: December 14, 2016 at 9:17:27 AM EST
To: <rabendad@hcdsb.org>
Subject: French Program Vote - Further Information

Dear Ms. Rabenda,

To follow up on my emails from [REDACTED], I have done some additional research to provide more context on the concerns for the program and the funding aspects. I hope that you will take this information under consideration in your vote at the meeting on the 20th, to keep the program going, at least for those who have currently enrolled in French Immersion. I have a [REDACTED] who is in [REDACTED] and has a supply teaching, now full time teacher doing their French Immersion program. I would rather that, than no program at all. I also hope that [REDACTED], who are all excelling in the program in Grade [REDACTED], can continue their second language education at a Catholic School. Please call me if you have any questions.

Funding

I have not been at the meetings to have knowledge of what was presented, but wanted to make sure that the board was aware of the increased funding that each school receives for French Language Programs.

French as a Second Language (FSL) Allocation

FSL funding, available only to English-language boards, supports the additional costs of providing core French, extended French, and French immersion programs. The FSL allocation in 2016–17 is projected to be \$252.8 million.

FSL – Elementary

At the elementary level, funding is provided for core and extended French based on enrolment in French programs for Grades 4 to 8. French immersion programs, if offered by the board, are funded based on enrolment in French programs for JK to Grade 8.

Current Ministry policy requires that each elementary student accumulate at least 600 hours of French-language instruction by the end of Grade 8. School boards are required to plan their French-language programs so that students meet this requirement.

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$293.61
60 – 149 minutes	Extended, Grades 4 to 8	\$334.52
150 minutes or more	Immersion, JK/SK, Grades 1 to 8	\$374.22

This should more than offset any busing concerns and given the popularity of the program, could be significant.

Have you considered how many students you would lose to the Public Board to those who will choose Immersion over religion, at approximately \$9,000 per student? If the information is accurate on the high demand for French Immersion/Extended French, and currently at 11% of the students, that could

be a very significant number both in students and budget. If this hasn't been documented, it should at least warrant further exploration of options to continue the program until the risk here is well understood.

Report Concerns

1. Staffing Requirements

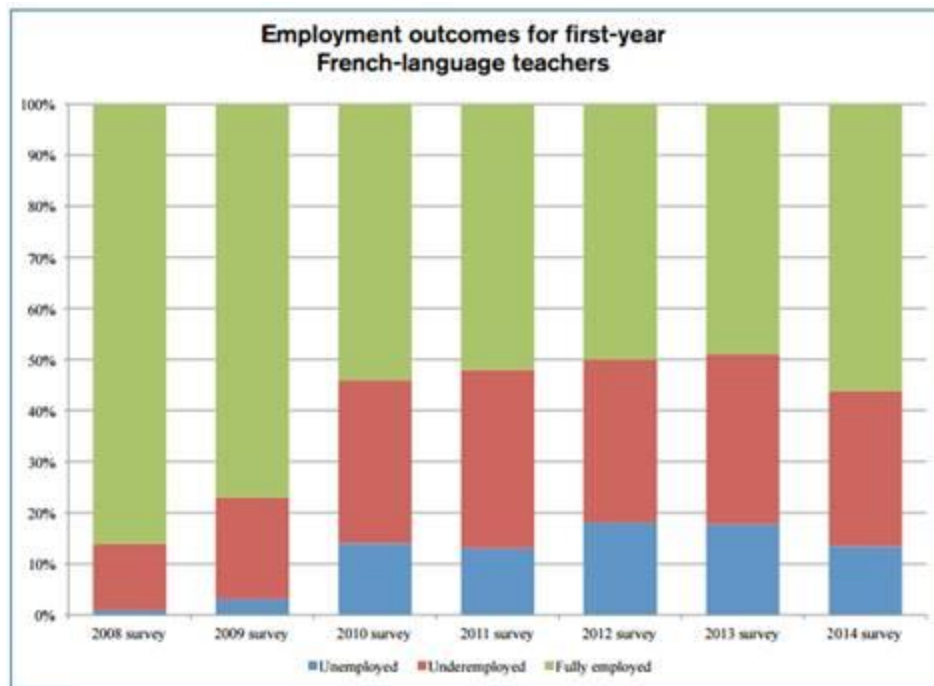
There is a predicted shortage of French teachers and there are challenges to filling the French Language program schedule. My recent discussions with former Minister of Education (while receiving my Regional Premier's Award), Liz Sandals confirmed that. However, that simply reflects the challenge and effort required to recruit, not that there are no French teachers to be hired each year.

In 2014, "There are simply too many new graduates chasing too few teaching opportunities."
"Even specialists are feeling the pinch, with only one in three French teachers securing regular teaching jobs after graduation." (Toronto Sun).

The Ontario Teachers College also reported a surplus of French language teachers in 2014; "Their unemployment rate dropped from 18 per cent in 2013 to 13 per cent this year, with a further small improvement in the underemployment rate as well. More than half (56 per cent) first-year French-language teachers now say they secured full employment throughout the first school year following graduation. Despite these gains found in this most recent survey, the 2014 combined under/unemployment rate for French-language teachers is more than three times the rate found in surveys as recently as 2008...Among French-language teachers who found some teaching employment in the 2013-2014 school year, just one in four (25 per cent) say they secured regular teaching contracts by school year end."

"Despite improvements in 2014, the weak French-language employment market continues to affect both Ontario's French-language program graduates and French as a second language teachers who graduate from English-language programs.

'Searching for a first teaching job was very stressful given the limited number of openings in eastern Ontario. After no success with several applications, I applied and got a job teaching French in an English-language school in Montreal. This was a great opportunity for me to start my career, but I hope to get a job with an Ontario school board in the coming years.' - Unemployed French-language program Primary-Junior graduate of 2013." (Transition to Teaching 2014, Ontario College of Teachers)



The ability to recruit French teachers is reflection of the effort of the principal. Where there is a lack of commitment by the principal for the French program, then recruitment has a low percentage of success. What often occurs in these situations, is that the principal will simply do the base minimum to recruit French teachers, i.e. put in an add and wait for applications. In an environment where demand may meet or exceed qualified personnel, this is a strategy that is expected to fail. Good programs, will make the effort to recruit teachers. This includes a recruiting program that sends a representative to teacher's colleges, and/or travelling to Quebec or New Brunswick to get good French teachers. Not a heavy investment of time or money, and a proven successful strategy. Good programs also tend to use some of the additional monies from the French Immersion additional funds to hire a dedicated French Language personnel on the board to deal with these types of issues. Some public school board programs are actually going to increase the French time with their immersion programs (more teachers) because of the success of their programs. Options exist to satisfy this concern.

2. Equity of Access

Most boards, both Public and Catholic, have a limited French Immersion program. How does this make it a concern or reason to terminate, as it seems contradictory; because so many people want it, and we can't offer it to everyone, then we will offer it to no one. There are many options here, explore by other boards, which include caps, programs that begin in Grade 2 rather than Grade 1, or even increase to full time French in Grades 1-3 (to ensure the students are committed), or even deny beyond boundary busing, so that students have to be driven to school for the program (likely reducing the demand/interest) which can address this concern. This is no different than other boards, who are still offering and will continue offering the French Immersion program.

3. Early Intervention

I am unclear as to the concern here. I do not know of any research that indicates that a French Language Program impacts the English speaking abilities beyond their capabilities. The high demand by parents for the program, also clearly indicates their lack of concern on this part. Actually, the reverse has been documented, where a second language education provides a higher success rate in post-secondary education and careers.

4. Transportation

Well, the increase funding for French Immersion and Core French students should more than compensate for this. If it is still a concern, then options like not paying for extended busing outside of regular busing, or even having parents pay for this busing seem like more viable options than to simply use this reason to cancel the program. By restricting busing, it could also lead to reduced interest and demand in the program, thus negating the equity issue to some degree. It is hard to see this as a legitimate concern based on the funding model, and/or easy options that are available.

I hope as a Board member, you take this information into consideration, and the previous information I have provide based on the impact it will have on my children and other students in your board. There are many, many successful and even growing French Immersion programs in Ontario, which demonstrate that the concerns created by the Report can be addressed and satisfied to continue to build a robust and successful French Immersion Program in the Catholic Halton School Board, especially given the high interest and demand for such a program.

Thanks,



FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

At the Regular Board Meeting held on Tuesday, December 6, 2016, the Board of Trustees received five (5) delegations in response to the French Sustainability Study.

The delegations addressed the following main themes:

- I. French as Second Language (FSL) Programming
- II. Early French Immersion (EFI) Pilot Program
- III. Expanding Extend French Immersion and Extended French Programs
- IV. Concerns with Validity of the French Sustainability Study
- V. Lack of Parent Consultation and Engagement
- VI. Parents Having to Choose French Program Over Catholic Education
- VII. Staffing & Recruitment

Staff's response to each theme presented by the delegations is provided below.

FRENCH AS SECOND LANGUAGE (FSL) PROGRAMMING

- The goal of the Ministry's: "Framework for French as a Second Language" policy document is to increase opportunities to all students to learn French and hence increase the percentage of students studying FSL.

FRENCH AS SECOND LANGUAGE (FSL) PROGRAMS CURRENTLY OFFERED		
CORE FRENCH	EARLY FRENCH IMMERSION	EXTENDED FRENCH
<ul style="list-style-type: none"> • Grade 4 entry point • Mandatory for all students from Gr. 4-9 • 40 minutes a day of French language instruction 	<ul style="list-style-type: none"> • Optional limited-enrolment program • Offered at 4 regional sites • Grade 1 entry point • 4 periods a day of instruction in French • Students study the French language and learn other content areas in French (Science, Social studies, Arts, Physical Education & Health) • 3800 hours by end of Grade 8 	<ul style="list-style-type: none"> • Optional limited-enrolment program • Offered at 9 regional sites • Grade 5 entry point • 3 periods a day of instruction in French • Students learn the French language and learn other content areas in French (Science, Social studies, History and Geography; one or two of the Arts) • 1260 hours by end of Grade 8

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

- The Ministry values ALL French programs as evidenced in the document. There is no preferential indication that EFI or EF are the favoured or only viable optional FSL programming options that Boards should consider.

BILINGUALISM:

- Since we are an English board, *an advanced level of bilingualism* is not something that our Board aspires to in any of our optional FSL programming although we will endeavor to ensure that all of our students are provided with quality FSL instruction.
- It should be noted that our EFI presentation (and Extended French presentations) refer to the goal of the option French programs as developing a functional level – this wording is taken directly from Ministry publications.

“French Immersion and Extended French programs are designed to allow students to develop functional proficiency in French without negatively impacting their progress in English.”

- Prologue, A Publication for French Immersion and Extended French teachers; Nov 2012

<http://www.curriculum.org/fsl/wp-content/uploads/2012/11/PrologueNov2012.pdf>

EARLY FRENCH IMMERSION PILOT

- The Early French Immersion Program Pilot has been marketed as a pilot at all parent presentations since the onset and we acknowledge that it is a well-received, worthwhile program.
- All pilots are reviewed and decisions are made based upon many determining factors, not the least of which is the ability to deliver a quality instructional program that meets the expectations of the curriculum.
- An *Early French Immersion Program Review* was prepared during the 2014-2015 school year and presented to the Board of Trustees on May 12, 2015 by the Superintendent of Curriculum Services at the time. Although there were already staffing considerations of concern most particularly during the school year for Parental and Medical Leaves, at that point in time we were not experiencing the

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

shortage of FSL teachers at the current rate.

- Phasing out the Early French Immersion program is not an easy decision as **we acknowledge the many benefits of optional French programming**. Unfortunately, as much as we would like to create as many opportunities as possible for all of our students to experience FSL, the province-wide French teacher staffing shortage is limiting our ability to sustain the same.
- To that end, it was the current FSL teacher staffing crisis that precipitated the French Sustainability Study and the need to review our optional French programming.
- **We are committed to completing the EFI program for every student currently registered in EFI** from Grade 1 to Grade 8 in every regard with due accountability, diligence and at the highest standard of excellence in every regard.

EXPLAND EARLY FRENCH IMMERSION & EXTENDED FRENCH PROGRAMS

Current registration statistics:

Early French Immersion	Extended French Immersion Elementary	Extended French Immersion Secondary
<p>Grade 1 to 4 at 4 schools*: 736 students (3.3% of our student body)</p> <p>SCHOOL SITES:</p> <ul style="list-style-type: none"> • St. Brigid • St. Benedict • St. Anne • Sacred Heart of Jesus <p><i>* Due to boundary changes, there is an EFI Gr. 4-8 program currently being completed at St. Peter.</i></p>	<p>Grade 5 to 8 at 9 schools: 1265 students (5.7% of our student body).</p> <p>SCHOOL SITES:</p> <ul style="list-style-type: none"> • Holy Cross • Holy Rosary (M) • Our Lady of Fatima • St. Bernadette • St. Brigid • St. Gabriel • St. Joseph (O) • St. Marguerite d'Youville • St. Matthew 	<p>Grade 9 to 12 at 7 schools: 631 students (6% of our student body)</p> <p>SCHOOL SITES:</p> <ul style="list-style-type: none"> • Christ the King • Jean Vanier • Bishop Reding • Holy Trinity • Notre Dame • St. Ignatius of Loyola • St. Thomas Aquinas

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

- We do not have the FSL qualified staffing to be able to offer and deliver the suggested expansion of the optional French programming. To proceed with the expansion of an optional program within the current staffing realities would be irresponsible in every regard.
- If Scenario 1 or 2 are chosen, we will not have FSL qualified teachers to deliver any French programming whether EFI, EF or Core.
- To that end, classrooms will be staffed with qualified English teachers and there will be no French program delivery unless we can find French speaking volunteers to provide some programming in French as we await appropriate staffing applicants. Potentially, there could be French speaking qualified teachers who may be willing to teach for us under a Letter of Permission.
- If we are able to find French speaking individuals who are not teachers, we would seek Letters of Permission and have them deliver the French program under the supervision of the school principal and French team at the school.
- Parent survey results indicate that 84% of our parents want FSL programs taught by qualified FSL teachers and we cannot meet that expectation. Of note, the survey commentary indicates that we already have parents who are not pleased with the amount of French spoken in our EFI and EF classes, and that they have concerns with regard to program delivery and quality at the current time.
- In January 2017, we will have to staff our classrooms with unqualified French speaking teachers or qualified English teachers with French speaking volunteers. It is a challenge to staff the French programs at this point. It would be negligent to continue to expand the optional French programs in light of the French teacher shortage.
- The need to reduce the number of FSL qualified teachers required to provide appropriate programming for September 2017, the time to address our staffing crisis over the next year (2017-2018) and then to rebuild a robust FSL program by expanding our CORE French offering as well as our Extended French to Grade 4 and to more sites is the only prudent response to our current circumstances.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

LACK OF PARENT CONSULTATION & ENGAGEMENT

- Parent representatives from the Halton Catholic Parent Involvement Committee (CPIC) were invited to serve on the French Sustainability Committee. This is consistent with past practice of including CPIC members on advisory committees and adhoc review committees to represent the position of parents.
- Parent feedback on the value of the program was not sought as the work of the Committee was intended to address the ongoing sustainability of the EFI pilot program in light of staffing challenges. The value of the EFI program was never in question as it is understood that parents and staff appreciate the many benefits of offering optional French programs to students.
- Most of the CPIC members who sat on the French Sustainability Committee have children enrolled in the Board's EFI and/or Extended French programs, and were in a position to provide a valuable perspective to the work of the Committee.
- To be clear, this is not to state that the parents on the committee were pleased with the recommendation, but rather understood it as the only reasonable and viable option to address a supply and demand staffing situation that is outside of the control of the Board.

PARENTS HAVING TO CHOOSE FRENCH PROGRAM OVER CATHOLIC EDUCATION

- As a Catholic school district, our Mission, Vision, and Values are centred around our Catholic faith. Our Mission tells us that we shall focus upon developing Christ-centered individuals enabled to transform society. Our Vision is to be a model learning community recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.
- Our task therefore, is to guard the primacy of our right to uphold Catholic education, to ensure that our decisions are focused upon our students and the highest standard of excellence that they are entitled to for we believe that they are wonderful gifts from God.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

- While it is our hope that Catholic parents will choose to enroll their children in one of our Catholic schools, we recognize that parents ultimately will make decisions that are based on their own personal circumstance and priorities.

CONCERNS WITH THE VALIDITY OF THE FRENCH SUSTAINABILITY STUDY

- The study is reflective of only the HCDSB experience with the Early French Immersion Pilot and is not intended to comment upon EFL programs in general or in any way pose as a valid research reference for the optional EFL program.
- Staff and parents who participated in the study considered a variety of options. Four (4) options were chosen for presentation to the Board of Trustees. Due to the dire staffing circumstances, the Committee elected to present the best 'scenario' as it considered there are no true options at the current time.
- The French Sustainability Study was a description about our current staffing realities. We do not have enough staff to fill the vacancies to keep the program running within the mandated standards.

STAFFING & RECRUITMENT

STAFFING DATA provided is reflective of our current needs and the projected needs in the various scenarios:

- **Currently, we require 8 French teachers with the highest calibre of French to meet the needs during the 2016-2017 school year.** We currently have 2 sites that are not staffed with qualified FSL teachers and we will have 6 parental leaves beginning in January 2017. Human Resources posts for all available positions.
- Our only option will be to staff these 8 classes with unqualified French speaking teachers, qualified teachers who do not speak French and individuals who are French speaking but not qualified teachers. All can be granted letters of permission and/or approval on a temporary basis for one year.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

- Unqualified teachers require additional support from qualified teachers at the school who have experience with lesson planning, pedagogical training, assessment and evaluation.
- A last resort option that has already occurred this year in our Board is to hire qualified English teachers, providing no French programming in the French classes until French speaking teachers or volunteers are found.
- We are attempting to establish a list of French speaking volunteers in cooperation with our FSL staff although there have been few submissions. The volunteer would be in the classroom with the qualified English teacher so that some French programming can be provided. This individual could not assess or evaluate the students; school staff would be expected to provide the additional support.
- The only standard we are maintaining is that the individuals, whether qualified teachers or not, are practicing Catholics.

SEPTEMBER 2017 STAFFING NEEDS:

- For September 2017, we will need an additional 12 teachers due to retirements and maternity leaves; and if the EFI program is not phased out this year, we will require an additional 8 teachers for the Grade 1 EFI, the Grade 5 EFI and planning time teachers qualified in French. **That would be a total of a minimum of 20 French teachers with the highest caliber of French as we do not know what other parental leaves, illness, resignations or retirements may come.**
- Currently, there are no qualified FSL supply teachers so when FSL teachers are absent, the classes are covered by qualified English teachers. During these times there is no French program delivery in the French classes.
- We have reached out to our retired FSL teachers and have had no success.
- The survey indicated that 84% of our parents want the programs delivered by teachers who are qualified in French as a Second Language. We would not be able to meet that mandate due to the shortage of French teachers.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

QUALIFICATIONS:

- Although FSL Part 1 is the only requirement to teach French, it is the bare minimum standard, and our past experience shows us that proficiency levels in French vary greatly.
- For our EFI and EF programs, it is imperative that the teacher is fluent in French and exemplifies the highest caliber of the language so that the students can truly be immersed in a French speaking environment for the French portion of the day.

TEMPORARY LETTERS OF APPROVAL AND LETTERS OF PERMISSION

- We are providing **Temporary Letters of Approval** for OCT (Ontario College of Teachers) qualified teachers who are fluent in French but do not have their French Qualifications in order to meet the current demands. The Temporary Letter of Approval is only valid for one year.
- Temporary Letters of Approval are also granted to qualified English speaking teachers who are not French speaking; they would provide coverage of the French classes in the hopes of securing French speaking volunteers.
- **Letters of Permission** may also be granted to non-qualified individuals who are French Speaking. We have issued the same when we have been unable to find OCT qualified teachers and will be relying on this during the upcoming Maternity leaves. The Letters of Permission are valid for one year.

Scheduling considerations have been provided at every site to ensure that all French qualified teachers are teaching the maximum number of classes in French.

Qualified former FSL teachers teaching in the English program have been invited and encouraged to assist us with our staffing shortage and to return to French until we have resolved our current challenges with our existing staff: the Maternity leaves, illness, resignations and retirements. They would not be expected to make a long term commitment and would be guaranteed their English classroom positions upon their return to their current positions. This, too, would place a hardship upon staffing in our English program at many school sites. We have also asked our retired FSL teacher to assist us and have had no success to date.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

Core French teachers interested in teaching Early French Immersion and/or Extended French:

- Any CORE teachers with the highest caliber of French fluency have been approached and invited to apply for the EFI/EF stream. Many have been accepted into the EFI/EF programs if/when they indicated an interest in the same.

TEACHERS ARE NOT ALLOWED TO STAND UP FOR THEIR JOBS

- All of our FSL staff, whether EFI, EF or Core have permanent jobs and/or job security. There is no FSL staff member at risk of losing their job. On the contrary, they are in demand.
- FSL Teachers are centrally deployed and serve the needs of the Board as per enrolment numbers and programs. All French teachers are hired as French teachers and not as EFI, EF or CORE French teachers. Assignments are allocated according to the system FSL needs.

TEACHER RETENTION

- We have excellent retention amongst our French staff and have established a Human Resources expectation that teachers remain in the French programs for a minimum of 3 years.

RECRUITMENT

Recruitment Statistics:

Since January 2015, we have interviewed approximately 112 'external' French qualified candidates.

The breakdown is as follows:

- 64 individuals have been hired by other Boards or were deemed *unsuccessful** through our process
- 39 individuals have been hired by our Board
- 9 individuals have resigned

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

**A candidate may be deemed unsuccessful based upon:*

- their French language proficiency (lack thereof), or*
 - they did not answer the questions correctly/sufficiently enough based on our look for's and resulting rating scale.*
 - In addition, perhaps they did not have an adequate understanding of Catholicity, assessment and evaluation, behaviour management, Special Education requirements, communicating effectively with parents.*
-
- Collaborative partnerships have been created but there are a limited number of French qualified teacher candidates; for example, this year only 3 French qualified candidates will have their practicum training in HCDSB

Rationale for Refusing Job Offers:

- Travel distance from home
- Cost of living in Halton
- Not the preferred school or grade

Recruitment Action Plan:

- The HCDSB has been collaborating with neighbouring **Faculties of Education** to invite and promote Catholic, French qualified candidates.
- We continue to interview all qualified candidates and often, employment is offered but the drive to the location, the cost of living in Halton along with the grade preference are the determining factors when job offers are rejected.
- Collaborative partnerships have been created but there are a limited number of French qualified teacher candidates; for example, this year only 3 French qualified candidates will have their practicum training in HCDSB
- HR along with the French Consultant attend **Job Fairs** at numerous Faculties of Education such as: University of Ontario Institute of Technology, University of Windsor, U of T, Queen's, Western, Brock, Laurentian, University of Ottawa, Nipissing, Apply to Education, Laurentian.
- This year, HR will be expanding its recruitment to McGill in Montreal although we know that recruitment in Quebec has been unsuccessful.

FRENCH SUSTAINABILITY STUDY

Follow Up Report to Trustees Re. Delegations on December 6, 2016

- *Of note: **HDSB** recruited in Moncton, Halifax, Quebec City and Fredericton and as a public board were not seeking Catholic educators; they were unable to recruit any French teachers from these locations.*
- **Regulation 274** prevents Boards from offering permanent full time contracts and therefore, teachers will not move out of province without a guarantee of employment.

Closing Remarks:

While the French Sustainability Study addressed concerns around equity, early intervention and transportation, the most pressing concern are the staffing challenges.

We cannot sidestep the issue of human resource shortages that are province wide on record. We are highly limited in terms of staffing and resources to allocate time, money and analysis to this degree towards an issue where the answer is clear; we have no staff, therefore we cannot offer a program that is reflective of our high standards of excellence and hence must accept the reality and proceed accordingly.

Although ending the EFI pilot program would result in initial cost savings, we would continue to transport the EFI students to the sites until they completed Grade 8 EFI. We are committed to completing the EFI program in every regard and at the highest standard for the students currently registered in the program.

ACTION REPORT**ITEM 8.3****POLICY I-12 EMERGENCY RESPONSE PLANS FOR FIRE, EVACUATION,
LOCKDOWN, AND BOMB THREAT RESPONSE****PURPOSE:**

To approve *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response* as presented.

COMMENTS:

The Halton Catholic District School Board is committed in providing a safe and welcoming learning and working environment for all students, staff and visitors. The commitment to safe schools is a shared responsibility of Ministries of government, school board trustees and administrators, principals, teachers, support staff, students, parents, police and community partners.

On September 2015, the Provincial Model for Local Police/School Board Protocol and Ministry of Community Safety and Correctional Services mandated that all Boards and Police Services update their local Protocols. The document has been revised "School Board Protocol – Halton 2016: Support Every Child and Reach Every Student" in partnership with the Halton Regional Police, the Halton District School Board and the Halton Catholic District School Board. The revisions reflect the mandatory requirements regarding Lockdown and Bomb Threat Response Plans and all other required updates.

The goal of emergency preparedness is to ensure a rapid, co-ordinated and effective response when an emergency occurs. These response plans do not capture all situations/eventualities however, at the same time recognizes the uniqueness of each school site. It also provides a guideline, for careful planning, staff and students familiarity with the plan and mandated practices in all areas.

In light of these requirements, revisions to Policy I-12 Emergency Response Plans for Fire and Evacuation Procedures should also reflect a name change to include Lockdown, and Bomb-Threat.

RECOMMENDATION:

The following recommendations are submitted for Trustee consideration and approval.

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response as amended

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

**EMERGENCY RESPONSE PLANS FOR
FIRE, EVACUATION, LOCKDOWN, AND BOMB THREAT
RESPONSE****POLICY No.: I-12****DATE:** OCTOBER 29, 1985**AMENDED:** JULY 30, 1991**AMENDED** SEPTEMBER 5, 2006**AMENDED** OCTOBER 21, 2014**AMENDED** DECEMBER 20, 2016**PURPOSE**

The purpose of this Operating Policy is to ensure that the Board and its schools are prepared for and can respond efficiently to emergency situations that may arise.

APPLICATION AND SCOPE

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

REFERENCES

- Education Act,
- School Board Protocol - Halton 2016: Support Every Child and Reach Every Student
- Fire Code
- Administrative Procedure VI-20 - Emergency Response Plans for Fire, Evacuation, Lockdown and Bomb Threat

DEFINITIONS

Emergency situations refer to and can include:

- fire or other emergencies requiring evacuation;
- bomb threats or other serious threats of harm;
- emergencies requiring school lockdowns;
- municipal level emergencies

PRINCIPLES

Staff, students, and members of the school community have the right to learn, work and be present in a safe and secure school environment. However, incidents may arise within the school environment that put that safety at risk.

In order to provide for the health and safety of its students and staff, the Halton Catholic District School Board (Board) has established emergency response plans and procedures designed to address emergency situations.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****EMERGENCY RESPONSE PLANS FOR
FIRE, EVACUATION, LOCKDOWN, AND BOMB THREAT
RESPONSE****POLICY No.: I-12****DATE:** OCTOBER 29, 1985**AMENDED:** JULY 30, 1991**AMENDED** SEPTEMBER 5, 2006**AMENDED** OCTOBER 21, 2014**AMENDED** DECEMBER 20, 2016**REQUIREMENTS**

This policy shall be considered to be pursuant to the Education Act and/or related Ministry of Education materials, all of which shall be sufficient for the purposes of implementing the requirements of the Education Act and/or Ministry of Education Policy/Program Memoranda (PPM) or the Police-School Board Protocol; and authorizes the creation of Administrative Procedures for implementation, which might include requirements described in the Education Act and/or Ministry of Education materials such as PPMs or the Provincial Model for Local Police-School Board Protocol 2015 as matters of policy.

As per Administrative Procedure VI-20 – Emergency Response Plans and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.

1. All schools shall develop and implement individual school emergency response plans in accordance with Administrative Procedure VI-20– Emergency Response Plans and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.
2. Individual school emergency response plans and procedures shall be included in each school's Emergency and Crisis Response Plan, and relevant portions must be appended to the Halton School Board Protocol 2016: Support Every Child and Reach Every Student.
3. Individual school emergency response plans shall
 - a. include expectations with respect to staff, students, parents and police, emergency medical services (EMS) and/or the fire department, as appropriate;
 - b. address issues such as accessibility and communications for students with special education needs; and
 - c. outline training opportunities to inform school staff, students and other community partners of their obligations/responsibilities within the individual school emergency response plans.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 8.4

POLICY II-17 PASTORAL REFERENCE

PURPOSE:

To approve *Policy II-17, Pastoral Reference* as presented

BACKGROUND:

Policy II-17- Pastoral Reference was last reviewed and amended in June 2007. Staff have reviewed this policy and made some adjustments to indicate Designated Early Childhood Educators as identified staff who require a Pastoral Letter of Reference to commence employment with the Board or if they apply for a position of responsibility within the Board. This is consistent with the Board's hiring practices since these positions were established.

In keeping with our Mission Statement to develop Christ-centered individuals, it is imperative that staff who instruct our students be rooted in the Catholic Faith.

RECOMMENDATION:

The following recommendations are submitted for Trustee consideration and approval.

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-17- Pastoral Reference as amended*.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****PASTORAL REFERENCE****POLICY No.:****II-17****DATE :****APRIL 29, 1980****AMENDED:****JULY 30, 1991****AMENDED:****JUNE 5, 2007****AMENDED:****DECEMBER 20, 2016****PURPOSE**

It is recognized by the Halton Catholic District School Board that Catholic teachers and Designated Early Childhood Educators (DECE's) in HCDSB schools must be carefully chosen; must be practicing Catholics, and must have a high regard for the truths and attitudes found within the Catholic Church.

APPLICATION AND SCOPE

This policy applies to all teaching staff and Designated Early Childhood Educators employed, or seeking employment with the Halton Catholic District School Board.

REQUIREMENTS

It is the policy of the Halton Catholic District School Board that the Board shall obtain a pastoral reference when:

- a teacher or Designated Early Childhood Educator seeks employment with the Board, or when
- a teacher is hired as a permanent position if the pastoral reference is older than one year or
- a teacher or Designated Early Childhood Educator applies for a position of responsibility within the Board, or
- at any other time as the Board directs.

PASTORAL REFERENCE:

A pastoral reference is defined as a letter of support from:

- a. the pastor of the parish in which the teacher or Designated Early Childhood Educator applicant resides, and/or
- b. in the event of a recent change of residence (one month), a letter of support from the pastor of the teacher applicant's former parish, and/or
- c. in the event of full time residency at a university, a letter of support from the university chaplain.

APPROVED:

Regular Meeting of the Board

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****PASTORAL REFERENCE****POLICY No.:****II-17****DATE :****APRIL 29, 1980****AMENDED:****JULY 30, 1991****AMENDED:****JUNE 5, 2007****AMENDED:****DECEMBER 20, 2016****AUTHORIZED BY:**_____
Chair of the Board

ACTION REPORT

ITEM 8.5

POLICY IV-01 FENCING AT SCHOOL SITES

PURPOSE:

To approve *Policy IV-01 Fencing at School Sites* at first reading.

COMMENTARY:

This policy is being introduced to strengthen the perimeter fencing requirements at school sites and Board sites to ensure a safe and secure environment for students and staff.

The new policy provides information on what factors will be examined and used when installing fencing on Board site and how it will affect adjoining residential and commercial properties.

The policy was presented with approval at First Reading at the December 13, 2016 Policy Committee Meeting.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

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

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To establish a secure environment for our school facilities for the safety of students and staff, and assist the Board in selecting appropriate fencing measures to provide safe and secure school sites.

APPLICATION AND SCOPE

This Policy applies to fencing applications on all Board owned facilities and properties.

REFERENCES

Administrative Procedure VI-34 Fencing at School Sites

DEFINITIONS

School Fencing Applications includes perimeter security, play area segregation and pedestrian and traffic control

PRINCIPLES

The Halton Catholic District School Board recognizes that maintaining safe and secure school grounds is of the utmost importance and that the role of fencing allows that to occur at our learning environments for school communities.

Properly designed fencing addresses several security and safety needs, such as:

- Designating the school's grounds as a maintained space that deserves respect;
- Limiting entry and exit points to a few easily monitored locations;
- Enabling/Aiding school site surveillance by school staff;
- Limiting access to areas that are not highly visible.

REQUIREMENTS

- Fencing shall be installed and maintained, as required, on school sites to ensure a safe and secure environment for students and staff

- The perimeter of new or vacant Board properties shall be enclosed by fencing, where possible.
- The responsibility of who will install the fencing will vary depending upon the type of site (i.e. newly purchased, vacant property, exiting property)
- All details and specifications related to the installation of fencing at school and board sites such as distance from property line, continuous fencing, gates and/or openings, fencing between public open spaces or parks and a school site will follow Administrative Procedure VI-34
- The Board will comply with all Municipal By-Laws related to fencing

APPROVED: Regular Meeting of the Board

Authorized by: _____
Chair of the Board

ACTION REPORT

ITEM 8.6

2016-2017 REVISED BUDGET ESTIMATES

(INCLUDING SEPTEMBER 1, 2016 TO NOVEMBER 30, 2016 ACTUALS)

PURPOSE:

To provide the Board with the 2016-2017 Revised Budget Estimates for approval.

BACKGROUND INFORMATION:

The following information regarding the Board's 2016-2017 budget process was previously provided to Trustees:

1. Action Report 8.5 – June 21, 2016 Regular Board Meeting – 2016-17 Budget Estimates (Final).
2. Staff Report 9.1 – June 7, 2016 Regular Board Meeting – 2016-17 Budget Estimates (Draft).
3. Information Report 10.4 – May 17, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
4. Information Report 10.6 – May 3, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
5. Information Report 10.6 – April 5, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
6. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
7. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
8. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
9. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

COMMENTS:

1. GENERAL (APPENDICES A-1, A-2, E, F AND G)

At the June 21, 2016 Regular Board meeting, the Board approved the 2016-2017 Budget of \$375,812,626.

The Revised Budget Estimates were due to the Ministry on December 15, 2016. As the attached Revised Budget Estimates Schedule (Appendix G) indicates, the Revised Budget Estimates was submitted to the Ministry on December 15, 2016 through the Education Finance Information System (EFIS). Any subsequent adjustments from the Board can be re-submitted in the following week.

The following table illustrates the high level changes between revenues and expenses between Original Budget Estimates and Revised Budget Estimates:

	2016-2017 Original Budget Estimates	2016-2017 Revised Budget Estimates
Revenues (after PSAB adjustment)	\$375.8 million	\$378.2 million
Expenses (after PSAB adjustment)	<u>\$375.8 million</u>	<u>\$378.2 million</u>
Operating Surplus / (Deficit)	\$15,000	\$14,000
Net Transfer to / (from) Student Success Reserve and School Activities Reserve	\$0	\$35,000
Net Transfer to School Renewal (Old) Reserve	\$0	\$0
Net Transfer to Working Funds Reserve	\$0	\$0.8 million
Net Transfer from Committed Capital Projects	(\$0.1) million	(\$0.3) million
Net Transfer from Committed Sinking Fund	<u>(\$0.2) million</u>	<u>(\$0.1) million</u>
Total Accumulated Surplus/(Deficit) Available for Compliance (In-Year)	(\$0.3) million	\$0.5 million

Appendices A-1, A-2 and F outline a summary of changes from the 2016-2017 Original Budget Estimates to the 2016-2017 Revised Budget Estimates. As outlined in the table above, the Total Accumulated Surplus/(Deficit) Available for Compliance in the 2016-2017 Revised Budget Estimates is \$0.5 million.

The increase in revenue and expenses is primarily attributed to increased enrolment and additional other provincial grants announced. Details are provided in section 2 and 3 below.

As a result of additional growth, approximately \$240,000 was allocated as follows:

- Two 0.5 Full-Time Equivalent (FTE) English as a Second Language (ESL) teachers for second semester,
- 1.0 FTE secondary teacher for second semester,
- 1.0 FTE Special Education consultant for elementary,
- 1.0 FTE Social Worker,
- 1.0 FTE Psychologist.

The Revised Budget Estimates is an important update to the Original Budget Estimates, and as such supersedes the original. The monthly budget reports presented to the Board for the remainder of the year will compare actual expenses and commitments to the Revised Budget Estimates.

2. OPERATING REVENUE PROJECTIONS (APPENDICES A-1, A-9, E AND F)

The EFIS forms have been used to calculate the provincial allocation. The Grants for Student Needs (GSN) is expected to increase by approximately \$1.4 million, as a result of higher enrolment than forecasted for Original Budget Estimates. Additional Other Provincial Grants (also referred to as Education Program Other (EPO) grants) of \$846,000 have been announced and other operating revenues and amortization of Deferred Capital Contributions have increased by a total of \$2.0 million. Overall, total revenues have increased by \$4.2 million from the Original Budget Estimates (see Appendices A-1 and F).

The Teacher Qualification and Experience Allocation (Q&E) grant is \$1.3 million, or 4.7%, lower than original budget estimates. This is primarily a result of a \$1.7 million reduction in grant to reflect efficiencies in the employee benefit cost after the insured benefits are transferred into the provincial trusts. A cost reduction has been reflected in the benefits budget calculation, to offset the grant adjustment.

Other Provincial Grants have increased by approximately \$846,000 due to grants received subsequent to preparing the Original Budget Estimates. These other provincial grants result in corresponding increases in expenses. See Appendix A-9 for a list of Other Provincial Grants.

Other operating revenue, excluding Education Development Charges (EDC), has increased by \$663,000, mainly due to increases to Language Instruction for Newcomers to Canada (LINC) revenue, international student fees, use of schools revenues and recoverable wages.

As presented in the 2015-2016 Audited Financial Statements report at the November 15, 2016 Regular Board Meeting, the Board had an Operating Accumulated Surplus of \$298,828 for 2015-2016. Appendices A-1 and F show an estimated in-year Operating Surplus of \$14,000 for 2016-2017. In addition, the Available for Compliance – Internally Appropriated Surplus is expected to be \$477,000, for an estimated Total Available for Compliance Surplus of \$491,000.

3. OPERATING EXPENSE PROJECTIONS (APPENDICES A-2 TO A-8, B, B-1 AND B-2)

The operating expense projections have increased by approximately \$2.4 million from the 2016-2017 Original Budget Estimates. This was mostly due to an increase of \$1.5 million in salaries and benefits from increasing the staffing complement, and higher sick leave and maternity leave costs. The salary and benefits component was estimated using the staffing complement at October 31, 2016, while the sick leave and maternity leave costs have been increased to reflect actual costs incurred in the 2015-2016 year and estimated costs for the teachers earned leave plan. In addition, there are \$846,000 in additional provincial grants which have offsetting expenses.

Operating expenses include a salary component (approximately 86.9%) and a non-salary component (approximately 13.1%), as indicated in Appendix B. The operating expense projections total \$340.3 million, comprised of \$258.4 million for classroom expenses, \$50.2 million for non-classroom and \$31.6 million for school operations and maintenance, as indicated in Appendix A-2.

For the non-salary component, expenses have increased by \$0.9 million from the 2016-2017 Original Budget Estimates, mainly due to a \$340,000 increase in Supplies and Services expenses related to additional EPOs and a \$476,000 increase in Fees and Contractuals related to custodial

services and transportation costs. The EPO-related expense increases are offset by a corresponding increase in Other Provincial Grants.

The Original Budget Estimates report outlined that the 2016-2017 expenses for Special Education are expected to exceed the Special Education Allocation by \$1.5 million. The Revised Estimates Special Education expenses have been updated to reflect the increase in salary and benefit costs from increasing the staffing complement as listed in section 1 above. As a result, the Special Education expenses are expected to exceed the Special Education Allocation by \$1.6 million.

The Board Administration and Governance expenses of \$9.5 million, as listed in Appendix A-5, are expected to be compliant with the Board Administration and Governance Grant (BAGG) enveloping requirements, with revenue exceeding expenses by approximately \$500,000.

4. CAPITAL BUDGET (APPENDIX D)

Appendix D shows the estimated capital spending in 2016-2017 for approved projects and the funding sources for these projects. The estimated expenses are \$17.4 million, mainly due to the new school build, full day kindergarten (FDK) addition and school condition improvement projects.

5. ENROLMENT (APPENDIX C)

The provincial funding allocation is based on estimated enrolment. Elementary and secondary enrolment is based on FTE enrolment for October 31st and March 31st. These two fixed-in-time FTE enrolment values are combined to produce the annualized Average Daily Enrolment (ADE).

The enrolment used in the Revised Budget Estimates has been updated to reflect the actual enrolment on October 31, 2016. As a result, the revised projected ADE of 22,368.50 elementary students is 1.0% higher than the elementary enrolment of 22,153.50 projected in the Original Budget Estimates. An ADE of 10,731.06 has been estimated for secondary students, which is a 1.3% increase from the 10,593.58 projected in the Original Budget Estimates. This results in an overall enrolment of 33,099.56 which is an increase of 1.1% over the Original Budget Estimates and a 2.4% increase over the 2015-2016 Actual ADE.

6. BALANCED BUDGET, ENVELOPING, FLEXIBILITY & OTHER REPORTING REQUIREMENTS

School Boards continue to be responsible for setting their budgets. Education funding recognizes that school boards need flexibility to decide how best to allocate resources within those budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation. The different types of spending restrictions for boards are as follows:

1. Budgets must be balanced.
2. Class-size targets are to be met.
3. The Special Education Grant is limited to special education expenses.
4. The allocations within the Student Achievement Envelope of the Learning Opportunities Grant are limited for use collectively on seven programs.
5. The Library Staff Allocation is to be used to fund library staff.

6. Each board is required to spend at least half of the minimum funding received for the dedicated position through the First Nation, Métis, and Inuit Education Supplement Per-Pupil Amount, and confirm that any remainder has been used to support the Framework through its Board Action Plan (BAP).
7. The Mental Health Leader Allocation is to be used to ensure that each board has at least one Mental Health Leader.
8. New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenses which are required to meet NTIP program requirements.
9. School Board Administration and Governance spending shall not exceed the grant allocation (excluding internal audit).
10. The School Renewal Allocation is primarily limited to capital renewal expenses.
11. The School Condition Improvement Allocation is to be used for renewal expenses that are capitalized.
12. Capital funding is to be used for approved capital projects.
13. The Temporary Accommodation Allocation is to be used for portable moves, leases, and purchases, as well as lease costs for permanent instructional space.
14. A portion of GSN funding is to be used first for minor tangible capital assets (furniture and equipment that is capitalized).

School boards continue to be accountable for how they use all of the revenue that they receive from education funding grants, including the revenue that they can use flexibly.

7. QUARTERLY BUDGET REPORTS (APPENDICES A-1 TO A-8)

The Revenue (Appendix A-1) and Expenses (Appendix A-2) schedules have a column showing the 2016-2017 received/spent to November 30, 2016. The amounts to November 30, 2016 are compared to the Revised Budget Estimates to show the percentage received/spent to date. At November 30, 2016, we are a quarter of the way through the fiscal year or three-tenths of the way through the academic year. Therefore, we would expect the percentage received/spent to be between 25% and 30%. This is the case for both revenues and expenses, therefore the 2016-2017 year-to-date figures appear reasonable. Additional breakdowns of the expenses are provided in Appendices A-3 to A-8. Board staff will produce this report on a quarterly basis in March 2017 and June 2017 and show the year-to-date percentages received/spent in 2015-2016 for comparison.

CONCLUSION:

The Revised Budget Estimates reflect the projected funding and proposed expense needs for 2016-2017 based on the best information currently available. The 2016-2017 Revised Budget Estimates show an in-year Operating Surplus of \$14,000, and an estimated Total Surplus Available for Compliance of \$0.5 million. The Revised Budget Estimates continues to show staff's commitment to build an operating reserve, in line with the 2016-17 Budget Objectives, by transferring \$790,000 into the operating reserve, for an accumulated total of \$3.3 million or 1% of the Halton Catholic District School Board's provincial allocation.

RECOMMENDATION:

RESOLUTION

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the 2016-2017 Revised Budget Estimates in the amount of \$378,227,855.

REPORT PREPARED BY:

J. CHANTHAVONG
ACTING MANAGER, BUDGET AND ACCOUNTING SERVICES

REPORT REVIEWED BY:

A. LOFTS
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

R. NEGOT
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board
Revenue
2016-17 Revised Estimates

Appendix A-1

	2016-17 Revised Budget Estimates (in PSAB Format)	2016-17 Revenues and Receipts Nov.30/16 (in PSAB Format)	2016-17 Remaining Balance (in PSAB Format)	Percent Received	2016-17 Original Budget Estimates (in PSAB Format)	2015-16 Actuals (in PSAB Format)	2014-15 Actuals (in PSAB Format)
OPERATING REVENUE							
Province of Ontario							
Legislative Grants	254,414,945	78,211,454	176,203,491	30.7%	253,132,369	248,710,602	237,867,168
Municipal Taxes	86,191,000	21,672,226	64,518,774	25.1%	86,119,550	85,297,338	84,272,864
	<u>340,605,945</u>	<u>99,883,680</u>	<u>240,722,265</u>	<u>29.3%</u>	<u>339,251,919</u>	<u>334,007,940</u>	<u>322,140,032</u>
Other Provincial Grants							
Prior Year Grant Adjustment - Operating	-	-	-	-	-	493,550	3,059
Other Provincial Grants (Appendix A-9)	3,143,025	1,268,542	1,874,483	40.4%	2,296,977	3,417,345	3,738,150
	<u>3,143,025</u>	<u>1,268,542</u>	<u>1,874,483</u>	<u>40.4%</u>	<u>2,296,977</u>	<u>3,910,895</u>	<u>3,741,209</u>
Other Revenue							
Government of Canada	1,686,312	149,362	1,536,950	8.9%	1,637,646	1,612,107	1,797,910
Tuition Fees	2,058,550	2,262,067	(203,517)	109.9%	1,909,750	1,408,801	785,630
Use of Schools/Rentals	1,076,000	963,935	112,065	89.6%	848,000	934,690	822,465
Cafeteria, Vending, Uniform and OCAS Revenue	-	38,130	(38,130)	-	-	57,397	35,405
Interest Revenue	50,000	34,496	15,504	69.0%	50,000	78,543	40,499
Interest Revenue on Capital	-	-	-	-	-	1,132,656	-
Donation Revenue	2,934	2,555	379	-	-	1,770	11,987
Miscellaneous Recoveries	-	45,377	(45,377)	-	-	107,059	108,796
Recoveries - Secondments	1,628,218	177,583	1,450,635	10.9%	1,497,235	1,557,414	1,161,582
Miscellaneous Revenue	1,469,857	534,580	935,277	36.4%	1,365,774	1,264,650	1,018,277
EDC Revenue	9,000,000	2,142,494	6,857,506	23.8%	8,000,000	7,751,681	8,664,543
	<u>16,971,871</u>	<u>6,350,578</u>	<u>10,621,293</u>	<u>37.4%</u>	<u>15,308,405</u>	<u>15,906,767</u>	<u>14,447,094</u>
School Generated Funds Revenue	<u>12,500,000</u>	<u>4,262,735</u>	<u>8,237,265</u>	<u>34.1%</u>	<u>12,500,000</u>	<u>12,665,806</u>	<u>11,913,498</u>
Amortization of Deferred Capital Contribution	<u>15,114,896</u>	<u>3,778,724</u>	<u>11,336,172</u>	<u>25.0%</u>	<u>14,746,120</u>	<u>14,505,808</u>	<u>13,616,163</u>
Total Operating Revenue	388,335,737	115,544,259	272,791,478	29.8%	384,103,421	380,997,217	365,857,996
Available for Compliance							
(Surplus) Deficit - Operating	(13,988)	-	(13,988)	0.0%	(15,383)	(298,828)	(804,226)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net) Note #1	(477,422)	285,455	(762,877)	-59.8%	341,060	(2,564,112)	(1,687,097)
Total Available for Compliance (Surplus) Deficit	<u>(491,410)</u>	<u>285,455</u>	<u>(776,865)</u>	<u>-58.1%</u>	<u>325,677</u>	<u>(2,862,940)</u>	<u>(2,491,323)</u>
Unavailable for Compliance							
Unavailable for Compliance (PSAB Adjustments)	(158,253)	-	(158,253)	0.0%	(158,253)	(150,124)	(125,387)
Amortization of EFB - Retirement Gratuity & ERIIP Liability	(458,219)	-	(458,219)	0.0%	(458,219)	(458,219)	(242,811)
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	-	-	-	-
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	-	97,136	44,126
Revenues Recognized for Land	(9,000,000)	(2,142,494)	(6,857,506)	23.8%	(8,000,000)	(7,751,681)	(8,664,543)
Total Unavailable for Compliance (Surplus)	<u>(9,616,472)</u>	<u>(2,142,494)</u>	<u>(7,473,978)</u>	<u>22.3%</u>	<u>(8,616,472)</u>	<u>(8,262,888)</u>	<u>(8,988,615)</u>
Total Annual (Surplus) Deficit	<u>(10,107,882)</u>	<u>(1,857,039)</u>	<u>(8,250,843)</u>	<u>18.4%</u>	<u>(8,290,795)</u>	<u>(11,125,828)</u>	<u>(11,479,938)</u>
Total Revenue After PSAB Adjustments	\$ 378,227,855	\$ 113,687,219	\$ 264,540,636	30.1%	\$ 375,812,626	\$ 369,871,388	\$ 354,378,058

Note #1

Transfer (to) from Working Funds Reserve	(790,000)		(790,000)		(1,800,000)	(600,000)
Net Transfer (to) from Student Success, P.D.S.S. and School Activities Reserve	(35,000)	285,455	(320,455)		746,630	386,420
Net Transfer (to) from School Renewal Reserve			-		(1,431,006)	(778,108)
Net Transfer (to) from Committed Capital Projects	271,196		271,196		264,678	(840,016)
Net Transfer (to) from Committed Sinking Fund	76,382		76,382		76,382	144,607
	<u>\$ (477,422)</u>	<u>\$ 285,455</u>	<u>\$ (762,877)</u>		<u>\$ 341,060</u>	<u>\$ (1,687,097)</u>

Halton Catholic District School Board
Expenditures
2016-17 Revised Estimates

Appendix A-2

	2016-17 Revised Budget Estimates <small>(in PSAB Format)</small>	2016-17 Expenses and Commitments Nov.30/16 <small>(in PSAB Format)</small>	2016-17 Remaining Balance <small>(in PSAB Format)</small>	Percent Spent	2016-17 Original Budget Estimates <small>(in PSAB Format)</small>	2015-16 Actuals <small>(in PSAB Format)</small>	2014-15 Actuals <small>(in PSAB Format)</small>
Classroom Instruction							
Classroom Teachers	198,266,200	51,278,244	146,987,956	25.9%	198,876,593	194,188,544	184,482,656
Occasional Teachers	3,924,000	796,737	3,127,263	20.3%	3,502,000	3,905,457	3,640,585
Early Childhood Educators (E.C.E) and Supply	8,039,250	2,086,333	5,952,917	26.0%	7,821,015	7,857,723	7,447,464
Teacher Assistants and Supply	20,798,409	5,564,878	15,233,531	26.8%	20,628,214	20,988,297	20,575,427
Textbooks & Classroom Supplies	7,309,509	1,698,368	5,611,141	23.2%	7,262,129	6,780,730	6,227,368
Computers	2,079,114	1,028,295	1,050,819	49.5%	1,750,103	2,244,284	2,072,420
Professionals, Paraprofessionals & Technical	11,314,082	2,366,283	8,947,799	20.9%	10,556,613	10,372,847	10,294,949
Library and Guidance	4,547,116	1,347,010	3,200,106	29.6%	4,949,824	4,941,029	4,673,603
Staff Development	2,144,879	748,744	1,396,135	34.9%	1,806,112	2,734,507	2,513,574
Subtotal Classroom Instruction	258,422,559	66,914,892	191,507,667	25.9%	257,152,603	254,013,418	241,928,046
Non Classroom - School Support Services							
School Administration (Appendix A-3)	20,642,269	4,993,523	15,648,746	24.2%	20,252,822	20,486,688	20,061,009
Teacher Consultants (Appendices A-3 & A-4)	4,547,166	1,124,584	3,422,582	24.7%	4,572,213	4,260,076	3,632,579
Continuing Education (Appendix A-7)	6,511,700	1,499,373	5,012,327	23.0%	6,093,367	6,076,899	6,319,030
Subtotal School Support Services	31,701,135	7,617,479	24,083,656	24.0%	30,918,402	30,823,663	30,012,619
Recoverable Expenses	1,628,218	405,607	1,222,611	24.9%	1,497,235	1,557,414	1,161,582
Other Non Classroom							
Board Administration (Appendix A-5)	9,533,874	2,185,270	7,348,604	22.9%	9,614,195	9,115,388	8,150,531
Transportation (Appendix A-8)	7,365,494	1,841,374	5,524,121	25.0%	7,272,313	6,692,172	6,747,001
Subtotal Other Non Classroom	16,899,368	4,026,643	12,872,725	23.8%	16,886,508	15,807,559	14,897,531
Pupil Accommodation							
School Operations and Maintenance	30,003,900	6,549,895	23,454,005	21.8%	29,865,723	27,935,037	28,140,743
School Renewal Projects	-	-	-	-	-	-	-
ALC and Portable Leases	1,613,000	449,581	1,163,419	27.9%	1,613,000	1,571,566	784,322
Debt Charges	47,375	-	47,375	0.0%	47,375	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	9,583,205	4,187,602	5,395,603	43.7%	9,583,205	10,096,616	10,536,538
Subtotal Pupil Accommodations	41,247,480	11,187,078	30,060,402	27.1%	41,109,303	39,650,594	39,508,978
School Generated Funds Expenditures	12,500,000	2,948,621	9,551,379	23.6%	12,500,000	12,762,942	11,957,624
Amortization Expenditure	16,445,566	4,111,392	12,334,175	25.0%	16,365,046	15,864,140	15,279,876
Total Expenditures Before PSAB adjustments	\$ 378,844,326	\$ 97,211,712	\$ 281,632,614	25.7%	\$ 376,429,097	\$ 370,479,730	\$ 354,746,256
PSAB Adjustments							
Increase (Decrease) in Employee future Benefits	(458,218)	-	(458,218)		(458,218)	(458,218)	(242,811)
(Decrease) in Accrued Interest on Debenture	(158,253)	-	(158,253)		(158,253)	(150,124)	(125,387)
Total PSAB Adjustment	\$ (616,471)	\$ -	\$ (616,471)		\$ (616,471)	\$ (608,342)	\$ (368,198)
Total Expenditures After PSAB Adjustment	\$ 378,227,855	\$ 97,211,712	\$ 281,016,143		\$ 375,812,626	\$ 369,871,388	\$ 354,378,058

Halton Catholic District School Board
Instruction Expenditures
2016-17 Revised Estimates

Appendix A-3

CLASSROOM

Regular Day School

	2016-17 Revised Budget Estimates <small>(in PSAB Format)</small>	2016-17 Expenses and Commitments Nov.30/16 <small>(in PSAB Format)</small>	2016-17 Remaining Balance <small>(in PSAB Format)</small>	Pct Spent	2016-17 Original Budget Estimates <small>(in PSAB Format)</small>	2015-16 Actuals <small>(in PSAB Format)</small>	2014-15 Actuals <small>(in PSAB Format)</small>
Classroom Teachers - Salaries & Benefits	180,121,400	46,492,684	133,628,716	25.80%	180,392,211	176,165,189	167,252,729
Classroom Teachers - ESL - Salaries & Benefits	2,643,400	703,838	1,939,562	26.60%	2,831,747	2,715,521	2,505,531
Classroom Teachers - Travel	13,000	948	12,052	7.30%	12,000	12,716	12,738
Occasional Teachers - Salaries & Benefits	3,924,000	796,737	3,127,263	20.30%	3,502,000	3,905,457	3,640,585
E.C.E. (Early Childhood Educators)- Salaries & Benefits	7,739,500	2,028,383	5,711,117	26.20%	7,563,515	7,568,918	7,201,160
Supply E.C.E - Salaries and Benefits	299,750	57,950	241,801	19.30%	257,500	288,805	246,304
Textbooks and Classroom Material	5,501,294	1,496,824	4,004,470	27.20%	5,359,421	5,388,915	5,020,848
Furniture and Equipment	407,955	95,645	312,310	23.40%	315,940	633,330	466,069
Computer - Furniture and Equipment	361,114	187,557	173,557	51.90%	272,103	742,671	489,803
Computer - Supplies and Services	1,509,000	797,494	711,506	52.80%	1,469,000	1,353,609	1,347,222
Prof. & Paraprofessionals - Computer - Salaries & Benefits	2,196,550	504,891	1,691,659	23.00%	1,955,685	1,941,225	2,214,171
Prof. & Paraprofessionals - Salaries & Benefits	2,026,007	385,517	1,640,490	19.00%	1,910,960	1,866,940	1,920,914
Prof. & Paraprofessionals - Supplies & Equipment	773,525	152,599	620,926	19.70%	847,401	727,745	955,814
Library and Guidance - Salaries & Benefits	4,205,700	1,196,320	3,009,380	28.40%	4,628,974	4,560,924	4,208,441
Library and Guidance - Books & Supplies	341,416	150,690	190,726	44.10%	320,850	380,105	465,162
Staff Development	2,095,379	731,416	1,363,963	34.90%	1,731,612	2,638,563	2,439,109
Subtotal Classroom	\$ 214,158,990	\$ 55,779,492	\$ 158,379,498	26.00%	\$ 213,370,919	\$ 210,890,634	\$ 200,386,599

NON-CLASSROOM

Regular Day School

Teacher Consultants - Salaries & Benefits	3,041,051	725,104	2,315,947	23.80%	3,156,575	2,840,823	2,092,821
Teacher Consultants - Supplies & Services	353,089	129,619	223,470	36.70%	324,910	357,826	479,603
Subtotal Consultants	\$ 3,394,140	\$ 854,723	\$ 2,539,417	25.20%	\$ 3,481,485	\$ 3,198,649	\$ 2,572,423

School Administration

School Administration - Salaries & Benefits	19,534,520	4,675,634	14,858,886	23.90%	19,350,744	19,256,172	18,721,994
School Administration - Supplies and Services	1,107,749	317,889	789,860	28.70%	902,078	1,230,516	1,339,015
Subtotal School Administration	\$ 20,642,269	\$ 4,993,523	\$ 15,648,746	24.20%	\$ 20,252,822	\$ 20,486,688	\$ 20,061,009

Total Regular Day School - Non Classroom

Recoverable expenses	\$ 1,628,218	\$ 405,607	1,222,611	24.90%	\$ 1,497,235	\$ 1,557,414	\$ 1,161,582
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Total Instruction

	\$ 239,823,617	\$ 62,033,345	\$ 177,790,272	25.90%	\$ 238,602,461	\$ 236,133,385	\$ 224,181,614
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Halton Catholic District School Board
Special Education Expenditures
2016-17 Revised Estimates

Appendix A-4

CLASSROOM

	2016-17 Revised Budget Estimates (in PSAB Format)	2016-17 Expenses and Commitments Nov.30/16 (in PSAB Format)	2016-17 Remaining Balance (in PSAB Format)	Pct Spent	2016-17 Original Budget Estimates (in PSAB Format)	2015-16 Actuals (in PSAB Format)	2014-15 Actuals (in PSAB Format)
Classroom Teachers - Salaries & Benefits	15,436,800	4,077,564	11,359,237	26.40%	15,589,035	15,250,528	14,662,313
Classroom Teachers - Travel	51,600	3,211	48,389	6.20%	51,600	44,590	49,345
Teacher Assistants - Salaries & Benefits	19,811,300	5,310,736	14,500,564	26.80%	19,772,214	20,029,379	19,669,325
Supply Teacher Assistants - Salaries & Benefits	987,109	254,142	732,967	25.70%	856,000	958,918	906,102
Textbooks and Classroom Material	327,860	58,243	269,617	17.80%	314,368	326,046	363,802
Furniture and Equipment	1,072,400	47,656	1,024,744	4.40%	1,272,400	432,439	376,648
Computer Equipment	209,000	43,244	165,756	20.70%	9,000	148,004	235,395
Prof. & Paraprofessionals - Salaries & Benefits	6,220,000	1,310,703	4,909,297	21.10%	5,739,567	5,677,389	5,129,279
Prof. & Paraprofessionals - Supplies & Equipment	98,000	12,573	85,427	12.80%	103,000	159,547	74,771
Library and Guidance	-	-	-	-	-	-	-
Workshops	49,500	17,328	32,172	35.00%	74,500	95,943	74,466
Subtotal Classroom	\$ 44,263,569	\$ 11,135,400	\$ 33,128,169	25.20%	\$ 43,781,684	\$ 43,122,783	\$ 41,541,446

NON CLASSROOM

Consultants - Salaries & Benefits	1,106,100	252,515	853,585	22.80%	1,043,802	1,013,969	1,008,226
Consultants - Supplies & Services	46,926	17,346	29,580	37.00%	46,926	47,458	51,930
Subtotal Consultants	\$ 1,153,026	\$ 269,861	\$ 883,165	23.40%	\$ 1,090,728	\$ 1,061,427	\$ 1,060,156

Total Special Education

\$ 45,416,595	\$ 11,405,261	\$ 34,011,334	25.10%	\$ 44,872,412	\$ 44,184,211	\$ 42,601,602
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Halton Catholic District School Board
Board Administration Expenditures
2016-17 Revised Estimates

Appendix A-5

	2016-17 Revised Budget Estimates (in PSAB Format)	2016-17 Expenses and Commitments Nov.30/16 (in PSAB Format)	2016-17 Remaining Balance (in PSAB Format)	Pct Spent	2016-17 Original Budget Estimates (in PSAB Format)	2015-16 Actuals (in PSAB Format)	2014-15 Actuals (in PSAB Format)
Governance /Trustees	\$ 207,900	\$ 43,295	\$ 164,605	20.80%	\$ 207,900	\$ 155,330	\$ 168,765
Directors and Supervisory Officers							
Salaries & Benefits	1,598,300	389,083	1,209,217	24.30%	1,613,009	1,741,994	1,620,499
Supplies and Services	113,800	53,053	60,747	46.60%	113,800	126,166	117,196
Furniture & Equipment	11,065	750	10,315	6.80%	10,450	1,924	1,154
Other Expenditures	18,850	1,088	17,762	5.80%	18,850	11,097	14,603
Subtotal Directors and Supervisory Officers	\$ 1,742,015	\$ 443,974	\$ 1,298,041	25.50%	\$ 1,756,109	\$ 1,881,181	\$ 1,753,451
Business and General Administration							
Salaries & Benefits	3,463,500	762,814	2,700,686	22.00%	3,515,965	3,282,764	2,849,263
Supplies and Services	362,683	51,462	311,221	14.20%	375,073	211,330	149,458
Furniture & Equipment	30,000	2,701	27,299	9.00%	30,000	29,464	16,561
Fees & Contractual Services	528,170	94,427	433,743	17.90%	513,170	440,389	459,562
Other Expenditures	219,167	160,091	59,076	73.00%	219,167	199,230	167,165
Parent Engagement Expenses	38,627	3,660	34,967	9.50%	38,567	32,499	37,022
Subtotal Business and General Administration	\$ 4,642,147	\$ 1,075,156	\$ 3,566,991	23.20%	\$ 4,691,942	\$ 4,195,676	\$ 3,679,030
Human Resources							
Salaries & Benefits	1,491,050	337,927	1,153,123	22.70%	1,477,077	1,485,321	1,358,935
Supplies and Services	79,509	16,037	63,472	20.20%	79,509	52,589	68,799
Furniture & Equipment	9,500	882	8,618	9.30%	9,500	1,016	5,583
Fees & Contractual Services	286,353	77,957	208,396	27.20%	266,353	268,514	205,782
Other Expenditures	11,600	1,064	10,536	9.20%	11,600	15,064	3,539
Subtotal Human Resources	\$ 1,878,012	\$ 433,867	\$ 1,444,145	23.10%	\$ 1,844,039	\$ 1,822,504	\$ 1,642,639
Information Technology							
Salaries & Benefits	581,300	82,245	499,055	14.10%	580,705	581,167	367,569
Supplies and Services	23,000	7,398	15,602	32.20%	23,000	32,163	29,635
Furniture & Equipment	15,500	1,616	13,884	10.40%	15,500	10,067	20,759
Other Expenditures	5,000	3,840	1,160	76.80%	5,000	4,891	4,444
Subtotal Information Technology	\$ 624,800	\$ 95,099	\$ 529,701	15.20%	\$ 624,205	\$ 628,289	\$ 422,407
Bank Financing Charges							
Operating interest and bank charges	89,000	8,701	80,299	9.80%	140,000	59,124	134,079
Subtotal Bank Financing Charges	\$ 89,000	\$ 8,701	\$ 80,299	9.80%	\$ 140,000	\$ 59,124	\$ 134,079
Operations & Maintenance							
Utilities	145,000	27,445	117,555	18.90%	145,000	137,428	135,052
Building repairs and maintenance	103,000	28,632	74,368	27.80%	103,000	133,365	120,536
Landscape and snow removal	33,000	13,351	19,649	40.50%	33,000	39,608	24,918
Fire/Security/Monitoring	3,000	-	3,000	0.00%	3,000	1,901	5,078
Waste Disposal	3,000	-	3,000	0.00%	3,000	-	-
Contractual Services	63,000	15,751	47,249	25.00%	63,000	60,840	62,255
Subtotal Operations & Maintenance	\$ 350,000	\$ 85,178	\$ 264,822	24.30%	\$ 350,000	\$ 373,284	\$ 350,160
Total Board Administration	\$ 9,533,874	\$ 2,185,270	\$ 7,348,604	22.90%	\$ 9,614,195	\$ 9,115,388	\$ 8,150,531

Halton Catholic District School Board

Pupil Accommodations Expenditures

2016-17 Revised Estimates

Appendix A-6

	2016-17 Revised Budget Estimates (in PSAB Format)	2016-17 Expenses and Commitments Nov.30/16 (in PSAB Format)	2016-17 Remaining Balance (in PSAB Format)	Pct Spent	2016-17 Original Budget Estimates (in PSAB Format)	2015-16 Actuals (in PSAB Format)	2014-15 Actuals (in PSAB Format)
School Operations							
Salaries & Benefits	10,207,500	2,155,219	8,052,281	21.10%	10,329,323	9,959,089	10,068,356
Professional Development	18,000	4,026	13,974	22.40%	18,000	12,236	22,967
Community Use of Schools	462,752	26,487	436,265	5.70%	462,752	149,920	349,479
Utilities - Hydro	4,922,195	966,868	3,955,327	19.60%	4,922,195	4,829,503	4,507,695
Utilities - Natural Gas	790,000	71,104	718,896	9.00%	790,000	566,019	754,874
Utilities - Water & Sewer	802,000	109,266	692,734	13.60%	802,000	615,435	600,906
Maintenance - Supplies and Materials	890,000	274,562	615,438	30.80%	890,000	821,780	809,061
Travel and Mileage	89,000	20,356	68,644	22.90%	89,000	67,191	64,837
Custodial equipment repairs	135,000	14,713	120,287	10.90%	135,000	108,849	119,751
Creative playground equipment	25,000	608	24,392	2.40%	25,000	11,467	10,218
Telephone	18,250	4,788	13,462	26.20%	18,250	16,213	14,055
Plant Office	20,200	2,325	17,875	11.50%	20,200	20,056	10,518
School Maintenance Services	6,692,000	1,453,887	5,238,113	21.70%	6,692,000	6,878,033	6,707,975
Furniture & Equipment	150,000	40,825	109,175	27.20%	150,000	34,361	23,470
Professional Fees	541,458	25,253	516,205	4.70%	631,458	345,430	539,000
Contractual Services - Security, Fire, etc.	3,256,255	767,042	2,489,213	23.60%	2,906,255	2,489,444	2,326,931
Insurance	728,000	556,084	171,916	76.40%	728,000	610,041	606,443
Moving expenses	46,500	4,499	42,001	9.70%	46,500	190,311	395,932
Continuing Education/ALC operating costs	209,790	51,984	157,806	24.80%	209,790	209,660	208,275
Subtotal School Operations	\$ 30,003,900	\$ 6,549,895	\$ 23,454,005	21.80%	\$ 29,865,723	\$ 27,935,037	\$ 28,140,743
New Pupil Places							
Portable Leases & Moving expenses	1,613,000	449,581	1,163,419	27.90%	1,613,000	1,571,566	784,322
Subtotal New Pupil Places	\$ 1,613,000	\$ 449,581	\$ 1,163,419	27.90%	\$ 1,613,000	\$ 1,571,566	\$ 784,322
Debt Charges							
Debt Charges-Permanent financing of NPF	47,375	-	47,375	0.00%	47,375	47,375	47,375
Subtotal Debt Charges	\$ 47,375	\$ -	\$ 47,375	0.00%	\$ 47,375	\$ 47,375	\$ 47,375
Other Debenture Payments							
LEIP - Debenture Interest	225,518	-	225,518	0.00%	225,518	245,770	265,246
Turf Loan Interest	-	-	-	-	-	-	-
OSBFC Debenture Interest	4,833,452	1,784,953	3,048,499	36.90%	4,833,452	5,129,118	5,406,551
OFA Debenture Interest	4,524,235	2,402,649	2,121,586	53.10%	4,524,235	4,721,729	4,864,741
Subtotal Other Debenture Payments	\$ 9,583,205	\$ 4,187,602	\$ 5,395,603	43.70%	\$ 9,583,205	\$ 10,096,616	\$ 10,536,538
Total Pupil Accommodations	\$ 41,247,480	\$ 11,187,078	\$ 30,060,402	27.10%	\$ 41,109,303	\$ 39,650,594	\$ 39,508,978

Halton Catholic District School Board
Continuing Education/Adult Learning Centre Expenditures
2016-17 Revised Estimates

Appendix A-7

Continuing Education

	2016-17 Revised Budget Estimates <small>(in PSAB Format)</small>	2016-17 Expenses and Commitments Nov.30/16 <small>(in PSAB Format)</small>	2016-17 Remaining Balance <small>(in PSAB Format)</small>	Pct Spent	2016-17 Original Budget Estimates <small>(in PSAB Format)</small>	2015-16 Actuals <small>(in PSAB Format)</small>	2014-15 Actuals <small>(in PSAB Format)</small>
Salaries & Benefits	5,303,505	1,126,204	4,177,301	21.20%	4,936,059	4,996,089	5,224,601
Supplies and Services	226,079	58,879	167,200	26.00%	206,692	186,691	190,614
Furniture & Equipment	27,000	2,293	24,707	8.50%	17,000	5,811	11,945
Fees & Contractual Services	36,600	5,055	31,545	13.80%	25,100	13,314	39,094
ALC Leases/Rentals	918,516	306,942	611,574	33.40%	908,516	874,994	852,776
Total Continuing Education	\$ 6,511,700	\$ 1,499,373	\$ 5,012,327	23.00%	\$ 6,093,367	\$ 6,076,899	\$ 6,319,030

Halton Catholic District School Board
Transportation Expenditures
2016-17 Revised Estimates

Appendix A-8

Transportation - General

	2016-17 Revised Budget Estimates <small>(in PSAB Format)</small>	2016-17 Expenses and Commitments Nov.30/16 <small>(in PSAB Format)</small>	2016-17 Remaining Balance <small>(in PSAB Format)</small>	Pct Spent	2016-17 Original Budget Estimates <small>(in PSAB Format)</small>	2015-16 Actuals <small>(in PSAB Format)</small>	2014-15 Actuals <small>(in PSAB Format)</small>
Salaries & Benefits	398,417	99,604	298,813	25.00%	386,668	380,711	360,708
Supplies and Services	57,203	14,301	42,902	25.00%	54,891	26,337	26,613
Furniture & Equipment	6,101	1,525	4,576	25.00%	6,521	3,424	10,668
Fees & Contractual Services	118,545	29,636	88,909	25.00%	115,385	102,397	104,869
Subtotal Transportation - General	580,266	145,067	435,200	25.00%	563,465	512,869	502,858

Transportation - Home to School

	6,785,228	1,696,307	5,088,921	25.00%	6,708,848	6,179,303	6,244,143
Total Transportation	\$ 7,365,494	\$ 1,841,374	\$ 5,524,121	25.00%	\$ 7,272,313	\$ 6,692,172	\$ 6,747,001

**Halton Catholic District School Board
Other Provincial Grants
2016-17 Revised Estimates**

Appendix A-9

Grant Description	2016-17 Revised Budget Estimates	2016-17 Actual Nov.30/16	2016-17 Original Budget Estimates
A.Prkacin - EPO			
French As A Second Language	113,612	68,167	113,612
Early Years-EDI	26,480	26,480	
Early Leadership Strategy	95,130	47,565	95,130
Renewed Math Strategy	468,986	328,290	422,458
	704,208	470,502	631,200
B. Browne - EPO			
Autism Support And Training	49,926	34,948	49,926
Learning For All			46,528
Ontario Autism Program	174,809	134,066	
Board Leadership Development Strategy (BLDS)	52,571	31,543	
	277,306	200,558	96,454
C. McGillicuddy - EPO			
Specialist Highskills Major (SHSM) Special Funding	61,053		
Re-Engagement 12 & 12+	4,469	4,469	
Gap Closing Grade 7-12	32,340	22,638	
	97,862	27,107	-
C.Cipriano-EPO			
Parents Reaching Out (PRO)	40,604	40,604	
Parents Reaching Out - Regional	12,500		
Teacher Learning & Leadership Program-PKE	44,243	4,243	
Teacher Learning & Leadership Program-Mahler	32,360	19,793	
Teacher Learning & Leadership Program-Ramirez	14,121	6,998	
Teacher Learning & Leadership Program-Daugherty	47,033	35,033	
Teacher Learning & Leadership Program-Brun Del Re	23,930	16,305	
	214,791	122,976	-
T. Pinelli - EPO			
Safe, Equitable And Inclusive Schools	90,849		90,849
	90,849	-	90,849
J. OHara - EPO			
Transitional Support-MOU	68,083	68,083	80,473
	68,083	68,083	80,473
G. Corbaccio - EPO			
Outreach Coordinator	73,600	46,000	73,600
	73,600	46,000	73,600
Sub-total	\$ 1,526,699	\$ 935,225	\$ 972,576
 O.Y.A.P GRANT	106,439	63,863	106,439
LBS Grants	98,400	38,634	98,400
Province Of Ontario-ALC	1,052,668		1,119,562
PBLA 1X FUNDING	38,819	38,819	
Province of Ontario-H.O.M.E	320,000	192,000	
Sub-total	\$ 1,616,326	\$ 333,316	\$ 1,324,401
Total Other Provincial Grants per A-1	\$ 3,143,025	\$ 1,268,542	\$ 2,296,977

Halton Catholic District School Board
Summary of Expenses by Expense Type
2016-17 Revised Budget Estimates

Appendix B

	2016-17 Revised Budget Estimates	% of total budget	\$ increase (from Original to Revised)	% increase (from Original to Revised)	2016-17 Original Estimates	% of total budget	2015-16 Actuals	% of total budget	2014-15 Actuals	% of total budget
Operating										
Salary & Wages	252,924,721	74.3%	1,850,945	0.7%	251,073,776	74.3%	246,968,434	74.6%	235,521,943	74.3%
Employee Benefits	42,724,343	12.6%	(396,149)	-0.9%	43,120,492	12.8%	42,816,128	12.9%	41,107,146	13.0%
Total Salaries and Benefits	295,649,064	86.9%	1,454,796	0.5%	294,194,268	87.1%	289,784,562	87.5%	276,629,089	87.3%
Professional Development	845,123	0.2%	(41,671)	-4.7%	886,794	0.3%	919,141	0.3%	762,284	0.2%
Supplies & Services (Appendix B-1)	25,391,844	7.5%	340,475	1.4%	25,051,369	7.4%	24,081,126	7.3%	23,173,453	7.3%
Replacement Furniture & Equipment	26,500	0.0%	-	0.0%	26,500	0.0%	6,066	0.0%	2,815	0.0%
Operating Interest	89,000	0.0%	(51,000)	-36.4%	140,000	0.0%	59,124	0.0%	134,079	0.0%
Rentals & Leases	2,269,216	0.7%	1,233	0.1%	2,267,983	0.7%	2,222,375	0.7%	1,752,711	0.6%
Fees & Contractuals (Appendix B-2)	14,213,958	4.2%	476,419	3.5%	13,737,539	4.1%	12,436,718	3.8%	12,643,350	4.0%
Other	864,959	0.3%	144,457	20.1%	720,502	0.2%	866,335	0.3%	974,287	0.3%
ALC Lease/Rentals	918,516	0.3%	10,000	1.1%	908,516	0.3%	874,994	0.3%	852,775	0.3%
Total Other Operating	44,619,116	13.1%	879,913	2.0%	43,739,203	12.9%	41,465,879	12.5%	40,295,754	12.7%
Total Operating	340,268,180	100.0%	2,334,709	0.7%	337,933,471	100.0%	331,250,441	100.0%	316,924,843	100.0%
Capital										
Debt Charges & Interest	47,375	0.5%	-	-	47,375	0.5%	47,375	0.4%	47,375	0.4%
Turf Loan Interest Payments		0.0%	-	-		0.0%	-	0.0%	-	0.0%
OSBFC Debenture Interest Payments	4,833,452	50.2%	-	0.0%	4,833,452	50.2%	5,129,118	48.5%	5,406,551	51.1%
OFA Debenture Interest Payments	4,749,753	49.3%	-	0.0%	4,749,753	49.3%	4,967,499	47.0%	5,129,987	48.5%
Total Capital	9,630,580	100.0%	-	0.0%	9,630,580	100.0%	10,143,992	100.0%	10,583,913	100.0%
PSAB Adjustments										
School Generated Funds	12,500,000	44.1%	-	0.0%	12,500,000	44.3%	12,762,942	3.9%	11,957,624	3.8%
Amortization expenses	16,445,566	58.1%	80,520	0.5%	16,365,046	57.9%	15,864,140	4.8%	15,279,876	4.8%
Increase in Employee Future Benefits	(458,218)	-1.6%	-	-	(458,218)	-1.6%	458,218	1.6%	(242,811)	-0.9%
(Decrease) in Accrued Interest on Debenture	(158,253)	-0.6%	-	0.0%	(158,253)	-0.6%	(150,124)	-0.5%	(125,387)	-0.5%
	(616,471)	-2.2%	-	0.0%	(616,471)	-2.2%	308,094	1.1%	(368,198)	-1.4%
Total PSAB Adjustments	28,329,095	100.0%	80,520	0.3%	28,248,575	100.0%	28,935,176	8.7%	26,869,302	8.5%
Total expenses	\$ 378,227,855	100.0%	2,415,229	0.6%	\$ 375,812,626	100.0%	\$ 370,329,609	100.0%	\$ 354,378,058	100.0%

Halton Catholic District School Board
Supplies and Services
2016-17 Revised Budget Estimates

Appendix B-1

Description	2016-17 Revised Budget Estimates	2016-17 Budget Estimates	2015-16 Actual	2014-15 Actual
Advertising	\$ 120,373	\$ 96,418	\$ 181,228	\$ 102,861
Application Software	98,209	98,209	42,871	151,959
Asphalt/Concrete	350,000	350,000	323,740	170,993
Assoc. & Membership Fees-Board	4,000	4,000	3,672	3,672
Audio Visual Materials	150,500	150,500	134,999	102,008
Automobile Reimbursement	429,916	425,264	392,482	387,778
Copying Instructional	371,900	372,600	219,029	282,397
Convention/Conferences	12,500	-	13,811	1,295
Field Trips	749,479	627,124	750,773	757,998
Instructional Materials	2,228,255	1,907,364	1,320,276	1,493,650
Instructional Supplies	1,847,936	2,284,739	2,882,140	2,486,489
Library Books	241,720	238,460	241,584	300,114
Maintenance Supplies & Services *	6,956,731	6,958,111	6,868,943	7,035,141
Miscellaneous	60,020	42,060	81,097	74,645
Non-Capital Furniture & Equipment	2,070,435	1,887,564	2,950,054	2,607,579
Office Supplies & Services	234,389	103,220	227,348	273,342
Other Travel Expense	12,350	12,350	14,586	16,172
Other Strategic Communication	4,150	4,150	-	7,463
Periodicals	32,600	32,600	42,315	56,335
Plant Operations Supplies	905,000	905,000	746,008	824,895
Postage	23,065	19,984	36,652	38,796
Printing & Photocopying	269,823	267,520	351,280	317,034
Recruitment Of Staff	22,800	22,800	31,302	66,953
Repairs	339,274	329,274	248,038	306,632
SGF Reimbursements			(2,126,136.0)	(1,983,375.0)
Telecommunications	466,669	462,135	607,238	550,167
Textbooks & Learning Materials	552,265	612,438	1,177,340	629,834
Utilities - Electricity	5,160,485	5,160,485	5,078,962	4,695,280
Utilities - Heating (Gas & Other)	815,000	815,000	580,736	774,064
Utilities - Water & Sewage	812,000	812,000	624,343	607,199
Vehicle Maintenance & Supplies	40,000	40,000	22,991	34,083
Waste disposal	10,000	10,000	11,424	
	<u>\$ 25,391,844</u>	<u>\$ 25,051,369</u>	<u>\$ 24,081,126</u>	<u>\$ 23,173,453</u>

*Including heating & cooling maintenance costs of \$1.8M, snow removal costs of \$1.2M, general & other repairs & maintenance of \$2.9M, and electrical repairs of \$1.0M

Halton Catholic District School Board
Fees and Contractual Expenses
2016-17 Revised Estimates

Appendix B-2

Description	2016-17 Revised Budget Estimates	2016-17 Budget Estimates	2015-16 Actual	2014-15 Actual
Audit Fees	\$ 85,998	\$ 71,277	\$ 83,007	\$ 97,330
Legal Fees	247,680	247,384	182,805	282,001
Other Professional Fees*	712,751	785,169	478,237	679,264
Other Contractual Services**	1,389,415	1,324,528	1,309,156	1,355,698
Contractual Custodial Services	2,894,125	2,544,125	2,243,981	2,166,391
Contractual-Waste Disposal	225,000	225,000	198,742	145,196
Miscellaneous	35,000	35,000	173,812	
Transportation	6,903,773	6,824,233	6,281,700	6,349,012
Temporary Assistance	39,500	39,500	44,867	118,014
Courier	134,250	134,250	100,983	102,401
Software Fees & Licenses	692,064	652,775	614,692	632,860
Hardware Maintenance	100,000	100,000	96,919	93,040
Insurance	754,402	754,298	627,818	622,143
	<u>\$ 14,213,958</u>	<u>\$ 13,737,539</u>	<u>\$ 12,436,719</u>	<u>\$ 12,643,349</u>

*Including Plant & Maintenance Professional fees of \$498,366, HR fees for grievances/negotiations & job evaluations of \$63,119, Special Education psychological assessment fees of \$65,000, Transportation Consortium Accounting fees of \$11,174, etc.

** Including commissionaires expenses (School Services) of \$270,000, employee assistance program (Human Resources) of \$173,200, Ceridian fee (Payroll Services) of approximately \$148,000, infrastructure and cabling services (IT) for \$155,000, and Halinet/CanCopy (Curriculum Services) \$125,000, Spec. Ed Complex needs of \$57,100 & Contractual BAS(K212) of \$90,000

Halton Catholic District School Board
Average Daily Enrolment (ADE)
2016-17 Revised Estimates

Appendix C

	2016-17 REVISED ESTIMATES				2016-17 ORIGINAL ESTIMATES				
	Actual FTE Oct 31/16	Projected FTE Mar 31/17	2016-17 Revised ADE	% Change	Projected FTE Oct 31/16	Projected FTE Mar 31/17	2016-17 Original ADE	% Change	2015-16 Actual ADE
JK	2,040.00	2,048.00	2,044.00	5.9%	1,930.00	1,930.00	1,930.00	-4.6%	2,064.50
SK	2,195.00	2,203.00	2,199.00	1.1%	2,175.00	2,175.00	2,175.00	-4.3%	2,212.00
Gr. 1 to 3	6,891.00	6,916.00	6,903.50	-0.2%	6,893.00	6,939.00	6,916.00	0.9%	6,725.50
Gr. 4 to Gr. 8	11,215.00	11,229.00	11,222.00	0.8%	11,132.00	11,133.00	11,132.50	1.4%	10,964.00
Elementary Day School Enrolment	22,341.00	22,396.00	22,368.50	1.0%	22,130.00	22,177.00	22,153.50	0.1%	21,966.00
Secondary Day School Enrolment	10,866.63	10,595.48	10,731.06	1.3%	10,766.73	10,420.43	10,593.58	3.4%	10,371.55
Total Day School ADE	33,207.63	32,991.48	33,099.56	1.1%	32,896.73	32,597.43	32,747.08	1.2%	32,337.55

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE

% change equals the increase (decrease) in ADE from the prior year, or prior cycle

**Halton Catholic District School Board
Capital Budget
2016-17 Revised Budget Estimates**

Appendix D

Projects	Total Estimated Capital Budget	Funding Sources						
		Capital Priorities	Child Care Capital	Full Day Kindergarten	School Condition Improvement	School Renewal	Other	Total Funding
St. Gregory the Great - New School	15,921,314	1,106,741	908,217					2,014,958
Holy Rosary (M) - Addition	5,075,000	413,430		3,054,119				3,467,549
FDK Playground Equipment	2,370,000			850,000		1,520,000		2,370,000
School Improvement Projects	9,553,280				6,184,380	3,368,900		9,553,280
								-
								-
TOTAL	32,919,594	1,520,171	908,217	3,904,119	6,184,380	4,888,900	-	17,405,788

Halton Catholic District School Board
GSN Calculations
2016-17 Revised Budget Estimates

Appendix E

	2016-17 Revised Budget	% Change from 2016-17 Original	% Change from 2015-16 Actuals	2016-17 Original Budget	2015-16 Actuals	2014-15 Actuals
Enrolment Forecast - JK/SK	4,243.00	3.36%	-0.78%	4,105.00	4,276.50	4,282.00
- 1 to 3	6,903.50	-0.18%	2.65%	6,916.00	6,725.50	6,512.50
- 4 to 8	11,222.00	0.80%	2.35%	11,132.50	10,964.00	10,935.50
Enrolment Forecast - Elementary	22,368.50	0.97%	1.83%	22,153.50	21,966.00	21,730.00
- Secondary	10,731.06	1.30%	3.47%	10,593.58	10,371.55	9,905.23
	33,099.56	1.08%	2.36%	32,747.08	32,337.55	31,635.23
Pupil Foundation Grant - JK/SK	25,888,749	3.36%	0.27%	25,046,740	25,818,086	25,887,216
Pupil Foundation Grant - 1 to 3	38,497,782	-0.18%	3.73%	38,567,489	37,112,923	35,989,052
Pupil Foundation Grant - 4 to 8	52,122,487	0.80%	3.43%	51,706,789	50,395,368	50,335,450
Pupil Foundation Grant - Secondary	62,156,768	1.30%	4.54%	61,360,452	59,458,644	56,865,529
Supply Teacher Adjustment for Elementary						
Supply Teacher Adjustment for Secondary						
Total Pupil Foundation Allocation	178,665,786	1.12%	3.40%	176,681,471	172,785,021	169,077,247
School Foundation Grant - Elementary	14,507,630	0.80%	2.33%	14,392,226	14,177,317	14,060,194
School Foundation Grant - Secondary	7,034,643	0.97%	2.56%	6,967,133	6,858,828	6,655,915
Additional Compensation for Principals & Vice Principals	153,827			153,827		
Total School Foundation Allocation	21,696,100	0.85%	3.14%	21,513,186	21,036,145	20,716,109
SEPPA - JK to Grade 3	10,587,726	1.14%	3.35%	10,468,517	10,244,182	10,075,802
SEPPA - Grade 4 to 8	8,187,796	0.80%	4.41%	8,122,495	7,841,672	7,840,535
SEPPA - Secondary	5,170,976	1.30%	5.52%	5,104,728	4,900,350	4,691,612
Special Education Equipment Amount	1,464,927	-7.59%	3.02%	1,585,202	1,421,929	1,442,641
Special Incidence Portion	985,000	4.23%	0.23%	945,000	982,715	833,745
High Needs Amount	15,142,306	0.26%	0.69%	15,103,042	15,038,961	14,658,480
Behavioural Expertise	179,361	0.56%	2.32%	178,356	175,287	173,424
Total Special Education Allocation	41,718,092	0.51%	2.74%	41,507,340	40,605,096	39,716,239
Total Language Allocation	7,215,316	0.97%	8.21%	7,146,222	6,667,758	6,361,233
Total Learning Opportunities Allocation	2,907,966	1.20%	19.36%	2,873,414	2,436,271	2,388,581
Total Continuing Education and Other Programs Allocation	2,112,403	-6.43%	0.87%	2,257,578	2,094,081	2,237,815
Total Teacher Qualification and Experience Allocation	24,631,519	-5.50%	-12.04%	26,066,430	28,003,275	23,266,841
ECE Q&E Allocation	2,154,075	5.39%	9.15%	2,043,938	1,973,447	1,639,591
New Teacher Induction Program (NTIP)	254,330	45.33%	43.41%	175,000	177,339	140,550
Restraint Savings	(140,878)	0.00%	0.00%	(140,878)	(140,878)	(140,878)
Total Transportation Allocation	7,009,984	1.75%	1.12%	6,889,307	6,932,619	6,771,491
Total Administration and Governance Allocation	8,963,405	0.75%	3.97%	8,896,503	8,620,873	8,448,467
Total School Operations Allocations	31,143,758	0.89%	2.86%	30,869,452	30,276,439	29,458,926
Community Use of Schools	422,752	0.00%	3.52%	422,752	408,367	390,843
First Nations, Metis and Inuit Education Supplement	299,217	-6.72%	66.81%	320,788	179,380	193,949
Safe Schools	544,563	1.09%	3.38%	538,700	526,756	516,426
Permanent Financing of NPF	47,375	0.00%	0.00%	47,375	47,375	47,375
Labour-related enhancements						
TOTAL: OPERATING (Note 2)	329,645,763	0.47%	2.17%	328,108,578	322,629,364	311,230,805
Deduct:						
Minor TCA	(8,241,144)	0.47%	2.17%	(8,202,714)	(8,065,734)	(7,780,770)
Add:						
Temporary Accommodations - Portable Leasing		0.00%	-100.00%		1,571,566	774,270
Trustees' Association Fee	43,017	0		43,017	43,017	
TOTAL OPERATING ALLOCATION	321,447,636	0.47%	1.67%	319,948,881	316,178,213	304,224,305
Capital Grants	12,516,887	48.50%	-34.76%	8,428,733	19,185,950	1,909,384
Minor TCA	8,241,144	0.47%	2.17%	8,202,714	8,065,734	7,780,770
School Renewal Allocation (Note 2)	4,343,332	15.05%	1.01%	3,775,326	4,299,852	3,729,899
School Condition Improvement		0.00%	0.00%			2,576,401
Temporary Accommodations - Capital	1,729,000	0.00%	911.50%	1,729,000	170,934	
Retrofitting School Space for Child Care		0.00%	0.00%		-	12,900
Short Term Interest on Capital		0.00%	-100.00%		39,370	207,543
Capital Debt Support - Interest Portion (Note 2)	9,039,007	0.00%	-4.91%	9,039,007	9,505,993	9,901,846
TOTAL CAPITAL ALLOCATION	35,869,370	15.06%	-13.08%	31,174,780	41,267,833	26,118,743
TOTAL FUNDING ALLOCATION	\$ 357,317,006	1.76%	-0.04%	\$ 351,123,661	\$ 357,446,046	\$ 330,343,048

Halton Catholic District School Board
Operating and Capital - Revenues and Expenditures
2016-17 Revised Budget Estimates

Appendix F

	2016-17 Revised Budget Estimates	2016-17 Budget Estimates	Changes
Revenue			
Province of Ontario-GSN & Municipal tax	340,605,945	339,251,919	1,354,026
Other Provincial Grants	3,143,025	2,296,977	846,048
Other Operating (Note 1)	16,971,871	15,308,405	1,663,466
Amortization of Deferred Capital Contribution	15,114,896	14,746,120	368,776
School Generated Funds	12,500,000	12,500,000	-
Unavailable for Compliance			
Employee Future Benefits and Interest Accrual	(616,472)	(616,472)	-
Revenues Recognized for Land	(9,000,000)	(8,000,000)	(1,000,000)
Total Revenue	\$ 378,719,265	\$ 375,486,949	\$ 3,232,316
Expenditures			
Operating			
Salary and Benefits (Note 2)	295,649,064	294,194,268	1,454,796
Other Operating Expenditures (Note 3)	44,619,116	43,739,203	879,913
Capital			
OSBFC Debenture Payments	4,880,827	4,880,827	-
OFA Debenture Payments	4,749,753	4,749,753	-
PSAB			
Amortization Expense (Note 4)	16,445,566	16,365,046	80,520
School Generated Funds	12,500,000	12,500,000	-
Employee Future Benefits and Interest Accrual	(616,471)	(616,471)	-
Total Expenses	\$ 378,227,855	\$ 375,812,626	\$ 2,415,229
In-Year Surplus (Deficit) Available for Compliance - Unappropriated	\$ 13,988	\$ 15,383	\$ (1,395)
Surplus (Deficit) Available for Compliance	\$ 491,410	\$ (325,677)	\$ 817,087

Note 1. Represents changes in Other Revenues outlined in Appendix A-1 (Increase in EDC Revenue, Use of Schools revenue and Tuition Fees-International students)

Note 2. Salary and benefits increase is the related to additional staffing, \$500K for WSIB, as well as \$1.5M reduction to OECTA insured benefits related to the move to the Provincial trust

Note 3. Other operating expenditure includes mostly GSN & EPO related expenditure totaling \$566K (including Province of Ontario-HOME, Ontario Autism Program, SHSM & BLDS), and 2016/17 school budget rollover of \$0.32 million.

Note 4. As we update the capital expenses, amortization expense is impacted. Higher capital expenses results in higher amortization expense.

**Halton Catholic District School Board
2016-17 Revised Budget Estimates Schedule**

Date (2016)	Completed	Item	Description of Activity
March 24th	✓	Ministry Memorandum 2016: B06	Established Revised Estimates due date of December 15, 2016
March 24th	✓	Ministry Memorandum 2016: B07	2016-17 School Year Education Programs - Other (EPO) Funding (Second Memo)
September 20th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 (including Rev Est for 2016-17)
November 2nd	✓	Ministry Memorandum 2016: SB35	Release of Ministry Revised Estimates Forms (EFIS)
October 31st	✓	Average Daily Enrolment (ADE) Revision	Enrolment snapshot from Student Information System (Trillium) for October FTE Pupil Count
October 31st	✓	Salary & benefits budget	Salary and FTE staffing "snapshot" pull down from HR/Payroll System
November 6th	✓	Salary & benefits budget	Salary and FTE staffing comparison to original budget
November 11th	✓	Salary & benefits budget	Salaries by Employee Group and FTE sent to all Superintendents
November 25th	✓	Average Daily Enrolment (ADE) Revision	Publication of the October 2016 Enrolment Statistics Report
November 25th	✓	Ministry Memorandum 2016:SB28	Submit 4 yr. Projections to the MOE
November 28th	✓	Salary & benefits budget	Review of Salaries by Employee Group and FTE By Superintendent (Administrative Council)
November 28th	✓	Departmental budget review	Review of Revised Departmental Budgets / Identify Potential Savings (Administrative Council)
November 25th	✓	Average Daily Enrolment (ADE) Revision	Finalization of the 2015-16 ADE using the actual October 31, 2016 FTE enrolment
December 5th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
December 12th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
December 15th	✓	Ministry Memorandum 2016: B06	Email submission of Ministry Revised Estimates Forms (EFIS); any amendments or adjustments as a result of Board approval from Dec 20th meeting will be resubmitted Dec 21st.
December 15th	✓	Ministry Memorandum 2016: B06	Activate Ministry Revised Estimates Forms (EFIS); any amendments or adjustments as a result of Board approval from Dec 20th meeting will be resubmitted Dec 21st.
December 20th		Revised Budget Estimates	Board approval of the Revised Budget Estimates
December 22nd		Revised Budget Estimates	Post on Board's Public Website
January 15, 2017		Average Daily Enrolment (ADE) Revision	Reconciliation of actual October 31, 2016 FTE enrolment with OnSIS

STAFF REPORT

ITEM 9.1

**2017 SCHOOL CONSOLIDATION CAPITAL FUNDING
BUSINESS CASE SUBMISSIONS**

PURPOSE:

The purpose of this report is to present to the Board a proposed list and priority ranking of School Consolidation Capital projects for the 2017 Ministry request for School Consolidation Capital Funding Submissions.

BACKGROUND INFORMATION:

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

HISTORY:

In the latest Capital Priorities Business Case submission to the Ministry on July 15, 2016, staff submitted five (5) business cases requesting capital funds for two (2) school closure and consolidation projects, two (2) new growth projects, and one partial rebuilt project.

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

On September 6, 2016, staff presented a list of future projects that were identified in the 2013 Long Term Capital Plan (LTCP), and further elaborated upon in the 2016 Annual Facility Accommodation report. These projects are presented in full as part of Appendix A.

On October 4, 2016, through Board Resolution #171/16, Trustees approved a motion to initiate a Pupil Accommodation Review for the Oakville Northeast area, and establish an Accommodation Review Committee. If the process were to proceed as planned, staff would anticipate that a final recommendation will be provided to the Board of Trustees for final approval on March 7, 2016.

The Ministry of Education sent a communication to the office of the Director on November 21, 2016, advising the Board would be funded for the Milton #8 Catholic Elementary School. However, no funding allocation was received for the consolidation or re-build projects. Following this communication from the Ministry of Education, at the December 6, 2016, Regular Meeting of the Board staff presented to the Board the Ministry Response and some suggested Next Steps for the projects submitted. The School Consolidation Capital Funding projects that were not funded are as follows:

Priority #1: North Georgetown Community School (SCC)		Not Funded
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
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 as suggested by the Ministry. Meet with the Ministry of Education staff to gain a better understanding on 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 #5: St. Dominic Catholic Elementary School Partial Re-build		Not Funded
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 the Oakville South Central School proposed schedule.	

Based on the responses provided by the Ministry of Education for the three (3) previously submitted projects, staff will seek to address the recommendations provided by the Ministry where possible through the next submission. Note that any changes to previously approved accommodation plans will require Board approval prior to proceeding. In addition, the priority order rankings will also be modified to reflect the Ministry's comments.

COMMENTARY:

On December 1, 2016, the Ministry of Education circulated Business Memorandum 2016: B19 – Request for School Consolidation Capital Funding Submissions (attached as Appendix B), requesting that Boards submit up to eight (8) priorities by **January 27, 2017**, for all projects that have or will have Trustee approval by **March 24, 2017**.

In addition to School Consolidation Capital Projects, Boards may also submit business cases for the construction of child care and child and family programs, and or community hubs. Projects that will be eligible for funding must be completed by the 2020-21 school year, and must meet one or more of the following criteria or objectives:

- A) Consolidate two (2) or more schools into one new facility
- B) Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from another school that is scheduled for closure
- C) Right-sizing existing schools by renovating existing excess space for other uses, including child care projects, and community hub projects

For the 2017 School Capital Funding Submission, staff recommends the re-submission of all three (3) consolidation/renewal projects that were submitted as part of the 2016 Capital Growth Submission. In this upcoming submission, staff will not propose to alter the accommodation plans for either of the three projects. However, the following enhancements will be made to the Oakville South Central Modified Pupil Accommodation Review (Priority 2 & 5 previously) business cases:

- A) **Oakville South Central School:** Estimate the cost of an addition to St. Joseph Catholic Elementary School and the necessary retrofit required through forced alterations to the school. Demonstrate the cost differential between a new build project and an addition is relatively comparable or a difference that warrant additional expenditure for a new facility. Request if the incremental difference can be funded in part by the Board's Proceeds of Disposition.
- B) **St. Dominic School:** Estimate the cost of a complete rebuilt of St. Dominic Catholic Elementary School with an attached Child Care Centre in lieu of a partial rebuild of 377 pupil places a Child Care Centre as submitted to the Ministry as part of the 2016 School Capital Funding Submission. Both cases would be a viable solution to the Board. Furthermore, this business case would be independent of the St. Joseph Catholic Elementary School consolidation project, and thus allowing for an earlier implementation date.

As stated above, the Oakville Northeast Accommodation Review was initiated on October 4, 2016. Accordingly, staff will be seeking approval to submit the current Oakville Northeast PAR project forward as a priority. The selected Accommodation Plan, as approved by Board, to be submitted to the Ministry for funding request will include the current staff recommended option to construct a new 550 pupil place facility, and an alternate recommendation for an addition to one school – this aligns with Ministry feedback in their November 21, 2016 letter that speaks to more cost effective capital plans. Staff will ensure that to the extent possible, all previous consultation feedback from community public meetings will be taken into consideration in the Accommodation Plans submitted to the Ministry.

Staff is also recommending to re-instate the priority to demolish a portion of the St. Mark Catholic Elementary School, namely the 11 classroom portapac located at the rear of this school. The portapac has a high renewal need and is surplus capacity to the Board. Staff will confirm with the Ministry if this can be an eligible project under this funding stream.

RANK	BOARD	SITE/PROJECT	PROJECT TYPE	OPENING
4	HCDSB	North Georgetown CES	Child Care	2019-20
5	HCDSB	St. Dominic CES – Rebuild	Child Care	2019-20

Board staff met with the Consolidated Municipal Service Manager (CMSM) of the Halton Region, as part of the 2016 Capital Priorities Submission on June 9, 2016, and discussed future Child Care projects. Two (2) Child Care centres referred to above, were contemplated as part of the 2016 Capital Priorities Submission, and may be re-submitted after a follow up discussion with the Region. Staff plans to report back to the Board of Trustees in January 2017 with the final list of CMSM approved projects.

Based on the above information, staff will propose the following school Consolidation Capital Priority projects priority ranking at the January 17, 2017, Regular Meeting of the Board for their approval:

TENTATIVE RANKING	2017 CONSOLIDATION PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	Oakville Northeast Elementary School (Approval anticipated for March 7, 2017)	2016-17	2019-20
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild	2016-17	2019-20
3	St. Dominic Catholic Elementary School Rebuild	2016-17	2019-20
4	St. Mark Catholic Elementary School partial demolition	2016-17	2017-18
5	North Georgetown Catholic Elementary School	2017-18	2019-20s

On December 21, 2016, staff will be meeting via-teleconference with the Ministry of Education regarding the above mentioned priorities. Following this meeting, staff may return with additional information at the January 17, 2017 Regular Meeting of the Board that may require amendment to the 2017 Consolidation Capital Submission and have the effect of changing the priority rankings of the projects.

CONCLUSION:

In taking into consideration the latest 2016 Capital Priorities Submission response from the Ministry, and new projects presented, staff have identified five (5) priorities: three (3) in Oakville; one (1) in Burlington; and one (1) in Georgetown. In addition, two (2) child care support projects at Board school sites have been identified by the local CMSM as tentative priorities in the last submission. Staff will confirm with the Region that the two (2) Child Care Centre projects, or more, are justified.

Following further discussions with the Ministry of Education, staff will return to the Board on January 17, 2017 with an Action Report to approve the priority list of 2017 School Consolidation Capital Priorities.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

G. CORBACIO
SUPERINTENDENT OF FACILITY SERVICES

T. OVERHOLT
SUPERINTENDENT OF EDUCATION

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

FUTURE CAPITAL PRIORITIES

As was discussed in the 2013 Long Term Capital Plan and the 2016 Annual Facility Accommodation report, there are a number of 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.

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
Bishop P. F. Reding 12-14 classroom addition	2019-20	Growth
Boyne Secondary Plan Milton #10 'Cobden' Catholic Elementary School	2020-21	Growth
Boyne Secondary Plan Milton #9 'Walker' Catholic Elementary School	2022-23	Growth
Boyne Secondary Plan Milton #11 'Bowes' Catholic Elementary School	2024-25	Growth
Boyne Milton Secondary #3 Catholic Secondary School	2019-20	Growth
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 ^{3.}	Growth
CEO1: Oakville – South Central QEW	2018-19	PAR
CEO4: Oakville – Southeast Oakville North of QEW	2019-20	PAR
St. Dominic Catholic Elementary School Partial Rebuild	2019-20	Renewal
North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School	2020-21	Growth
North Oakville CE#1 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CE#3 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CE#5 Catholic Elementary School	TBD ^{1.}	Growth
North Oakville CS#1 Catholic Secondary School	TBD ^{1.}	Growth
North Georgetown Catholic Elementary School	2018-19	PAR/Renewal
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23	Growth
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26	Growth
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations ^{2.}	2025-26 ^{2. & 3.}	Growth
CS01: Burlington Secondary Schools	2017-18	PAR
CEB2: Burlington South of the QEW Review Areas	2017-18	PAR
CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills	TBD	PAR

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

Ministry of Education

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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 though 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

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, December 20, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Our Lady of Peace Oakville	8	42	Ottawa, Ontario	This trip will enhance the students' History, Geography, and Arts programs. The students will tour Parliament Hill, the Supreme Court, visit the Canadian War Museum and explore Winterlude. Students will also have a chance to enjoy skating, snowshoeing and perhaps even watch a hockey game. This tour will provide students the opportunity to explore the cultural and political aspects of our nation's capital. Staff and students will participate in daily prayers and attend Mass at the Notre Dame Basilica.	Wednesday, February 8 - Friday, February 10, 2017	~\$557.00
Sacred Heart of Jesus Burlington	8	38	Camp Muskoka Bracebridge, ON	This excursion to Camp Muskoka provides opportunities for outdoor education, team building, and leadership development. Students will develop an understanding of the human person as a reflection of God, social interaction and leadership skills resulting in a positive Catholic learning environment. This program is designed to assist students in their physical, emotional, academic and spiritual development as students examine and apply responsible decision making skills while participating in outdoor challenges. Students and staff will participate in daily prayer	Tuesday, May 23 – Friday, May 26, 2017	~\$365.00
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Notre Dame CSS, Burlington	10 - 12	12	Windsor, ON	Throughout the weekend, the team will be able to emulate the following Catholic Graduate Expectations: CGE4C–Takes initiative and demonstrates Christian leadership; CGE4H–Participates in leisure and fitness activities for a healthy balanced lifestyle; and CGE5A–Works effectively as an interdependent team members. Prior to departure on Friday morning, the team will meet for morning reflection and prayer. Before each meal each day, we will pause to give thanks and pray for our friends, family and teammates. As well, prior to each game we pray.	Friday, January 13 – Saturday, January 14, 2017	~\$100.00
Notre Dame CSS, Burlington	11 - 12	29	Northern Wilderness Outfitters Algonquin Park via South River, ON	This trip provides each student with the opportunity to help manage the goods, property and beauty in nature that are in our possession. It allows us to teach students that humans don't really own anything, we are simply stewards. The world belongs to God and we are looking after all that comes into our area of responsibility or concern. Students will participate daily in prayers and be informed of the Sunday evening Mass at St. Paul the Apostle parish.	Thursday, February 23 – Sunday, February 26, 2017	~\$200.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Thomas Aquinas CSS, Oakville	10 - 12	31	DECA Ontario Provincial Competition Toronto, ON	The St. Thomas Aquinas DECA Business Club will experience a provincial competition. Students will participate in a province wide business competition where they analyze real-life business problems and present solutions. By creating partnerships between business and education, DECA Ontario provides real-world experiences in the fields of marketing, business, law, and entrepreneurship to develop high school students into character-driven leaders enriching our businesses and communities. Students and staff will participate in daily prayers and reflection.	Thursday, February 9 - Saturday, February 11, 2017	~\$300.00

INFORMATION REPORT**ITEM 10.4****CAPITAL PROJECTS REPORT – AS AT NOVEMBER 30, 2016**

The attached Consolidated Capital Projects Report provides a summary totaling \$438.9 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$423.4 million has been recorded for all projects, including open purchase orders of \$2.1 million which relate to the construction of St. Gregory the Great Catholic Elementary School (CES) and Child Care Centre and the Full Day Kindergarten (FDK) and regular classroom addition at Holy Rosary (Milton) CES.

The Board receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$121.2 million, as broken down on page 4 of this report, which includes \$6.3 million on eligible EDC expenditures that have not been associated to a particular school (these are listed on page 5). Currently, the Board has an EDC shortfall of \$41.2 million, as EDC levies are typically collected over a 15 year period.

The expenditures outlined in the individual capital project summaries outlined on pages 6 to 8 reflect construction and first-time equipping costs to date. It should be noted that all of these projects are expected to be completed within budget.

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

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

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2016

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments	AVAILABLE BALANCE
OLD PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
Sub-total Old Projects	\$54,605,001	\$49,020,102	\$0	\$0	\$0	\$49,020,102	\$5,584,899
NEW PROJECTS							
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
ALC	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$3,126	\$0	\$0	\$11,973,530	(\$373,530)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,736,662	\$16,692	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,245,583	\$12,692	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,984,262	\$0	\$0	\$0	\$34,984,262	\$15,738
St. Gregory The Great Elementary	\$13,550,465	\$0	\$11,684,849	\$886,313	\$691,817	\$13,262,979	\$287,486
St. Gregory The Great Elementary, Child Care Centre	\$2,520,849	\$0	\$1,650,362	\$34,173	\$544,378	\$2,228,912	\$291,937
Sub-total New Projects	\$360,880,754	\$337,243,832	\$13,367,721	\$920,486	\$1,236,195	\$352,768,234	\$8,112,229

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2016

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments	AVAILABLE BALANCE
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$220,881	\$1,386,570	\$1,089,268	\$840,902	\$3,537,621	\$1,617,379
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$11,664,220	\$1,386,570	\$1,089,268	\$840,902	\$14,980,960	\$3,709,040
Sub-total Old & New Projects	\$379,570,754	\$348,908,052	\$14,754,291	\$2,009,754	\$2,077,097	\$367,749,194	\$11,821,560
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$438,927,332	\$404,604,188	\$14,754,291	\$2,009,754	\$2,077,097	\$423,445,330	\$15,482,002

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2016

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,412,056	\$47,215	\$1,749	\$0	\$5,461,020
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,480,166	\$1,149	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,171,370	\$706,565	\$3,293	\$0	\$7,881,227
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$10,473,743	\$22,280	\$2,951	\$0	\$10,498,975
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,454,508	\$3,816	\$919	\$0	\$5,459,244
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$16,098,607	\$907,972	\$221,239	\$5,251	\$17,233,070
TOTAL SITES	\$0	\$119,289,955	\$1,688,997	\$230,152	\$5,251	\$121,214,355
TOTAL BUILDINGS AND SITES	\$ 438,927,332	\$ 523,894,143	\$ 16,443,288	\$ 2,239,906	\$ 2,082,348	\$ 544,659,686

Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending November 30, 2016

DESCRIPTION	EXPENSED	EXPENSED	EXPENSED	Commitments	Total Expensed and
	Sep.1/98 to Aug.31/15	2015 - 16	2016 - 17	2016 - 17	Commitments
ELEMENTARY					
EDC - Prof. Fees - Bronte Creek Meadows (150)	\$12,105	\$0	\$0	\$0	\$12,105
EDC - Prof. Fees - Grindstone Plan (155)	\$9,656	\$0	\$0	\$0	\$9,656
EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160)	\$468,431	\$0	\$13,644	\$4,393	\$486,468
EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160)	\$5,396,738	\$0	\$0	\$0	\$5,396,738
EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$33,101	\$7,912	\$1,430	\$0	\$42,444
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
EDC - Site Improvement - Georgetown West (167)	\$11,054	\$3,433	\$858	\$858	\$16,203
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Shell Lands - Metrus - Oakville (170)	\$80,243	\$0	\$0	\$0	\$80,243
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$0	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$21,406	\$26,266	\$12,265	\$0	\$59,937
EDC - Prof. Fees - Milton #8 (178)	\$3,833	\$15,355	\$2,223	\$0	\$21,411
EDC - Prof. Fees - Milton #9 (179)	\$1,877	\$372	\$0	\$0	\$2,249
EDC - Prof. Fees - Milton #10 (180)	\$3,835	\$0	\$0	\$0	\$3,835
SECONDARY					
EDC - Prof. Fees - West Oak Trails (201)	\$6,532	\$0	\$0	\$0	\$6,532
EDC - Prof. Fees - Bronte Creek - Meadows (203)	\$15,582	\$0	\$0	\$0	\$15,582
EDC - Prof. Fees - North Oakville CSS (205)	\$3,984	\$0	\$0	\$0	\$3,984
EDC - Prof. Fees - Milton CSS (206)	\$31,545	\$5,894	\$4,542	\$0	\$41,981
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$997,163	\$68,428	\$1,380	\$0	\$1,066,971
Interest Costs	\$3,827,656	\$780,312	\$184,897	\$0	\$4,792,865
TOTAL	\$16,098,607	\$907,972	\$221,239	\$5,251	\$17,233,070

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
NEW PUPIL ACCOMMODATION PROJECT

SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
	(ESTIMATE)						
Building							
Construction	\$11,750,465	\$0	\$10,398,820	\$694,524	\$643,721	\$11,737,065	\$13,400
Professional Fees	\$835,000	\$0	\$808,274	\$20,489	\$19,579	\$848,341	(\$13,341)
Inspections, Soil test, Surveys	\$175,000	\$0	\$85,400	\$25,950	\$12,259	\$123,610	\$51,390
Building Permit Fees	\$140,000	\$0	\$279,139	(\$500)	\$0	\$278,639	(\$138,639)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$0	\$11,571,634	\$740,462	\$675,559	\$12,987,655	\$82,810
Furniture & Equipment	\$180,000	\$0	\$74,275	\$54,666	\$16,258	\$145,200	\$34,800
Computer & Technology Equipment	\$150,000	\$0	\$0	\$27,320	\$0	\$27,320	\$122,680
Sub-total Furniture & Equipment	\$330,000	\$0	\$74,275	\$81,986	\$16,258	\$172,520	\$157,480
Bridge Financing (Interest)	\$150,000	\$0	\$38,940	\$63,864	\$0	\$102,804	\$47,196
TOTAL	\$13,550,465	\$0	\$11,684,849	\$886,313	\$691,817	\$13,262,979	\$287,486
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED	
Site		\$7,068,386	\$10,304	\$0	\$0	\$7,078,690	
Site Improvements		\$0	\$683,150	\$0	\$0	\$683,150	
Professional Fees-EDC-Site		\$102,984	\$13,110	\$3,293	\$0	\$119,387	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$7,171,370	\$706,565	\$3,293	\$0	\$7,881,227	
PROJECT TOTAL	\$13,550,465	\$7,171,370	\$12,391,413	\$889,606	\$691,817	\$21,144,206	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL	
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$74,275	\$81,986		\$156,262	
Funding - FDK		\$0	\$1,260,424	\$0		\$1,260,424	
Funding - Capital Priorities		\$0	\$10,311,210	\$740,462		\$11,051,672	
Funding - Capitalized Interest		\$0	\$38,940	\$63,864		\$102,804	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0		\$0	
Long Term Financing - Debenture		\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$7,171,370	\$706,565	\$3,293	\$0	\$7,881,227	
TOTAL	\$0	\$7,171,370	\$12,391,413	\$889,606	\$0	\$20,452,389	
Unfinanced Commitments						\$691,817	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$0	\$1,467,718	\$0	\$524,402	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$0	\$144,914	\$4,306	\$3,397	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$0	\$1,612,632	\$4,306	\$527,799	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$0	\$37,730	\$29,867	\$16,579	\$84,175	\$175,825
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$0	\$37,730	\$29,867	\$16,579	\$84,175	\$175,825
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$0	\$1,650,362	\$34,173	\$544,378	\$2,228,912	\$291,937
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,520,849	\$0	\$1,650,362	\$34,173	\$544,378	\$2,228,912	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL	
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$37,730	\$29,867		\$67,596	
Funding - FDK		\$0	\$0	\$0		\$0	
Funding - Capital Priorities		\$0	\$0	\$0		\$0	
Funding - Child Care		\$0	\$1,612,632	\$4,306		\$1,616,938	
Funding - Capitalized Interest		\$0	\$0	\$0		\$0	
TOTAL	\$0	\$0	\$1,650,362	\$34,173	\$0	\$1,684,534	
Unfinanced Commitments						\$544,378	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Holy Rosary Milton Catholic Elementary School
FDK Classroom Addition and Alteration Project

SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$4,260,000	\$0	\$1,200,848	\$1,031,697	\$821,304	\$3,053,849	\$1,206,151
Professional Fees	\$440,000	\$205,409	\$146,127	\$44,068	\$9,382	\$404,986	\$35,014
Inspections, Soil test, Surveys	\$40,000	\$8,386	\$15,568	\$7,548	\$10,216	\$41,718	(\$1,718)
Building Permit Fees	\$35,000	\$7,086	\$22,866	\$0	\$0	\$29,952	\$5,048
Contingencies	\$300,000	\$0	\$0	\$0	\$0	\$0	\$300,000
Sub-total Building	\$5,075,000	\$220,881	\$1,385,409	\$1,083,313	\$840,902	\$3,530,505	\$1,544,495
Bridge Financing (Interest)	80,000	0	\$1,161	\$5,955	0	\$7,116	\$72,884
TOTAL	\$5,155,000	\$220,881	\$1,386,570	\$1,089,268	\$840,902	\$3,537,621	\$1,617,379
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL	
BUILDING							
Debenture	\$0		\$0	\$0		\$0	
Funding - FDK		\$220,881	\$0	\$1,083,313		\$1,304,194	
Funding - Capital Priorities			\$1,385,409	\$0		\$1,385,409	
Funding - Capitalized Interest			\$0	\$5,955		\$5,955	
Proceeds of Disposition/EDC			\$0	\$0		\$0	
Short Term Financing (Investment)			\$0	\$0	\$0	\$0	
B.A. Short Term Loans (Loan repayment)			\$0	\$0		\$0	
TOTAL	\$0	\$220,881	\$1,385,409	\$1,089,268	\$0	\$2,695,558	
Unfinanced Commitments						\$842,063	

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #1) - 2000 - A1 at 7.2% due June 9, 2025						
Ascension Elementary	3,160,703	-	3,189,000	3,189,000	-	(28,297)
Holy Rosary Elementary (Milton)	5,356,378	-	5,250,000	5,250,000	-	106,378
St. Patrick Elementary	3,716,647	-	2,238,000	2,238,000	1,444,065	34,582
St. Francis of Assisi Elementary	3,669,902	-	3,669,000	3,669,000		902
Notre Dame Secondary	1,039,404	-	868,000	868,000		171,404
Mother Teresa Elementary	6,874,383	-	6,883,000	6,883,000		(8,617)
Total	23,817,417	\$ -	\$ 22,097,000	\$ 22,097,000	\$ 1,444,065	\$ 276,352
Outstanding Debenture balance as at period ending August 31, 2016			\$ 12,546,420	\$ 12,546,420		
Principal repayment for 2016/17			\$ 1,033,191	\$ 1,033,191		
Interest repayment for 2016/17			\$ 885,074	\$ 885,074		
Debenture Financing Summary (OSBFC Issue #2) - 2000 - A2 at 6.3% due September 22, 2010						
St. Andrew Elementary	7,255,509	7,253,000	-	7,253,000	-	2,509
Sacred Heart of Jesus Elementary	7,010,277	7,030,000	-	7,030,000	-	(19,723)
L.E.I.P.	8,866,538	10,500,000	-	10,500,000	-	(1,633,462)
St. Paul Elementary	1,573,776	1,800,000	-	1,800,000	-	(226,224)
St. Raphael Elementary	1,919,238	1,900,000	-	1,900,000	-	19,238
St. Vincent Elementary	1,159,421	1,250,000	-	1,250,000	-	(90,579)
St. Joseph Elementary (Acton)	2,211,231	2,275,000	-	2,275,000	-	(63,769)
Assumption Secondary	4,734,987	4,800,000	-	4,800,000	-	(65,013)
Total	34,730,977	\$ 36,808,000	\$ -	\$ 36,808,000	\$ -	\$ (2,077,023)
OFA Debenture - 2010 FO5 at 3.942% due September 19, 2025 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	20,083,536	\$ 20,083,536		
Principal repayment for 2016/17		\$ -	1,815,440	\$ 1,815,440		
Interest repayment for 2016/17		\$ -	773,976	\$ 773,976		
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A1 (\$19,889,010) at 5.9% due October 19, 2011						
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A3 (\$61,465,990) at 6.55% due October 19, 2026						
St. Catherine of Alexandria Elementary	7,914,532	120,000	7,700,000	7,820,000	-	94,532
Christ the King Secondary	25,758,453	895,000	23,900,000	24,795,000	-	963,453
Holy Trinity Secondary	26,419,175	1,000,000	25,900,000	26,900,000	-	(480,825)
Holy Rosary Elementary (Burlington)	2,305,896	2,500,000	-	2,500,000	-	(194,104)
St. Mark Elementary	402,630	400,000	-	400,000	-	2,630
St. John Elementary (Oakville)	285,471	400,000	-	400,000	-	(114,529)
Our Lady of Victory Elementary	2,265,547	1,800,000	-	1,800,000	-	465,547
St. Elizabeth Seton Elementary	7,137,082	4,154,010	3,965,990	8,120,000	-	(982,918)
St. Joan of Arc Elementary	7,704,963	8,620,000	-	8,620,000	-	(915,037)
Total	80,193,749	\$ 19,889,010	\$ 61,465,990	\$ 81,355,000	\$ -	\$ (1,161,251)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 37,763,116	\$ 37,763,116		
Principal repayment for 2016/17		\$ -	\$ 2,598,625	\$ 2,598,625		
Interest repayment for 2016/17		\$ -	\$ 2,431,617	\$ 2,431,617		
OFA Debenture - 2011 FO6 at 2.425% due November 15, 2021 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	7,364,344	\$ 7,364,344		
Principal repayment for 2016/17		\$ -	1,267,390	\$ 1,267,390		
Interest repayment for 2016/17		\$ -	170,948	\$ 170,948		

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A1 (\$3,842,030) at 5.3% due November 7, 2013						
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A2 (\$4,957,970) at 5.8% due November 7, 2028						
Guardian Angels Elementary	8,134,843	3,842,030	4,957,970	8,800,000	-	(665,157)
Total	8,134,843	\$ 3,842,030	\$ 4,957,970	\$ 8,800,000	\$ -	\$ (665,157)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 3,328,959	\$ 3,328,959		
Principal repayment for 2016/17		\$ -	\$ 187,705	\$ 187,705		
Interest repayment for 2016/17		\$ -	\$ 190,397	\$ 190,397		
Debenture Financing Summary (OSBFC Issue #9) - 2007 - A1 at 5.376% due June 25, 2032						
St. John Paul II Elementary	8,600,943	-	9,900,000	9,900,000	-	(1,299,057)
St. Anthony of Padua Elementary	-	-	10,200,000	10,200,000	-	(10,200,000)
St. Christopher Elementary	-	-	9,900,000	9,900,000	-	(9,900,000)
Christ the King Secondary- Addition	1,786,025	-	2,000,000	2,000,000		(213,975)
Total	10,386,968	\$ -	\$ 32,000,000	\$ 32,000,000	\$ -	\$ (21,613,032)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 24,922,509	\$ 24,922,509		
Principal repayment for 2016/17		\$ -	\$ 1,015,705	\$ 1,015,705		
Interest repayment for 2016/17		\$ -	\$ 1,326,364	\$ 1,326,364		
November 15, 2006 - OFA 2006 F06 - Debenture Financing Summary (GPL-Stage 1-Part 1) - at 4.56% due Nov.15, 2032						
Holy Rosary Elementary (Burlington)	225,391	-	225,391	225,391	-	-
St. Marguerite Elementary	381,535	-	381,535	381,535	-	0
Our Lady of Peace Elementary	588,854	-	588,854	588,854	-	0
St. John Elementary (Oakville) - Roof Replacement	177,777	-	250,000	250,000	-	(72,223)
Notre Dame Secondary - Roof Replacement	2,239,710	-	2,200,000	2,200,000	-	39,710
Bishop Reding Secondary - Roof Replacement	350,605	-	450,000	450,000	-	(99,395)
Notre Dame Secondary - Front Drive Asphalt	180,404					180,404
Canadian Martyrs Elementary - Asphalt	44,838					44,838
Loyola Secondadry - Asphalt	87,463					87,463
Total	4,276,577	\$ -	\$ 4,095,780	\$ 4,095,780	\$ -	\$ 180,797
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 515,672	\$ 515,672		
Principal repayment for 2016/17		\$ -	\$ 23,513	\$ 23,513		
Interest repayment for 2016/17		\$ -	\$ 23,250	\$ 23,250		
March 3, 2008 - OFA 2008 F02 - Debenture Financing Summary (GPL-Stage 1-Part 2) - at 4.90% due May 15, 2034						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 399,704	\$ 399,704		
Principal repayment for 2016/17		\$ -	\$ 15,799	\$ 15,799		
Interest repayment for 2016/17		\$ -	\$ 19,394	\$ 19,394		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (GPL-Stage 1-Part 3 and GPL Stages 2, 3 and 4) - at 5.182% due April 13, 2035						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 2,498,321	\$ 2,498,321		
Principal repayment for 2016/17		\$ -	\$ 79,998	\$ 79,998		
Interest repayment for 2016/17		\$ -	\$ 129,679	\$ 129,679		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (GPL-Stage 4) - at 4.003% due March 11, 2039						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 171,888	\$ 171,888		
Principal repayment for 2016/17		\$ -	\$ 4,726	\$ 4,726		
Interest repayment for 2016/17		\$ -	\$ 6,834	\$ 6,834		

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
May 15, 2008 - OFA 2008 F03 - Debenture Financing Summary (Best Start) - at 4.83% due May 15, 2034						
St. Christopher Elementary	750,000	-	750,000	750,000	-	-
Total	750,000	\$ -	\$ 750,000	\$ 750,000	\$ -	\$ -
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 596,082	\$ 596,082		
Principal repayment for 2016/17		\$ -	\$ 23,707	\$ 23,707		
Interest repayment for 2016/17		\$ -	\$ 28,508	\$ 28,508		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (Growth Schools) - at 5.062% due March 13, 2034						
Corpus Christi Secondary	32,837,311	-	25,530,692	25,530,692	-	7,306,619
Total	32,837,311	\$ -	\$ 25,530,692	\$ 25,530,692	\$ -	\$ 7,306,619
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 21,180,346	\$ 21,180,346		
Principal repayment for 2016/17		\$ -	\$ 755,264	\$ 755,264		
Interest repayment for 2016/17		\$ -	\$ 1,062,711	\$ 1,062,711		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (PCS) - at 5.062% due March 13, 2034						
St. Christopher Elementary	8,726,499		792,190	792,190	-	7,934,309
St. Anthony of Padua Elementary	9,231,309	-	924,453	924,453	-	8,306,856
Total	17,957,808	\$ -	\$ 1,716,643	\$ 1,716,643	\$ -	\$ 16,241,165
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 1,424,133	\$ 1,424,133		
Principal repayment for 2016/17		\$ -	\$ 50,783	\$ 50,783		
Interest repayment for 2016/17		\$ -	\$ 71,455	\$ 71,455		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (Growth Schools and PCS) - at 5.182% due April 13, 2035						
St. Peter Elementary	10,748,401		6,221,759	6,221,759	-	4,526,642
Our Lady of Fatima Elementary	10,298,651	-	11,300,000	11,300,000	-	(1,001,349)
Total	21,047,052	\$ -	\$ 17,521,759	\$ 17,521,759	\$ -	\$ 3,525,293
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 15,092,238	\$ 15,092,238		
Principal repayment for 2016/17		\$ -	\$ 483,267	\$ 483,267		
Interest repayment for 2016/17		\$ -	\$ 783,386	\$ 783,386		
March 09, 2012 - OFA 2012 F02 - Debenture Financing Summary (Growth Schools and NPP) - at 3.564% due March 9, 2037						
St. Thomas Aquinas Secondary	37,588,033		22,231,250	22,231,250	-	15,356,783
Lumen Christi Elementary	10,899,353	-	9,969,364	9,969,364	-	929,989
Total	48,487,386	\$ -	\$ 32,200,614	\$ 32,200,614	\$ -	\$ 16,286,772
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 10,451,949	\$ 10,451,949		
Principal repayment for 2016/17		\$ -	\$ 346,084	\$ 346,084		
Interest repayment for 2016/17		\$ -	\$ 369,451	\$ 369,451		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (Loyola and Jean Vanier) - at 4.003% due March 11, 2039						
Jean Vanier Secondary	13,262,979		28,384,873	28,384,873	-	(15,121,894)
Loyola Secondary	22,858,950	-	4,863,086	4,863,086	-	17,995,864
Total	36,121,929	\$ -	\$ 33,247,959	\$ 33,247,959	\$ -	\$ 2,873,970
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 31,609,661	\$ 31,609,661		
Principal repayment for 2016/17		\$ -	\$ 869,155	\$ 869,155		
Interest repayment for 2016/17		\$ -	\$ 1,256,723	\$ 1,256,723		

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary (St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040						
St. Brigid Elementary FDK	1,262,726		697,884	697,884	-	564,842
St. Catherine Elementary FDK	1,990,641	-	1,151,772	1,151,772	-	838,869
Total	3,253,367	\$ -	\$ 1,849,656	\$ 1,849,656	\$ -	\$ 1,403,711
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 1,798,492	\$ 1,798,492		
Principal repayment for 2016/17		\$ -	\$ 52,707	\$ 52,707		
Interest repayment for 2016/17		\$ -	\$ 53,437	\$ 53,437		

Grand Total	\$ 321,995,384	\$ 60,539,040	\$ 237,434,063	\$ 297,973,103	\$ 1,444,065	\$ 22,578,216
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 191,747,370	\$ 191,747,370		
Principal repayment for 2016/17		\$ -	\$ 10,623,060	\$ 10,623,060		
Outstanding Debenture balance as at period ending August 31, 2017			\$ 181,124,310	\$ 181,124,310		
Interest repayment for 2016/17		\$ -	\$ 9,583,205	\$ 9,583,205		

INFORMATION REPORT

ITEM 10.5

FOUR YEAR MINISTRY ENROLMENT PROJECTION

Purpose:

- A) To provide the Board with the four (4) year enrolment projection (2017-18 to 2020-21) as required by the Ministry of Education;
- B) To provide the Board an annual update on the elementary and secondary school enrolment trends for Burlington, Milton, Halton Hills and Oakville.

Background Information:

- 1. Ministry of Education 2016: SB28 Memorandum, "District School Board Enrolment Projections for 2017-18 to 2020-21" (Appendix A).
- 2. Information Report 10.6, "Four Year Ministry Enrolment Projection", from the December 15, 2015 Regular Board Meeting.
- 3. Information Report 10.5, "Four Year Ministry Enrolment Projection", from the December 16, 2014 Regular Board Meeting.

Discussion Items:

1.0 Annual Four Year Enrolment Projection Ministry Submissions (2017-18 to 2020-21)

Ministry Memorandum 2016: SB28 (Appendix A) reflects the annual Ministry request for four (4) year enrolment projections. These projections are used by the Ministry for budget forecasting of all 72 school boards across Ontario. Staff utilizes these enrolment projections predominantly for budgeting, staffing, and identifying short-term facility needs (i.e. portables), with the focus being predominantly on the upcoming school year (2017-18).

To generate the projections, staff utilized enrolment projection software which bases future enrolment upon **actual** October 31st, 2016 enrolment as well as trends from the prior five (5) years (2012-2016). The 15-year enrolment projections are presented in Appendix B-1, with years 2017 to 2020 inclusive being applicable to the Ministry request.

Although not required by the Ministry, the additional 11-year projection by school (2021 to 2031) is presented in Appendix B-1 of this report. The full 15-year projection assists staff in the following:

- A) Review of projects listed in the Board approved 2013 Long Term Accommodation Plan (LTAP)
- B) Development of the Annual Facility Accommodation Report (required as part of Community Planning and Partnership Guidelines (CPPG))
- C) Annual Capital Project and/or School Closure Capital Business Case submissions to the Ministry
- D) Updating of Education Development Charges By-Laws for Site Acquisitions.

This report will focus predominantly on the next four (4) year period, as this is the most reliable period of the projection. Looking beyond 4 years, the projections become less reliable as this modelling system does not account for new trends which may be experienced if they were not demonstrated in the recent enrolment history.

2.0 HCDSB Board Wide Enrolment Projection Results (2017-2018 to 2020-2021)

On October 31, 2016, the Halton Catholic District School Board's total headcount enrolment for elementary and secondary students, including Thomas Merton Centre was 33,538 students.

The enrolment projections for the next four (4) years (Appendix B-1 for headcounts and Appendix B-2 for Utilization Rates¹), indicate that total Board enrolment will increase by approximately +2.5% (+888 students) per year based on a four (4) year average. This growth is much higher than what was anticipated in the 2015 projection, which anticipated an average yearly increase of only 0.63% but is relatively in keeping with the 2014 projection which indicated increases of 2.11% (+690 students). Previous reports are listed as items 2 and 3 under Background Information.

The increase in the 2016 enrolment projection is due to unexpected increases in elementary schools in mature neighborhoods in Burlington as well as less than projected declines in Oakville/Milton, and to a lesser extent, Halton Hills elementary schools, continue to increase as a result of new development. Oakville's new development has not yet resulted in high enough yields to offset the decline being experienced in the mature and declining neighborhoods. Secondary enrolments continue to grow in Halton Hills and Milton while Burlington and Oakville Secondary schools appear more flat.

Growth from new development as well as high secondary enrolment shares will continue to provide the Board with sufficient enrolment to result in increases in the Board's overall projections. This commentary is in keeping with the Province of Ontario's Growth Plan for the Greater Golden Horseshoe that projects the Region of Halton will grow from 518,311 in 2013 to 624,094 by 2021, and 752,537 by 2031.

Over the period 2017-18 through 2020-21, the following should be noted:

- 1) The Board's elementary enrolment is projected to increase at an average yearly rate of +2.3% (+527 students), and maintain an average utilization rate of 107%.
 - a. This growth will be predominantly seen in Milton.
 - b. High rates of growth in new development areas are still offsetting the declining enrolment trends within the maturing neighbourhoods in the Region of Halton.
 - c. Burlington experienced a 16% increase in Kindergarten enrolment for the 2015-16 school year, followed by a decrease of 5% in 2016-17. The one-year spike in Junior Kindergarten for the 2015-16 year has been tempered down carrying forward, with a more flat lined projection.
- 2) The Board's secondary enrolment is projected to increase at an average yearly rate of 3.1% (+360 students), and maintain an average utilization rate of 107%. This growth is mainly seen in Milton and Halton Hills. In Burlington and Oakville, the 4-year average of secondary enrolment is relatively flat.
 - a. It should be noted that with the opening of the New Milton Catholic Secondary School of approximately 1,400 pupil places in 2019-20 (at the earliest), utilization will be reduced from 111% to 98% in the opening year.
- 3) Due to the anticipated new growth in both South Milton and North Oakville, it is projected that total Board enrolment will increase over this four (4) year period (2017-18 to 2020-21).

¹ Utilization Rate: Total Enrolment divided by the Functional Built Capacity of a School.

Figure 1 illustrates the Board's total enrolment trends for the period of 2012 – 2021.

Figure 1

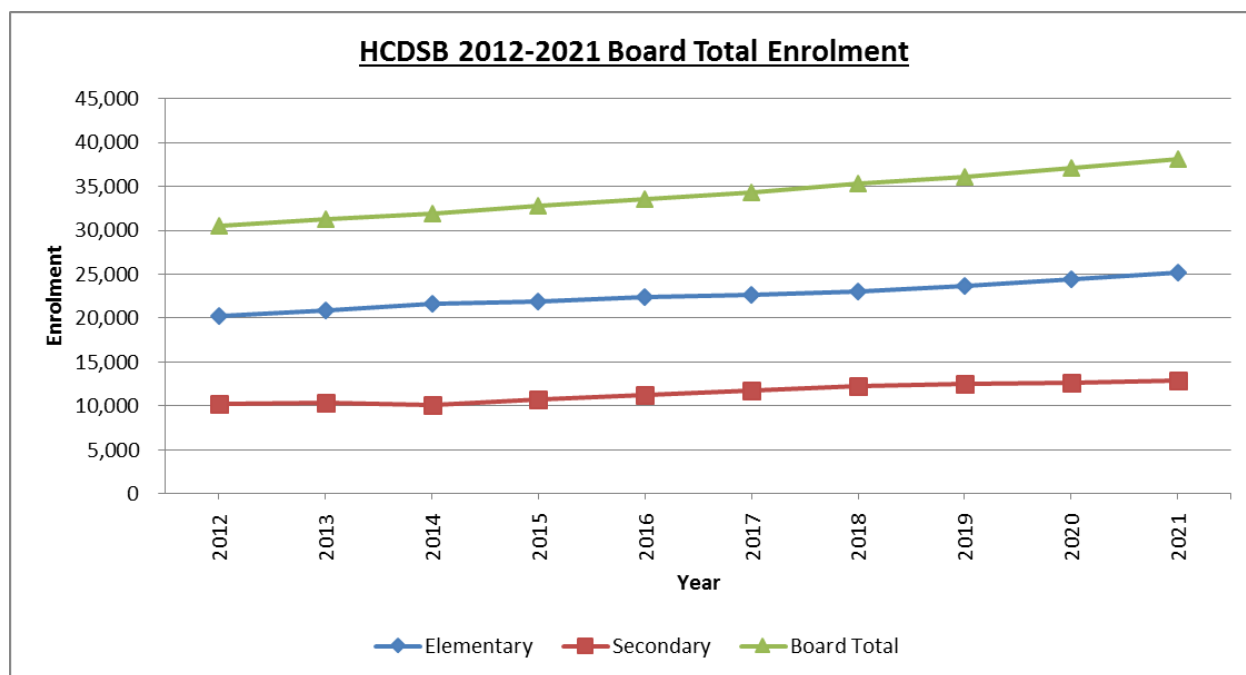
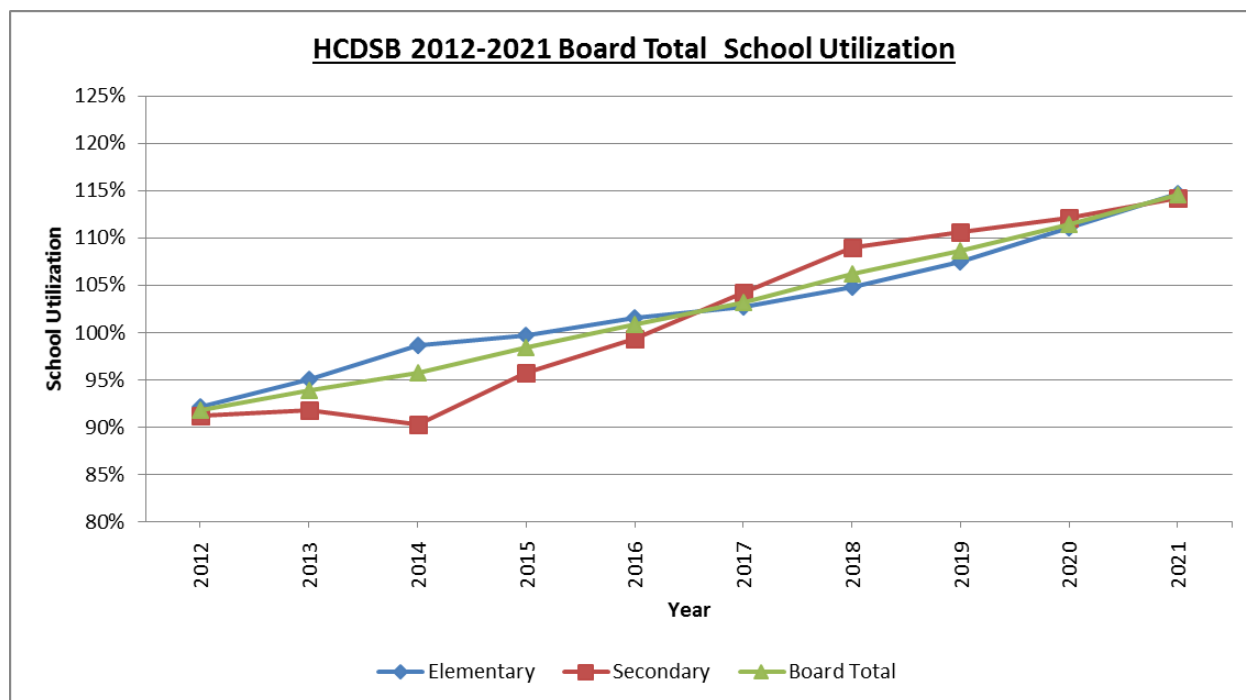


Figure 2 illustrates the Board's total utilization rates by panel for the period of 2012 – 2020.

Figure 2



3.0 Municipal Enrolment Trends

This section of the report reviews each of the four (4) municipalities in Halton Region; a profile of each community and development and enrolment trends are provided.

3.1 BURLINGTON

City Profile

The City of Burlington has primarily been characterized as a municipality with maturing neighbourhoods, which results in decreasing student aged population. Contrary to past trends, for the 2015 school year, there was a significant increase in Junior Kindergarten enrolment. This rate of increase was not repeated in 2016, however the number of students enrolled remained relatively stable in Junior Kindergarten.

Development Trends

As part of the Regional growth targets set out by the Growth Plan for the Greater Golden Horseshoe², the Region has allocated residential development growth in the City of Burlington to increase the population from 175,779 residents in 2011 (most recent – updates to come in [February 2017](#)) to 193,000 residents by 2031.

As it relates to development potential, Burlington will be relying predominantly on intensification activities within the core (high density development units – condominiums) to meet growth targets, as well as some low density infill developments.

Greenfield development (low to medium density development subdivisions – Single Family Dwelling and Townhomes) lots are still available in Burlington, however they will not account for the majority of the growth. These future subdivisions are located north of Dundas Street in what is currently St. Anne CES' attendance boundary, and includes the following major plans (see Appendix C for Patch Map):

- A) Evergreen Secondary Plan Area – Located in St. Anne CES – Patch I36
- B) Alton West Secondary Plan Area – Located in St. Anne CES – Patch I39 – Currently under development, where housing starts are expected for spring 2017.

It should be noted that given the projected over-utilization of St. Anne CES, a boundary review was undertaken in June 2016 to identify an elementary school with more available space to receive the Evergreen and Alton West developments. The School Boundary Review Advisory Committee continues to meet, with public consultation planned for January, 2017, and with a final recommendation to the Board of Trustees in March 2017. The results of this boundary review are dependent on the French Program Review. As such, the timeline has been adjusted accordingly.

Enrolment Trends

The Board's overall enrolment in the City of Burlington is relatively flat over the years 2017-18 to 2020-21 due to neighbourhoods continuing to mature. The new Alton Community served by St. Anne CES has experienced significant new enrolment growth however it is not sufficient to counterbalance the overall enrolment decline.

As has been mentioned, the 2015 Junior Kindergarten class witnessed a sizeable increase. This appears to be somewhat of an anomaly, however the 2016 Junior Kindergarten class still represented a 10% increase over 2014 numbers. The increase have been attributed to more students entering into the

² Note that the 2013 Amendment #2 to the Growth Plan which extends the growth targets from 2031 to 2041 have not been integrated within the most recent Halton Regional Official Plan. It currently contemplates that overall, the region will reach a population of 1.0 million by 2041.

system in Junior Kindergarten as opposed to being split between the former and Senior Kindergarten - this would also explain the lower increases between Junior Kindergarten and Senior Kindergarten in the past two (2) years. This has been occurring since the full roll out of the Full Day Kindergarten (FDK) program. Staff will continue to monitor Junior Kindergarten trends in these neighbourhoods.

Compared to October 31, 2015, Burlington's total enrolment as of October 31, 2016 (headcount) was 8,610 students (+67/+0.8%), being comprised of 5,739 elementary (+87/+1.5%) and 2,871 secondary students (-20/-0.7%). Current Functional Building Capacity utilization rates in Burlington are 93% for the elementary panel; 85% for the secondary panel; and 90% combined.

Over the period 2017-18 through 2020-21:

- 1) Burlington's elementary enrolment is projected to slightly increase at an average yearly rate of 1.0% (59 students). The projected average utilization rate for the elementary panel is 95%.
- 2) Burlington's secondary enrolment is projected to decline at an average yearly rate of -0.2% (-6 Students). The projected average utilization rate for the secondary panel is 86%.
- 3) Overall, it is anticipated that Burlington's enrolment will remain relatively stable over the course of the projection period.

Figure 3 illustrates Burlington's total enrolment trends for the period of 2012 – 2021.

Figure 3

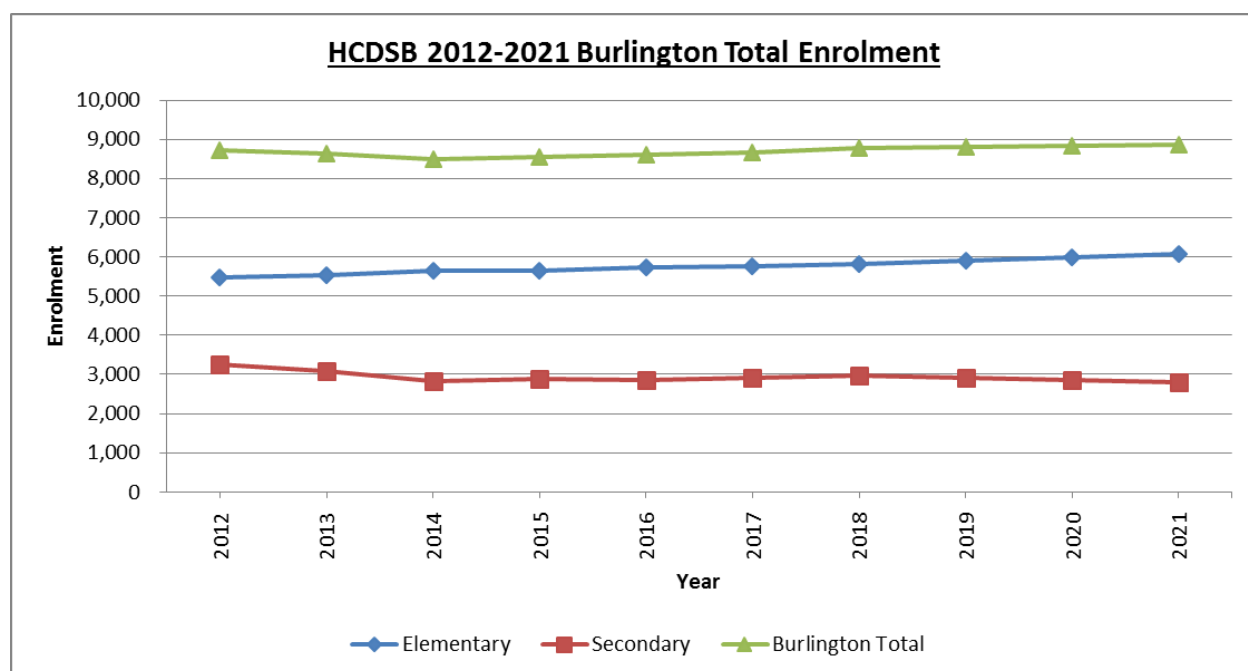
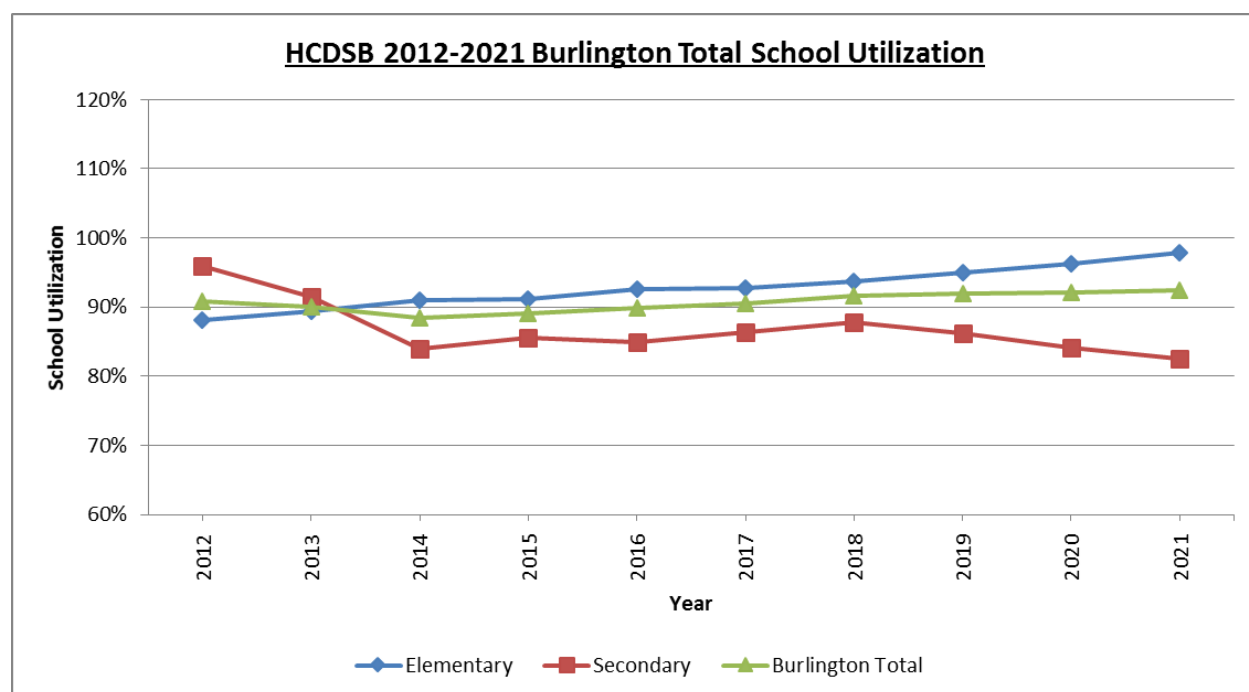


Figure 4 illustrates Burlington's total utilization rates for the period of 2012 – 2021.

Figure 4



3.2 TOWN OF HALTON HILLS (GEORGETOWN + ACTON)

Town Profile

The Town of Halton Hills two primary urban community areas - Acton and Georgetown contain the majority of the area's student population.

Accordingly, Acton is primarily characterized as a municipality with maturing neighbourhoods, resulting in a decreasing student aged population at St. Joseph (A) CES.

Alternatively, Georgetown has a mix of both mature and new neighbourhoods. The mature neighbourhoods are located in the north, and are served by Holy Cross CES and St. Francis of Assisi CES. The newer neighbourhoods are located in the south, and are served by St. Catherine of Alexandria CES and St. Brigid CES, both seeing year to year increases in enrolment.

Growth has been further accelerated with the reallocation of commercial water for residential purposes, unlocking the remaining housing units within the South Georgetown Secondary Plan. This new growth triggered the 2015-2016 Georgetown Boundary review, re-allocating growth to schools having more available space. Pressures are now distributed across all schools in Georgetown.

The Vision Georgetown Secondary Plan was anticipated to receive council approval sometime in 2016 but has faced delays in the secondary planning process. Despite these delays, the construction target of 2021 remains in effect, introducing approximately 6,500 to 7,500 new residential units in the community of Georgetown to meet 2031 growth targets. Staff is working closely with the Town to secure two elementary school sites, as well as a potential secondary site within or near the boundaries of the plan.

The Region is also contemplating the allocation of 2041 provincial population growth targets to its municipalities, where the Georgetown community could be targeted for additional growth (this will need to be implemented through a future Region Official Plan Amendment).

Development Trends

As part of the Regional growth targets set out by the Growth Plan for the Greater Golden Horseshoe, the Region has allocated residential development growth in the Town of Halton Hills to increase the population from 59,008 residents in 2011 (most recent) to 94,000 residents by 2031.

Development growth in South Georgetown was slowed due to limits on municipal servicing, however in January 2015, municipal commercial water allocations were redirected to residential purposes to allow the completion of previously planned and approved developments in south Georgetown – having a positive impact on enrolment. More recently, a large development located in patch V75 of approximately 579 units requested clearance for its registration in October 2016.

As it relates to development potential, Halton Hills can still rely on greenfield developments (low to medium density development subdivisions – Single Family Dwelling and Townhomes) to meet its growth targets through the availability of serviceable lands inside growth boundaries – these are located primarily in Georgetown.

The Vision Georgetown Secondary Plan will further sustain growth over a long term period (2021+), but will not factor into the present four-year projection under review.

Future residential subdivisions are located in the south most area of Georgetown, and include (see Appendix D for Urban Patch Map):

- A) South Georgetown Secondary Plan Area – Located in Patch V71 nearing full buildout (St. Brigid CES) and V75 project nearing registration (St. Catherine of Alexandria CES)
- B) Vision Georgetown Secondary Plan Area – Located in Patch V74 (St. Brigid CES)
- C) Other Subdivisions – Located in Patch V72 (St. Brigid CES) and W83 (St. Francis of Assisi)

Enrolment Trends

The Board's overall enrolment in the Town of Halton Hills is seeing a stable student population over the forecast years 2017-18 to 2020-21. The new subdivisions located in South Georgetown and ongoing infill activities are offsetting slight declines in other schools located in maturing neighbourhoods.

Compared to October 31, 2015, Halton Hills' total enrolment as of October 31, 2016 (headcount) was 4,418 students (126/+2.9%), being comprised of 2,788 elementary (59/+2.2%) and 1,630 secondary students (+67/+4.3%).

Current Functional Building Capacity utilization rates in Halton Hills are 123% for the elementary panel; 113% for the secondary panel; and 119% combined. The Georgetown Elementary Boundary Review final recommendations were approved in January 2016 resulting in changes to the catchments for St. Catherine of Alexandria, St. Brigid, St. Francis and Holy Cross Catholic Elementary Schools.

Over the period 2017-18 through 2020-21:

- 1) Halton Hills' elementary enrolment is projected to slightly increase at an average yearly rate of - 0.6% (16 Students) – this will increase once the Vision Georgetown Secondary Plan begins showing housing starts in 2021. The projected average utilization rate for the elementary panel is 124%
- 2) Halton Hills' secondary enrolment is projected to fluctuate over the next four years, for an overall average yearly rate of 2.6% (43 Students). The projected average utilization rate for the secondary panel is 124%

Figure 5 illustrates Halton Hills' total enrolment trends for the period of 2012 – 2021.

Figure 5

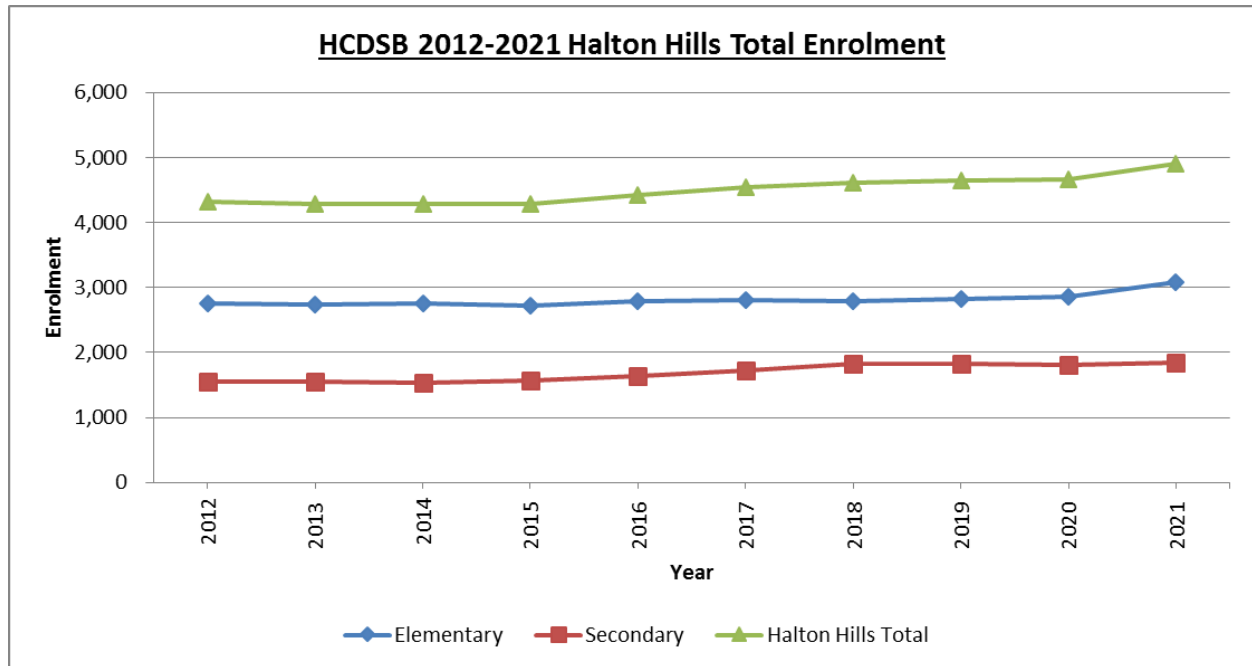
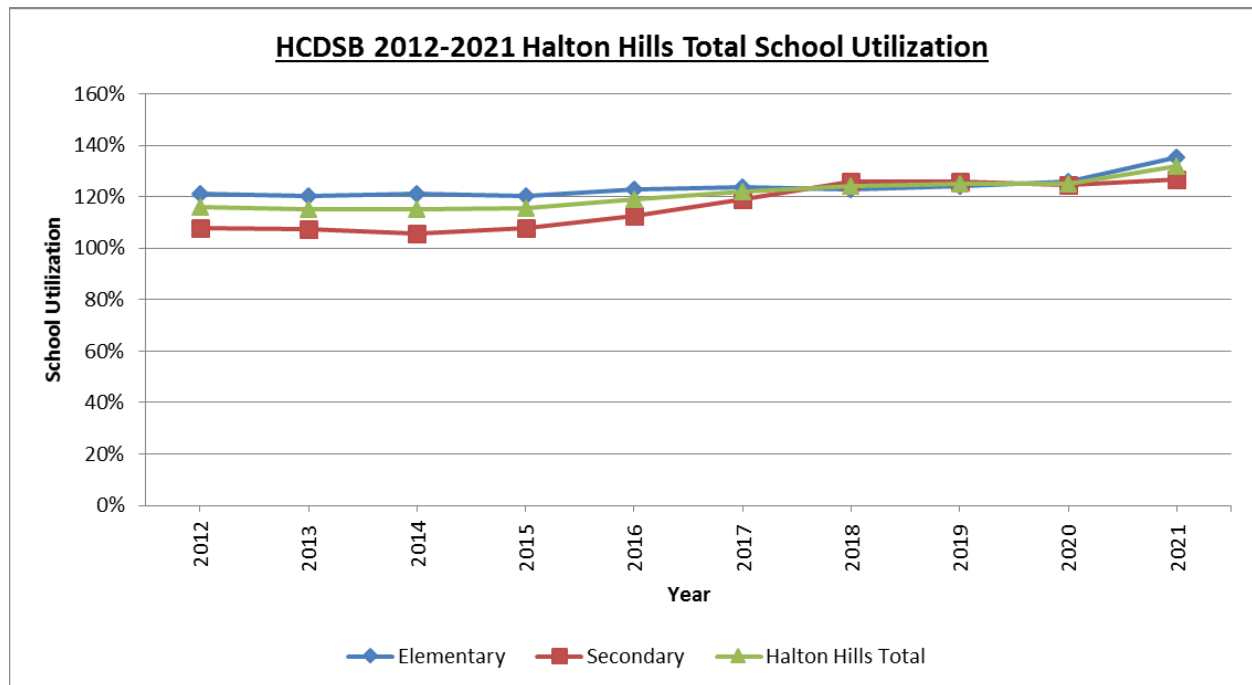


Figure 6 illustrates Halton Hills' total utilization rates for the period of 2012 – 2021.

Figure 6



3.3 TOWN OF MILTON

Town Profile

The Town of Milton is one of the primary growth areas for the Board and as a result is expected to generate a significant number of students within the south Milton urban area. This growth is also one of the key factors that sustain the Board's ongoing yearly increase in student population, moderating the effects of projected declines in Burlington and Oakville. Milton is also designated as one of the fastest growing Greater Toronto Hamilton Area municipalities, as well as one of the fastest growing municipalities in Ontario and Canada.

Overall, "Old Milton" which can be characterized as the geography where all maturing neighbourhoods reside, is serviced by Holy Rosary (M) CES and Our Lady of Victory CES. The remaining land mass can be characterized as new neighbourhoods, serviced by new HCDSB facilities built within the past decade (2004 is the oldest build).

Development Trends

As part of the Regional growth targets set out by the Growth Plan for the Greater Golden Horseshoe, the Region has allocated residential development growth in the Town of Milton to increase its population from 84,362 residents in 2011 (most recent) to 238,000 residents by 2031.

The most recent neighbourhood developments in Milton are currently serviced by (clockwise geographically) St. Peter CES; St. Anthony of Padua CES; Guardian Angels CES; Our Lady of Fatima CES; St. Benedict CES; Lumen Christi CES; and Queen of Heaven CES (see Appendix E for urban patch map). These neighbourhoods are expected to continue to yield a high number of students for a number of years, and will continue to be sustained by new growth as high density development (condominiums) begin to be constructed following the completion of lower density housing builds.

As it relates to future development potential, Milton still has a generous supply of greenfield developments (low to medium density development subdivisions – Single Family Dwelling and Townhomes) to meet its growth targets. See Appendix F for a map of the in effect secondary plans in the Town of Milton.

The Boyne West Tertiary Plan (Phase 3A) portion of the Boyne Secondary Plan issued home occupancies in 2016 and is anticipated to continue to build at a rapid rate (see Appendix G for a map of Phase 3A). Most recently, on November 21, 2016, the Ministry announced that it would fund the Milton #8 Catholic Elementary School, located in the Boyne West Secondary plan to accommodate growth.

Applications for draft plan of subdivision in the Boyne East Tertiary Plan (tertiary plan still in development) are anticipated in 2017, with home occupation as early as Summer 2018. Lastly, the Region of Halton is also undergoing a Regional Official Plan Amendment (ROPA 38) to allocate population and employment growth targets to its four municipalities. Among them, the Town of Milton is slated to be the recipient of a large proportion of additional regional growth to meet the provincial 2041 population targets, which is anticipated to be located south of Britannia Road and east of Regional Road 25.

Future residential subdivisions are located in the northerly, westerly, and southern geography of Milton, and include (see Appendix E for Urban Patch Map):

- A) Boyne Secondary Plan (east and west) – Located in St. Benedict CES – Patches V52, V57, V51, V50, and V56
- B) Milton Heights Secondary Plan Area – Located in Queen of Heaven CES – Patch O51
- C) ROPA 38 (Sustainable Halton Regional Official Plan Amendment) – Located in St. Peter CES and St. Benedict CES – Patches P37 and V37

Please note that within these plans, the Board has designated four (4) elementary and one (1) secondary school sites to accommodate future growth – Milton #8 has been funded. More sites will be identified in ROPA 38 as a Secondary Plan is implemented.

Enrolment Trends

The Town of Milton is experiencing a very high rate of growth in its student population over the forecast years 2017-18 to 2020-21. The newer subdivisions located west of Tremaine, south of Derry, and east of Thompson and ongoing high density development activities are rapidly filling local schools as well as nearby schools in maturing neighbourhoods that offer special programming (Early French Immersion, Extended French Immersion and Special Education).

Compared to October 31, 2015, Milton's total enrolment as of October 31, 2016 (headcount) was 9,085 students (+657/+7.8%), being comprised of 6,288 elementary (+332/+5.6%) and 2,797 secondary students (+325/+13.1%).

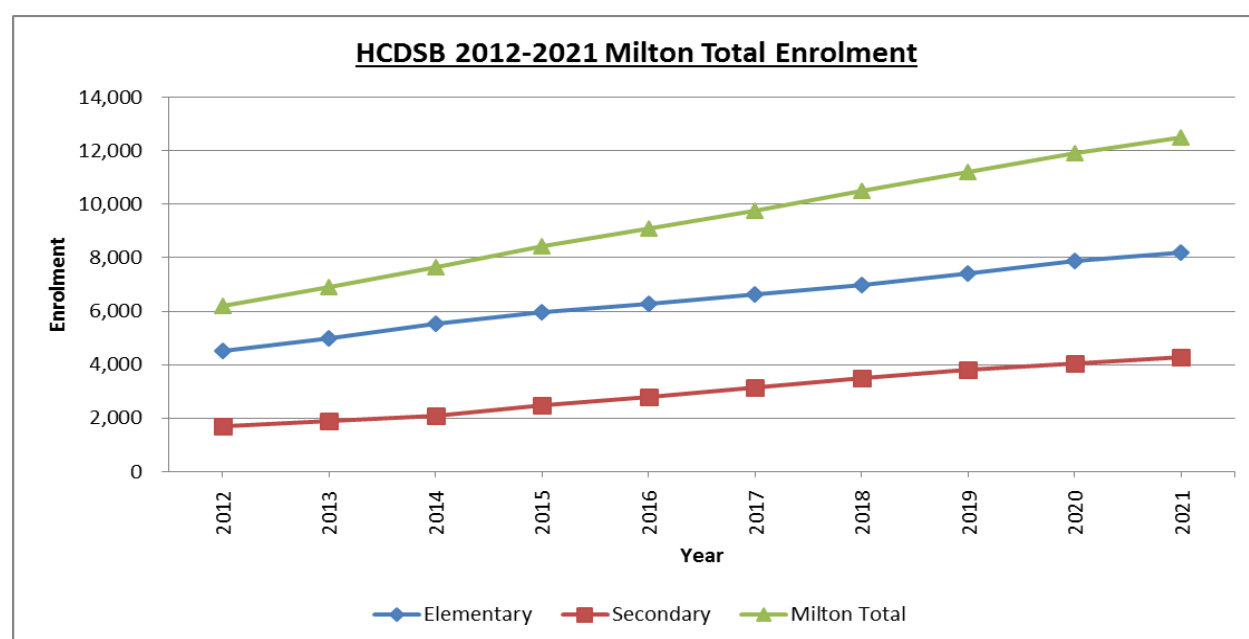
Current Functional Capacity utilization rates in Milton are 114% for the elementary panel; 115% for the secondary panel; and 114% combined. Given current utilization rates, elementary schools especially are beginning to witness enrolment pressures as portable needs increase. With growing elementary enrolments, and larger grade 8 class sizes moving to the secondary panel, secondary built and portable capacity will be reached within a 10-year period.

Over the period 2017-18 through 2020-21:

- 1) Milton's elementary enrolment is projected to increase at an average yearly rate of +5.8% (+396 Students). The projected average utilization rate for the elementary panel is 131%
- 2) Milton's secondary enrolment is projected to increase at an average yearly rate of +9.7% (+311 Students) – this may change as high credit students³ are reduced over time with stricter controls. The projected average utilization rate for the secondary panel is 150%

Figure 7 illustrates Milton's total enrolment trends for the period of 2012 – 2021.

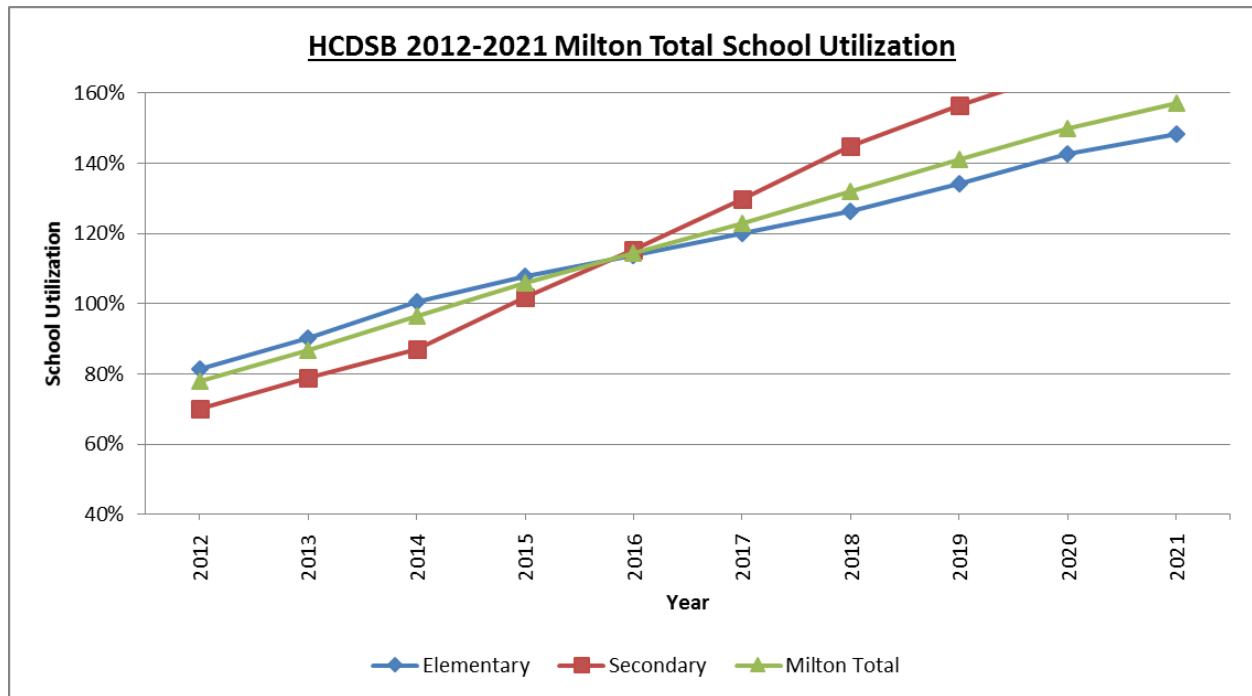
Figure 7



³ High Credit Student refers to an enrolled secondary pupil that has more than 34 completed credits, and has enrolled for additional credits. The Ministry funds these students at a lower rate than a typical secondary pupil.

Figure 8 illustrates Milton's total utilization rates for the period of 2012 – 2021.

Figure 8



3.4 TOWN OF OAKVILLE

Town Profile

Along with the Town of Milton, the Town of Oakville is a primary growth area for the Board and is expected to generate a continued supply of students within the North Oakville urban area. This growth is also one of the key factors that sustain the Board's ongoing yearly increase in student population, moderating the effects of projected decline in Halton's maturing neighbourhoods. Oakville is also recognized as one of the fastest growing Greater Toronto Hamilton Area municipalities.

Overall, Oakville's built neighbourhood fabric can be characterized one of three ways: maturing, established, and new growth. South of the QEW is comprised of the oldest maturing neighbourhoods; North of the QEW and South of Upper Middle Road are also maturing but newer neighbourhoods seeing mostly infill growth and low enrolment yields. North of Upper Middle Road and South of Dundas Street are established neighbourhoods with sustained and continued development and enrolment growth. And lastly, the geography north of Dundas Street is new Greenfield development, characterized by high development growth and potentially high enrolment yields.

Development Trends

As part of the Regional growth targets set out by the Growth Plan for the Greater Golden Horseshoe, the Region has allocated residential development growth in the Town of Oakville to increase its population from 182,520 residents in 2011 (most recent) to 258,000 residents by 2031.

Recent growth and anticipated future development to the North of Dundas Street are currently serviced by the newly opened St. Gregory the Great CES (see Appendix H for urban patch map). Other schools servicing the most recent neighbourhood developments in Oakville include St. Mary CES, St. Joan of Arc CES; St. John Paul II CES; Mother Teresa CES; Our Lady of Peace CES; St. Andrew CES; and St. Marguerite d'Youville CES. These neighbourhoods should produce healthy enrolment yields for a number of years. Some will continue to be sustained by new high density developments (condominiums) being phased in following the completion of lower density housing builds.

As it relates to future development potential, Oakville still has a very generous supply of greenfield developments (low to medium density development subdivisions – Single Family Dwelling and Townhomes) identified as the North Oakville Secondary Plan (East and West) north of Dundas Street to meet its growth targets. A significant number of subdivision applications within the secondary plan have already come online and are under construction. In addition, there are also two new growth areas located between Upper Middle Road and the QEW, which are the former Saw-Whet and Glen Abbey golf courses being converted into residential developments.

St. Gregory the Great CES opened in September 2016 to accommodate future enrolment growth north of Dundas as the four (4) elementary school sites designated in North Oakville are established (see Appendix I for North Oakville Map).

The majority of residential subdivisions are located north of Dundas Street:

- A) North Oakville Secondary Plan west of Third Line – Located in St. Mary's CES – Patches P30 – P34
- B) North Oakville Secondary Plan east of Third Line – Located in the entirety of St. Gregory the Great CES school boundary.
- C) Bronte Green Official Plan Amendment (Saw-Whet) – Located in St. Mary's CES – Patch P19
- D) Glen Abbey Golf Course Official Plan Amendment (under an interim-control by-law for further study) – Located in Mother Teresa CES – Patch S21

Enrolment Trends

Town of Oakville is projected to be relatively flat in its student enrolments over the forecast years 2017-18 to 2020-21. The newer subdivisions located North of Dundas and ongoing high density development activities feeding into the St. Gregory the Great CES, Holy Trinity CSS, and St. Ignatius of Loyola, CSS will sustain enrolment in these facilities, and aid in counterbalancing declines in enrolment at schools located in maturing neighbourhoods. 2015 Junior Kindergarten enrolments declined by 6% over 2014 and declined by a further 3% in 2016. This would appear to be the basis of a declining JK class size trend.

Compared to October 31, 2015, Oakville's total enrolment as of October 31, 2016 (headcount) was 11,425 students (-47/-0.4%), being comprised of 7,529 elementary (-84/-1.1%) and 3,896 secondary students (+37/+1%).

Current Functional Capacity utilization rates in Oakville are 94% for the elementary panel; 97% for the secondary panel; and 95% combined.

Over the period 2017-18 through 2020-21:

- 1) Oakville's elementary enrolment is projected to increase at an average yearly rate of 0.7% (55 Students). The projected average utilization rate for the elementary panel is 94%
- 2) Oakville's secondary enrolment is projected to decrease at an average yearly rate of 0.3% (12 Students). The projected average utilization rate for the secondary panel is 98%

Larger Grade 8 classes are exiting the elementary panel than what is entering the system in JK. The rapid rate of housing units being completed in North Oakville is expected to moderate the projected decline in mature neighbourhoods.

The Board has begun reviewing consolidations and closures to address the excess number of pupil places in the mature neighbourhoods of Oakville. On April 19, 2016, the Board approved the consolidation of St. Joseph and St. James Catholic Elementary Schools. The Board awaits funding to implement the plan. On October 4, 2016, the Board initiated a Pupil Accommodation Review between Upper Middle Road and the QEW in Oakville, to address declines in the area. Schools included in this review are; Our Lady of Peace, St. Andrew, St. Marguerite d'Youville, Holy Family, St. Michael and St. John Catholic Elementary Schools. Recommendations will be presented to the Board of Trustees for a final decision on March 7, 2017.

Other considerations that should be noted for the secondary panel in Oakville are as follows:

- 1) Holy Trinity CSS and St. Thomas Aquinas CSS, Grade 8 retention rates are well below 100% in certain instances. If retention rates were improved in these areas, the total secondary school enrolment would be vastly improved.
- 2) Following the completion of the 2015 Oakville Secondary School Boundary Review, new housing units in North Oakville now being directed at Holy Trinity CSS and St. Ignatius of Loyola CSS to bolster their growth, and reduce the significant enrolment pressures that were witnessed at St. Thomas of Aquinas.
- 3) The International Baccalaureate (IB) program at St. Thomas Aquinas (now capped) is attracting a large population of students, which will sustain its utilization for a number of years. If declines begin presenting themselves, the capping of the IB program can be adjusted.

Figure 9 illustrates Oakville's total enrolment trends for the period of 2012 – 2021.

Figure 9

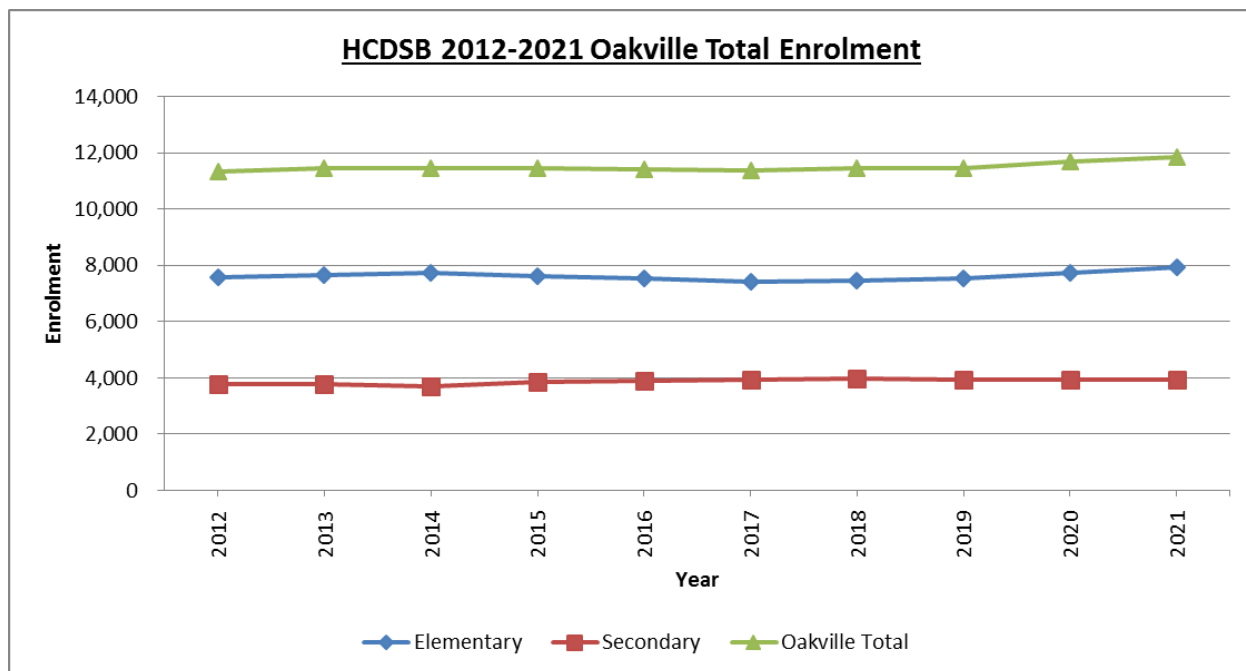
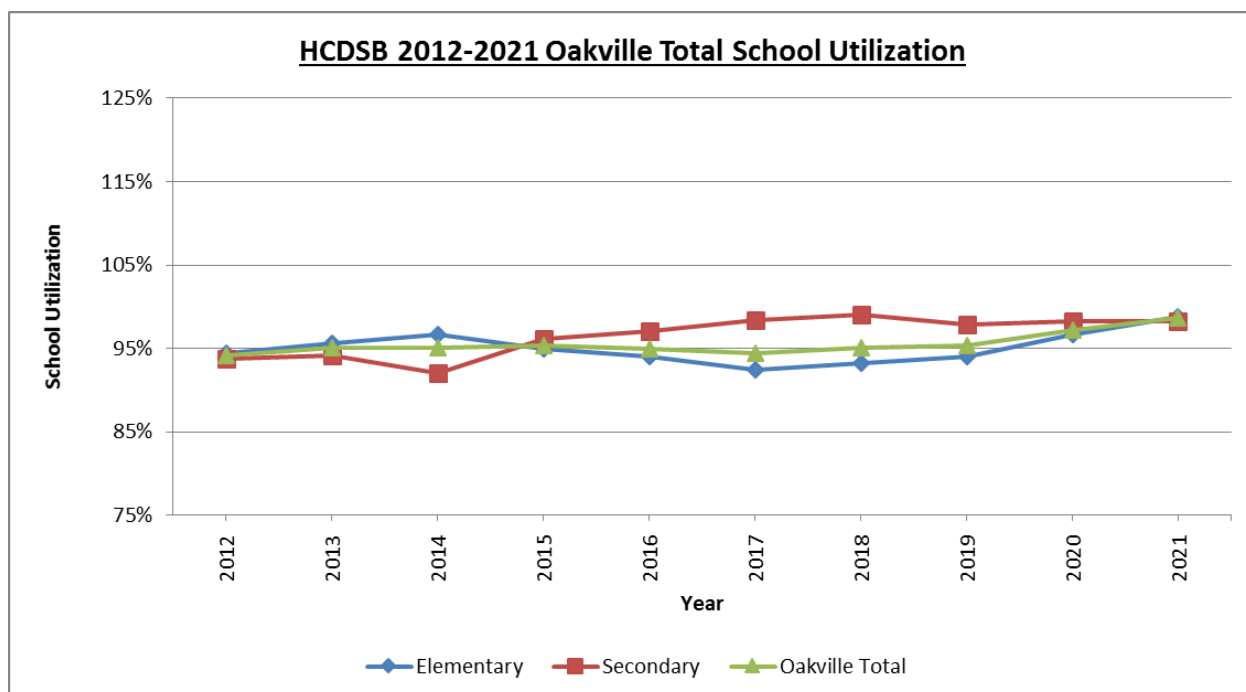


Figure 10 illustrates Oakville's total utilization rates for the period of 2012 – 2021.

Figure 10



CONCLUSION:

In summary, the Board can anticipate an overall average yearly change of +2.5% (+888 students) over the four (4) year period 2017-18 through 2020-21, maintaining a Board wide average utilization rate of 107%. Note that future development phasing indicates that a significant increase in enrolment should be expected after 2020 when a large number of units are expected to come online.

The Board's total elementary enrolment over the four (4) year period 2017-18 to 2020-21, is projected to increase at an average yearly rate of +2.3% (+527 students), maintaining an average Board wide utilization of 107%.

The Board's total secondary enrolment over the same four (4) year period of 2017-18 to 2020-21, is projected to increase at an average yearly rate of +3.1% (+360 students), maintaining an average Board wide utilization of 109%.

The four (4) year enrolment projections were submitted to the Ministry on December 1, 2016. The projections sent to the Ministry are expressed in terms of Average Daily Enrolment (ADE) which is the average of the two Full-Time Equivalent enrolments at October 31st and March 31st for the respective year. This is the enrolment figure that Ministry's uses to allocate funding to school boards. To calculate the increase/decrease in enrolment from October to March, staff used an historical average of the actual enrolment increase/decrease from the years noted in the calculations of the four-year projection:

- 1) 2014-15 for JK and SK, at an average increase of 0.37% (seen significant drop from 2012-13 & 2013-14 school years)
- 2) 2012-13 to 2014-15 for Grade 1 to Grade 3, at an average increase of 0.37%
- 3) 2012-13 to 2013-14 for Grade 4 to Grade 8, and an average increase of 0.12% (2014-15 deemed an outlier)
- 4) 2012-13 to 2014-15 for the secondary panel, at an average decrease of -2.29% - decrease characterized by High Credit and 12B ("Victory Lap") students leaving the Board.

The final actual ADE for 2015-16 was 32,339.09 in total for the Board. The 2016-17 ADE used for the Budget Estimates was 32,746.58. The 2016-17 ADE to be used for the Revised Budget Estimates is currently being finalized and as of December 1, 2016 stands at 33,099.30. This finalized figure will be used as a starting point for 2017-18 budget calculations and will be refined during the budget process as new and more current information becomes available.

A graph illustrating the Board's historic ADE for the Estimates, Revised Estimates and Financial Statements has been attached as Appendix K to this report.

REPORT PREPARED BY:

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REPORT SUBMITTED BY:

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SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

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Ministry of Education

Education Finance Branch
20th Floor, Mowat Block
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Toronto, ON M7A 1L2

Ministère de l'Éducation

Direction du financement de l'éducation
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Toronto ON M7A 1L2

**2016: SB28**

MEMORANDUM TO: Directors of Education
Superintendents of Business

FROM: Andrew Bright
Director (A)
Education Finance Branch

DATE: **September 20, 2016**

SUBJECT: **District School Board Enrolment Projections for 2017-18 to 2020-21**

As part of the annual process of determining Grants for Student Needs (GSN) requirements for the upcoming 2017-18 school year, the Ministry is asking school boards to submit their enrolment projections by **November 25, 2015**.

The Ministry is requesting both the preliminary Revised Estimate enrolment numbers for the 2016-17 school year and the projected Average Daily Enrolment (ADE) for 2017-18 to 2020-21.

In addition to the ADE forecast contained in the sheet, please note that there is a distinct section for High Credit ADE. High Credit ADE are not to be included in the regular Secondary Day School ADE forecasts.

The spreadsheet template for submitting the enrolment projections is attached in both English and French. Please email your completed spreadsheet template to Education.Enrolment.Submissions@ontario.ca. If you have any questions on how to access or complete the spreadsheets, you should contact:

Michael Leigh
(416) 325-3344
Michael.leigh@ontario.ca

It is important that the Ministry receive your projections within the above timelines. This will ensure that they are reflected in the 2017-18 GSN release.

As in previous years, these enrolment projections for the coming school year will be

published when the 2017-18 GSN is released to the public.

Thank you for your co-operation and prompt attention in meeting this request.

Original signed by:

Andrew Bright
Director (A)
Education Finance Branch

HCDSB - Enrolment History/Projection/Forecast (2012-2031) - Headcounts

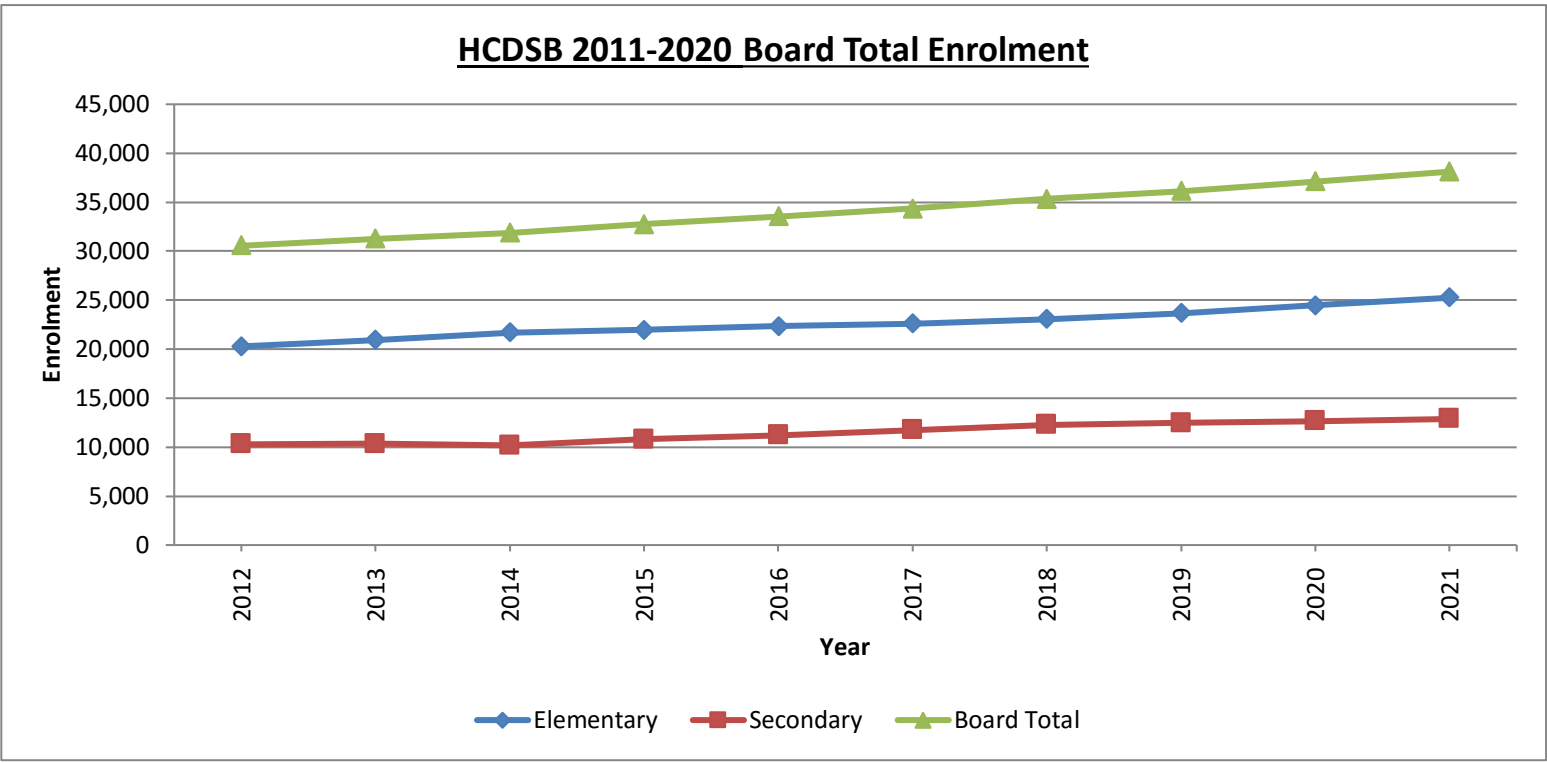
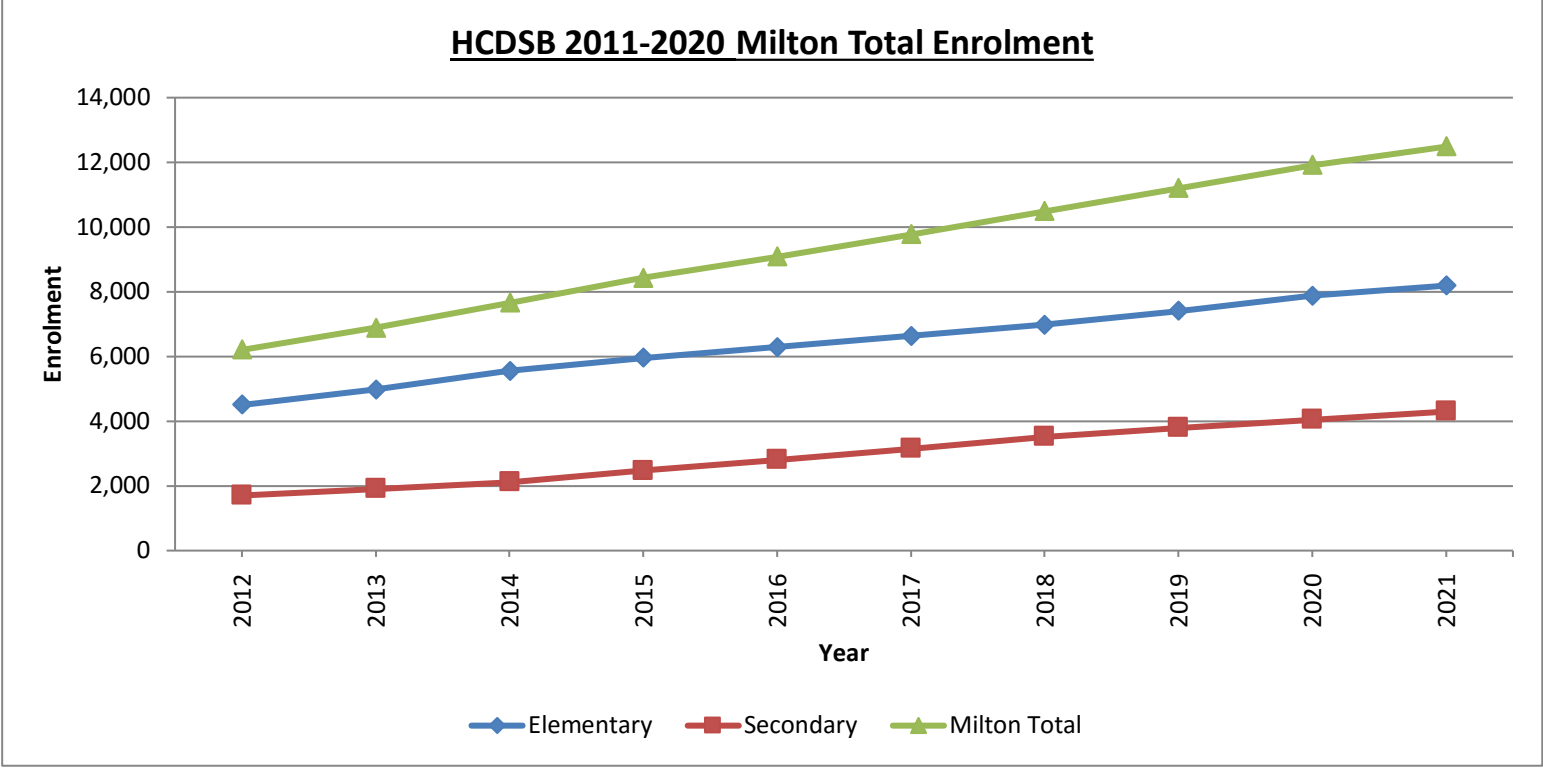
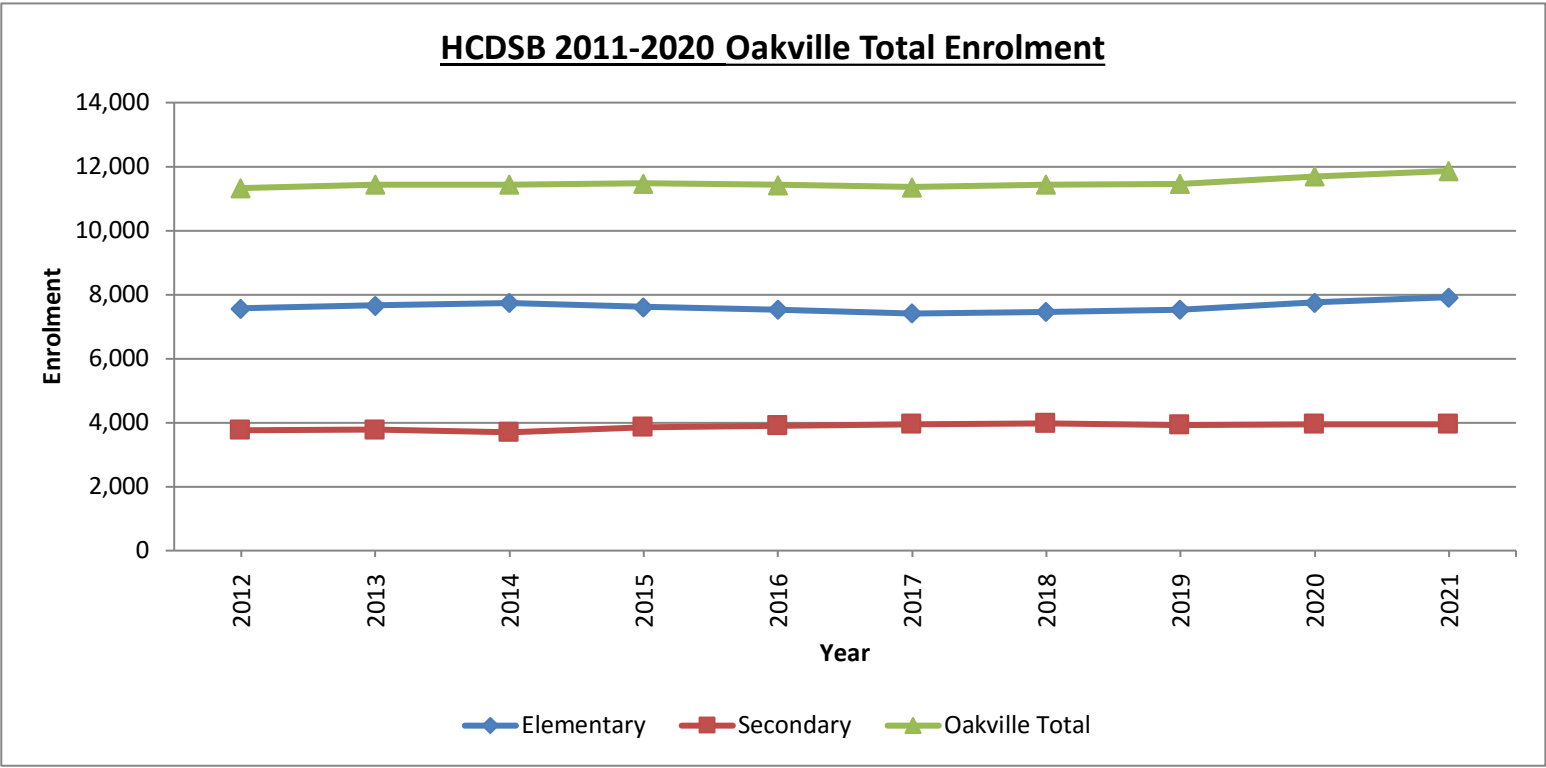
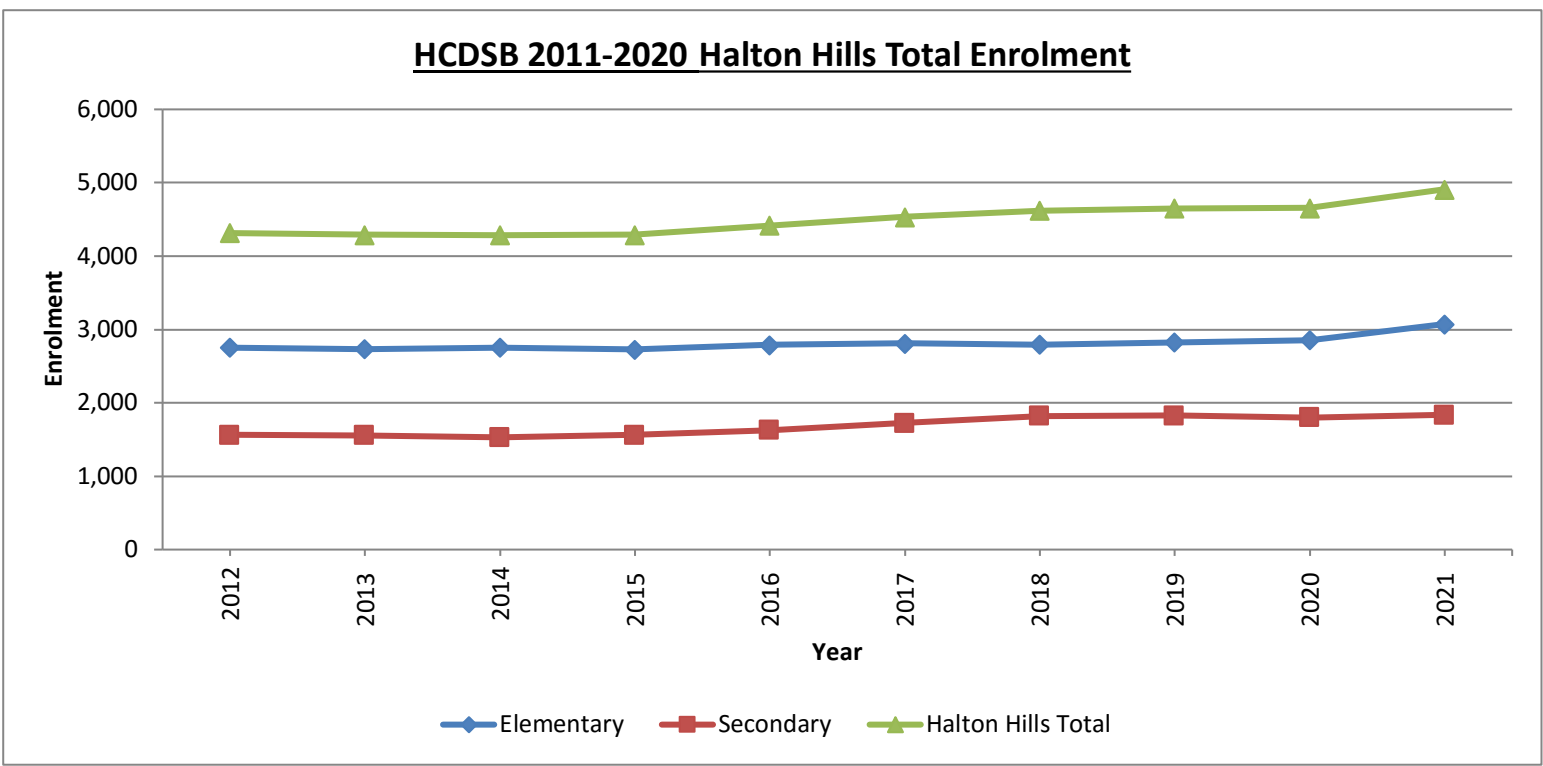
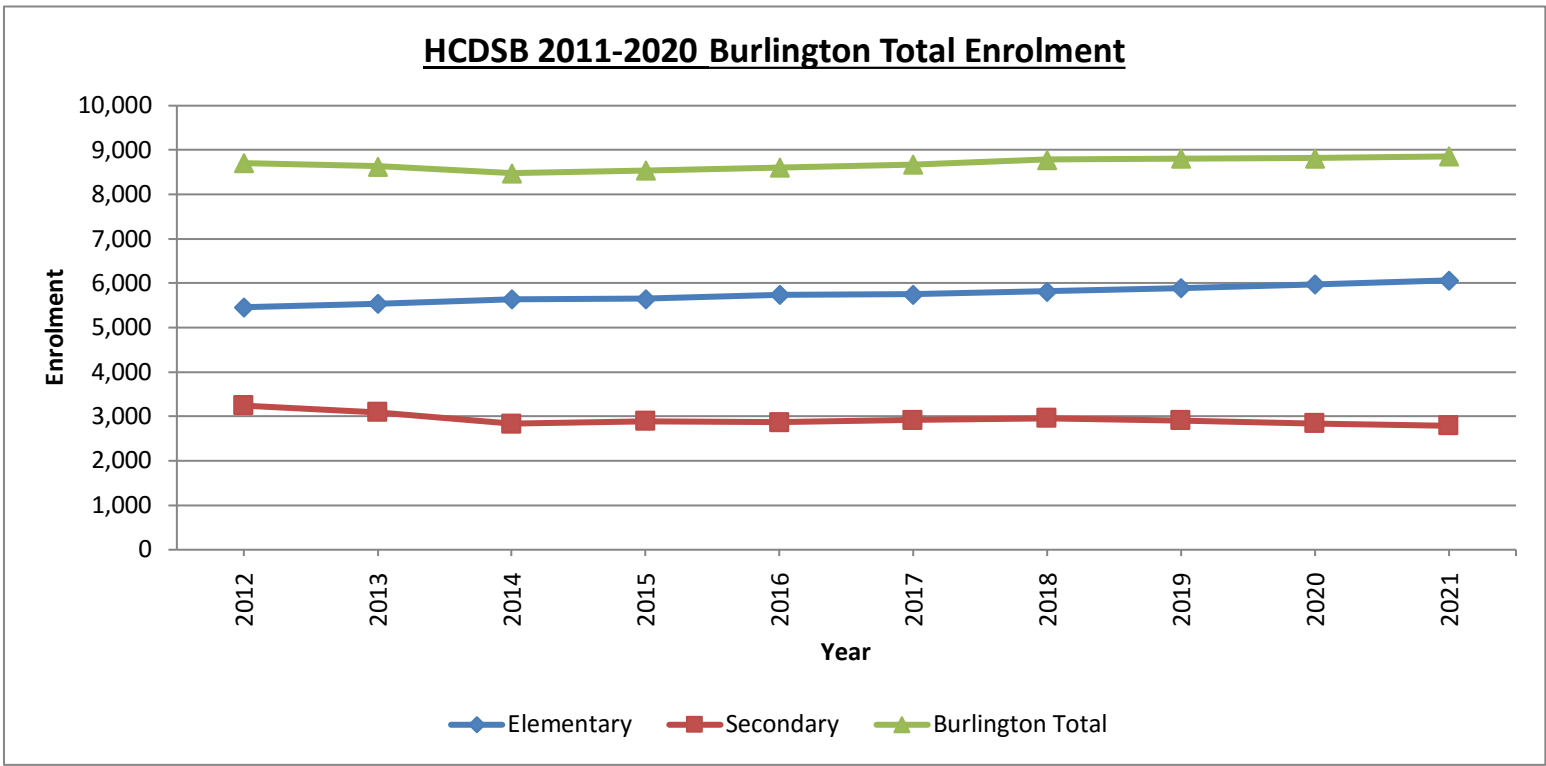
(Enrolment headcount as of October 31 each year)

			HISTORIC					PROJECTED				FORECAST										
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
BURLINGTON	CODE	FC																				
Elementary																						
Ascension CES	ASCN	360	314	296	283	270	271	261	248	243	237	242	241	247	247	248	247	246	246	244	243	243
Canadian Martyrs CES	CDNM	409	342	333	344	364	379	383	391	395	396	403	402	412	417	418	412	411	411	410	410	409
Holy Rosary (B) CES	HLRB	455	431	439	420	417	418	416	420	431	428	432	442	438	444	449	449	449	443	435	431	427
Sacred Heart of Jesus CES	SHOJ	547	505	518	509	492	501	520	534	555	588	589	599	595	604	607	606	605	604	603	602	602
St. Anne CES	ALTE	622	0	527	596	670	711	775	822	893	940	995	1,024	1,050	1,054	1,050	1,043	1,035	1,026	1,023	1,022	1,021
St. Christopher CES	CHRS	478	630	518	507	490	476	437	417	419	405	403	405	402	406	402	407	407	406	405	404	404
St. Elizabeth Seton CES	ELIZ	455	775	422	446	441	435	425	416	408	401	417	422	430	425	420	424	423	423	423	422	422
St. Gabriel CES	GABR	524	508	562	599	594	575	561	567	561	562	555	549	554	549	532	536	534	531	529	528	526
St. John (B) CES	JOHB	383	314	296	302	298	304	313	309	314	316	313	302	294	299	299	297	293	288	283	280	277
St. Mark CES	MARK	478	336	328	336	341	340	344	345	333	336	327	326	330	333	329	327	325	324	323	322	322
St. Patrick CES	PATR	337	235	233	238	250	262	271	278	269	269	268	262	260	262	249	247	245	242	242	242	242
St. Paul CES	PAUL	337	277	285	279	267	271	264	275	271	276	274	278	277	278	282	277	277	277	277	277	277
St. Raphael CES	RAPH	314	264	260	270	251	260	261	266	266	281	299	300	306	312	317	314	309	304	299	294	288
St. Timothy CES	TIMB	504	531	526	515	507	536	521	527	536	541	549	557	541	552	537	535	531	527	522	518	514
Sub Total:		6,203	5,462	5,543	5,644	5,652	5,739	5,752	5,816	5,894	5,975	6,066	6,109	6,134	6,180	6,138	6,120	6,088	6,050	6,019	5,994	5,974
Secondary																						
Assumption CSS	ASPT	955	972	919	890	893	841	863	868	850	818	796	808	805	795	806	813	813	827	821	804	792
Notre Dame CSS	NTDM	1,175	1,099	1,073	992	1,012	1,024	1,036	1,038	1,032	992	973	974	945	931	951	942	946	962	931	917	901
Corpus Christi CSS	CORP	1,250	1,174	1,101	956	986	1,006	1,022	1,059	1,033	1,036	1,023	999	1,021	1,029	1,066	1,094	1,111	1,127	1,126	1,124	1,118
Sub Total:		3,380	3,245	3,093	2,838	2,891	2,871	2,921	2,966	2,915	2,847	2,791	2,782	2,772	2,755	2,823	2,848	2,870	2,916	2,877	2,845	2,811
Burlington Total:		9,583	8,707	8,636	8,482	8,543	8,610	8,673	8,782	8,809	8,821	8,857	8,891	8,906	8,935	8,960	8,968	8,958	8,965	8,896	8,839	8,785
HALTON HILLS																						
Elementary																						
Holy Cross CES	HLYC	444	469	461	447	427	475	476	482	490	470	490	489	491	501	497	488	481	478	475	472	470
St. Brigid CES	BRID	550	653	629	668	672	885	926	921	935	958	1,139	1,304	1,487	1,684	1,896	2,027	2,160	2,297	2,435	2,573	2,470
St. Catherine of Alexandria CES	ALEX	622	750	785	828	862	681	698	700	719	736	752	752	762	734	722	711	694	680	674	669	664
St. Francis of Assisi CES	FRAN	291	398	393	371	360	356	335	327	334	352	367	383	380	377	369	360	350	348	345	341	337
St. Joseph (A) CES	JOSA	363	485	466	441	408	391	375	364	346	339	327	301	289	281	276	280	278	276	276	275	275
Sub Total:		2,270	2,755	2,734	2,755	2,729	2,788	2,810	2,794	2,824	2,854	3,074	3,229	3,408	3,576	3,760	3,866	3,964	4,079	4,205	4,330	4,216
Secondary																						
Christ the King CSS	KING	1,448	1,560	1,555	1,530	1,563	1,630	1,725	1,824	1,826	1,802	1,837	1,882	1,940	1,947	1,941	1,928	1,943	1,968	2,019	2,060	2,054
Sub Total:		1,448	1,560	1,555	1,530	1,563	1,630	1,725	1,824	1,826	1,802	1,837	1,882	1,940	1,947	1,941	1,928	1,943	1,968	2,019	2,060	2,054
Halton Hills Total:		3,718	4,315	4,289	4,285	4,292	4,418	4,536	4,618	4,649	4,656	4,912	5,111	5,348	5,523	5,701	5,794	5,907	6,047	6,224	6,390	6,270
MILTON																						
Elementary																						
Guardian Angels CES	GRDA	723	842	798	907	937	940	964	980	970	975	970	965	959	951	933	927	921	914	910	905	903
Holy Rosary (M) CES	HLRM	527	355	390	335	362	409	443	452	499	554	615	665	664	691	722	734	743	741	732	724	719
Lumen Christi CES	LUCM	648	789	960	541	547	581	619	665	703	724	727	738	728	708	715	710	704	697	694	693	691
Our Lady of Fatima CES	OLFA	648	822	950	865	856	801	747	726	733	701	669	647	631	610	591	588	580	574	570	568	565
Our Lady of Victory CES	OLVM	291	304	388	220	244	257	278	283	288	304	307	315	319	318	312	310	307	305	302	300	299
Queen of Heaven CES	QUEN	671	0	0	654	761	838	882	917	921	938	933	932	932	921	913	904	898	893	888	884	881
St. Anthony of Padua CES	ANTH	723	693	727	863	966	972	995	991	997	963	938	911	890	857	828	817	806	800	796	797	794
St. Benedict CES	BENE	671	0	0	387	547	753	979	1,240	1,570	1,995	2,342	2,767	3,149	3,465	3,770	4,008	4,221	4,342	4,444	4,467	4,490
St. Peter CES	PETE	619	695	765	780	736	737	722	722	727	720	689	654	661	649	654	650	647	643	640	637	634
Sub Total:		5,521	4,500	4,978	5,552	5,956	6,288	6,629	6,974	7,408	7,873	8,190	8,594	8,934	9,168	9,437	9,647	9,826	9,908	9,975	9,976	9,976
Secondary																						
Bishop P. F. Reding CSS	BHRD	977	1,703	1,326	1,227	1,373	1,473	1,631	1,785	1,817	1,789	1,742	1,729	1,710	1,678	1,689	1,644	1,600	1,517	1,447	1,414	1,331
Jean Vanier CSS	MLTS	1,448	0	585	883	1,099	1,324	1,517	1,726	1,980	2,253	2,554	2,787	3,061	3,221	3,474	3,557	3,603	3,600	3,592	3,578	3,505
Sub Total:		2,425	1,703	1,911	2,110	2,472	2,797	3,147	3,511	3,797	4,042	4,296	4,516	4,771	4,899	5,164	5,202	5,203	5,118	5,039	4,992	4,836
Milton Total:		7,946	6,203	6,889	7,662	8,428	9,085	9,777	10,485	11,205	11,915	12,486	13,110	13,705	14,067	14,601	14,848	15,029	15,026	15,014	14,968	14,812
OAKVILLE																						
Elementary																						
Holy Family CES	HLYF	291	229	251	237	220	213	211	215	217	222	220	221	213	215	217	213	210	208	205	205	204
Mother Teresa CES	MOTH	547	596	521	531	498	427	371	341	320	319	315	318	321	326	345	363	383	386	390	385	382
Our Lady of Peace CES	OLPO	478	508	475	447	422	398	390	386	372	375	379	384	381	378	381	378	375	373	371	368	366
St. John Paul II CES	POPE	570	706	766	793	759	719	666	636	600	563	519	489	469	442	433	434	430	426	423	421	420
St. Andrew CES	ANDR	573	731	763	789	776	779	777	769	765	759	743	724	714	704	698	692	682	673	672	671	670
St. Bernadette CES	BERN	504	540	524	542	579	573	573	539	522	502	493	483	476	453	455	454	452	450	450	449	449
St. Dominic CES	DOMI	527	583	597	612	622	626	612	629	634	637	638	648	635	637	622	627	631	625	618	612	605
St. Gregory the Great CES	GREG	671	0	0	0	0	188	294	464	626	865	1,121	1,314	1,483	1,595	1,749	1,870	1,999	2,130	2,280	2,392	2,490
St. James CES	STJA	429	281	268	232	210	210	210	204													

HCDSB - Enrolment History/Projection/Forecast (2012-2031) - Headcounts

(Enrolment headcount as of October 31 each year)

		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Halton Hills	Elementary	2,755	2,734	2,755	2,729	2,788	2,810	2,794	2,824	2,854	3,074	3,229	3,408	3,576	3,760	3,866	3,964	4,079	4,205	4,330	4,216
	Secondary	1,560	1,555	1,530	1,563	1,630	1,725	1,824	1,826	1,802	1,837	1,882	1,940	1,947	1,941	1,928	1,943	1,968	2,019	2,060	2,054
	Halton Hills Total	4,315	4,289	4,285	4,292	4,418	4,536	4,618	4,649	4,656	4,912	5,111	5,348	5,523	5,701	5,794	5,907	6,047	6,224	6,390	6,270
	Yearly (+/-)		-26	-4	7	126	118	82	32	7	255	199	237	175	178	94	112	140	177	166	-119
Oakville	Elementary	7,566	7,663	7,746	7,613	7,529	7,409	7,467	7,537	7,751	7,919	8,043	8,154	8,224	8,384	8,539	8,640	8,717	8,827	8,891	8,946
	Secondary	3,763	3,779	3,697	3,859	3,896	3,952	3,975	3,929	3,946	3,945	3,989	4,024	4,065	4,053	4,011	3,998	3,988	4,026	4,074	4,051
	Oakville Total	11,329	11,442	11,443	11,472	11,425	11,360	11,442	11,466	11,697	11,864	12,033	12,178	12,289	12,438	12,550	12,638	12,706	12,853	12,965	12,997
	Yearly (+/-)		113	1	29	-47	-65	82	24	231	167	169	146	110	149	113	88	67	147	112	32
Milton	Elementary	4,500	4,978	5,552	5,956	6,288	6,629	6,974	7,408	7,873	8,190	8,594	8,934	9,168	9,437	9,647	9,826	9,908	9,975	9,976	9,976
	Secondary	1,703	1,911	2,110	2,472	2,797	3,147	3,511	3,797	4,042	4,296	4,516	4,771	4,899	5,164	5,202	5,203	5,118	5,039	4,992	4,836
	Milton Total	6,203	6,889	7,662	8,428	9,085	9,777	10,485	11,205	11,915	12,486	13,110	13,705	14,067	14,601	14,848	15,029	15,026	15,014	14,968	14,812
	Yearly (+/-)		686	773	766	657	692	708	720	710	571	624	595	362	534	247	180	-3	-12	-46	-155
Burlington	Elementary	5,462	5,543	5,644	5,652	5,739	5,752	5,816	5,894	5,975	6,066	6,109	6,134	6,180	6,138	6,120	6,088	6,050	6,019	5,994	5,974
	Secondary	3,245	3,093	2,838	2,891	2,871	2,921	2,966	2,915	2,847	2,791	2,782	2,772	2,755	2,823	2,848	2,870	2,916	2,877	2,845	2,811
	Burlington Total	8,707	8,636	8,482	8,543	8,610	8,673	8,782	8,809	8,821	8,857	8,891	8,906	8,935	8,960	8,968	8,958	8,965	8,896	8,839	8,785
	Yearly (+/-)		-71	-154	61	67	63	109	28	12	36	34	15	29	25	8	-9	7	-69	-57	-54
Board Total	Elementary	20,283	20,918	21,697	21,950	22,344	22,600	23,051	23,663	24,453	25,249	25,975	26,630	27,147	27,719	28,172	28,518	28,754	29,026	29,190	29,113
	Secondary	10,271	10,338	10,175	10,785	11,194	11,746	12,275	12,467	12,637	12,869	13,169	13,507	13,666	13,980	13,989	14,014	13,990	13,961	13,971	13,752
	Board Total	30,554	31,256	31,872	32,735	33,538	34,346	35,327	36,130	37,089	38,119	39,144	40,137	40,813	41,699	42,160	42,532	42,743	42,987	43,161	42,865
	ELE (+/-)	515	635	779	253	394	256	451	612	789	797	726	655	517	572	453	346	235	273	164	-78
	SEC (+/-)		67	-163	610	409	552	530	192	170	233	300	338	159	315	8	25	-24	-29	10	-218
	Yearly (+/-)		702	616	863	803	808	981	804	959	1,029	1,025	993	676	886	461	372	211	243	174	-296



HCDSB - Enrolment History/Projection/Forecast (2012-2031) - Utilization Rates
(Enrolment headcount as of *October 31 each year*)

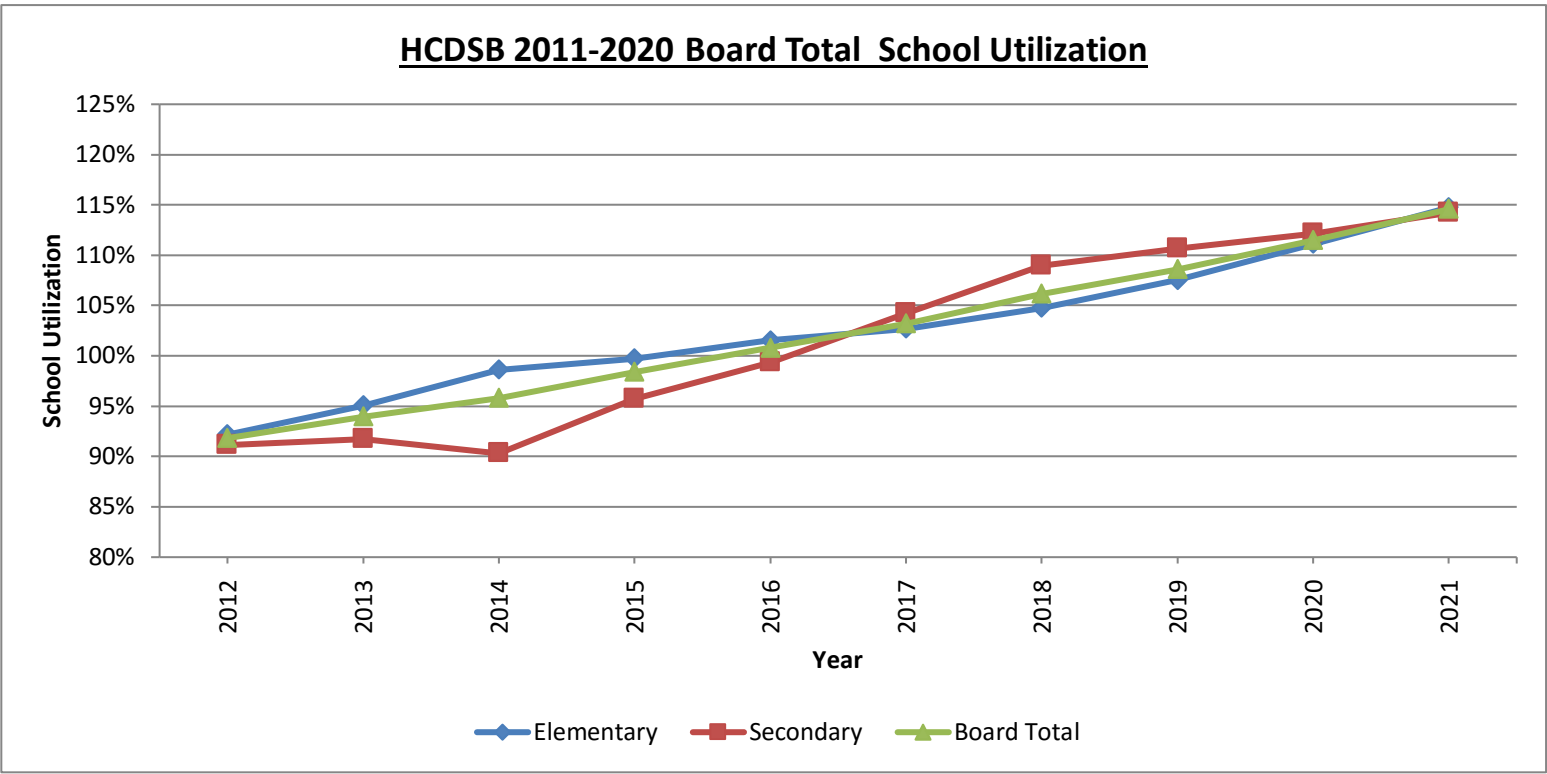
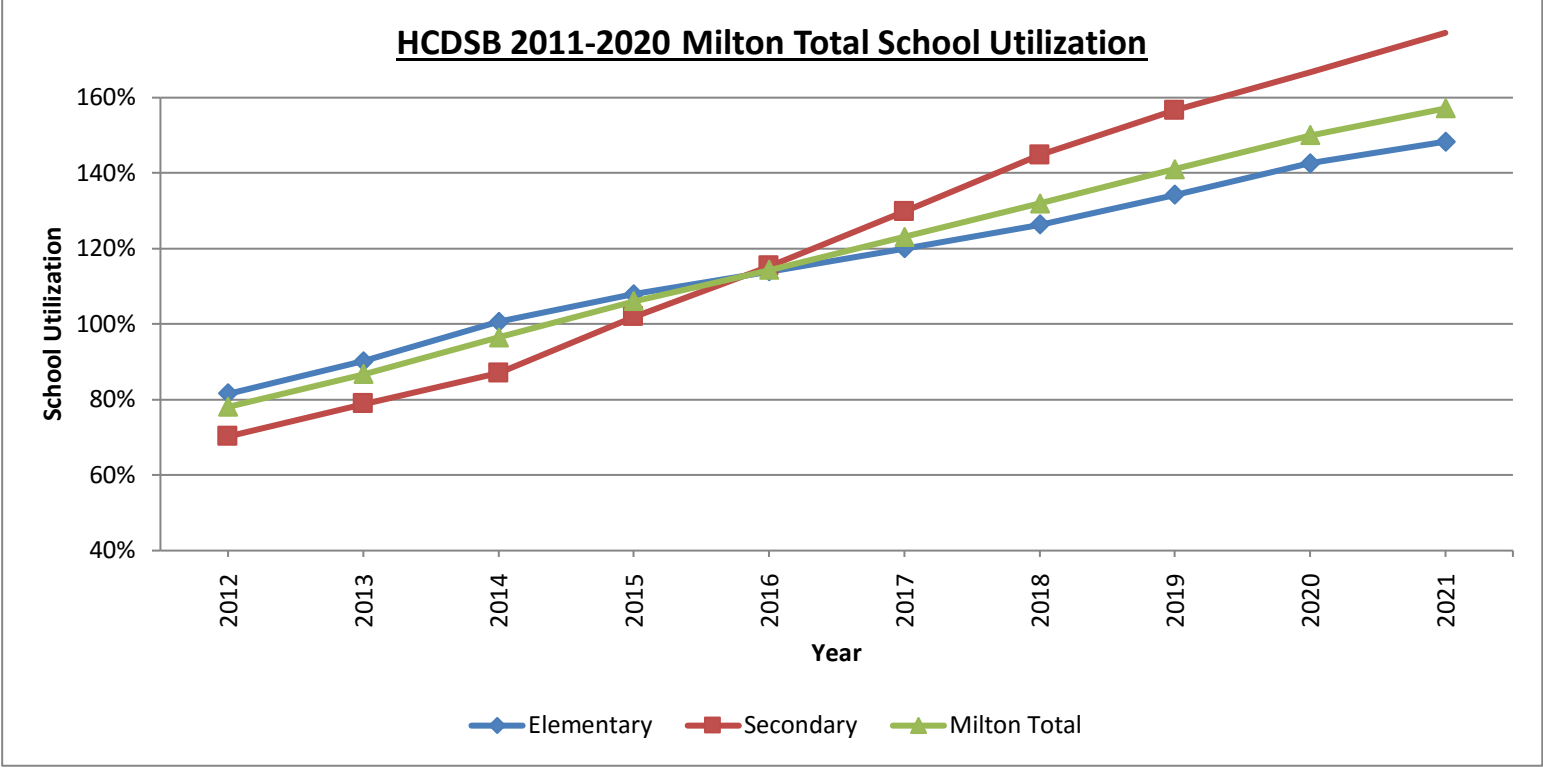
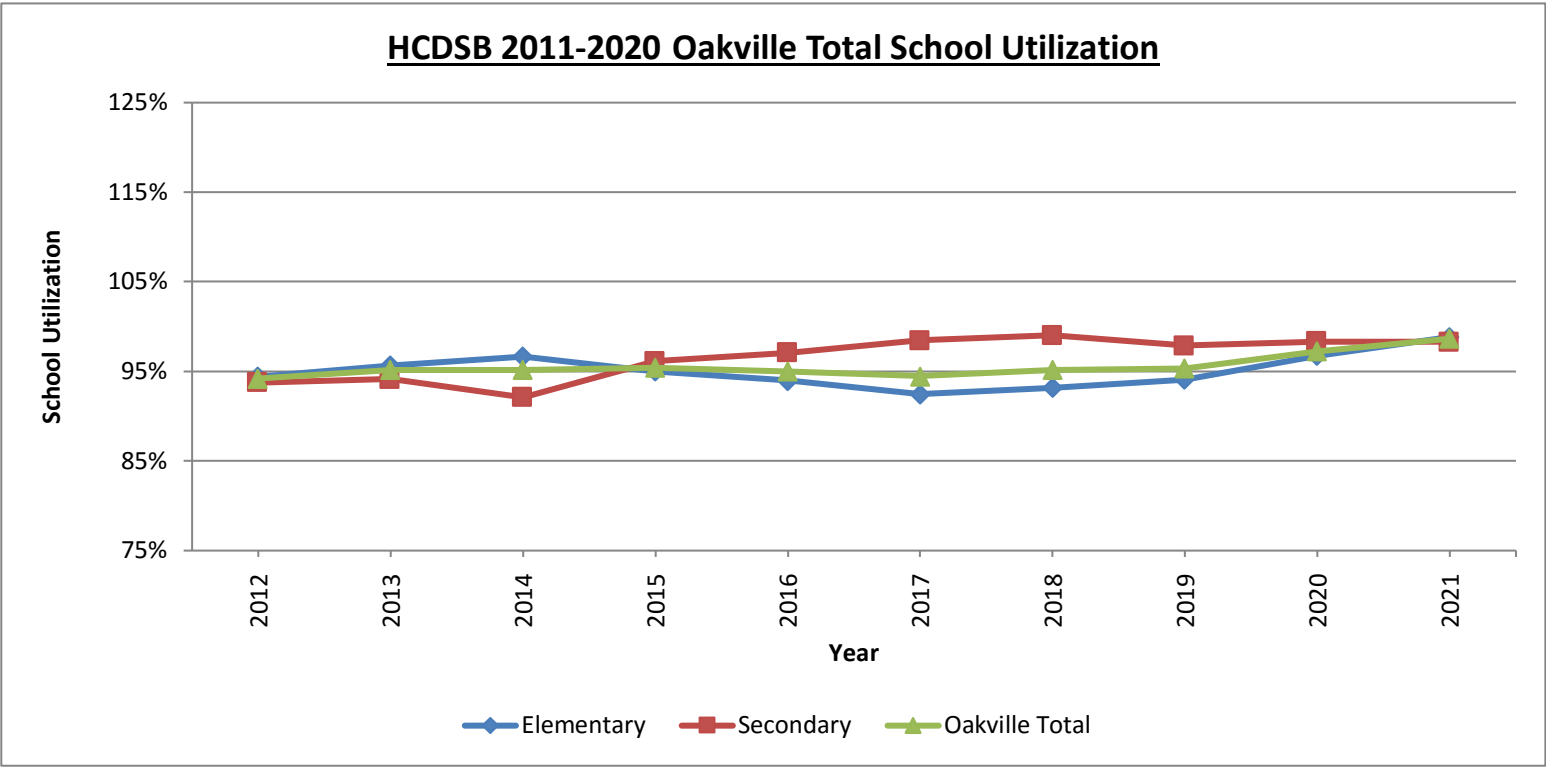
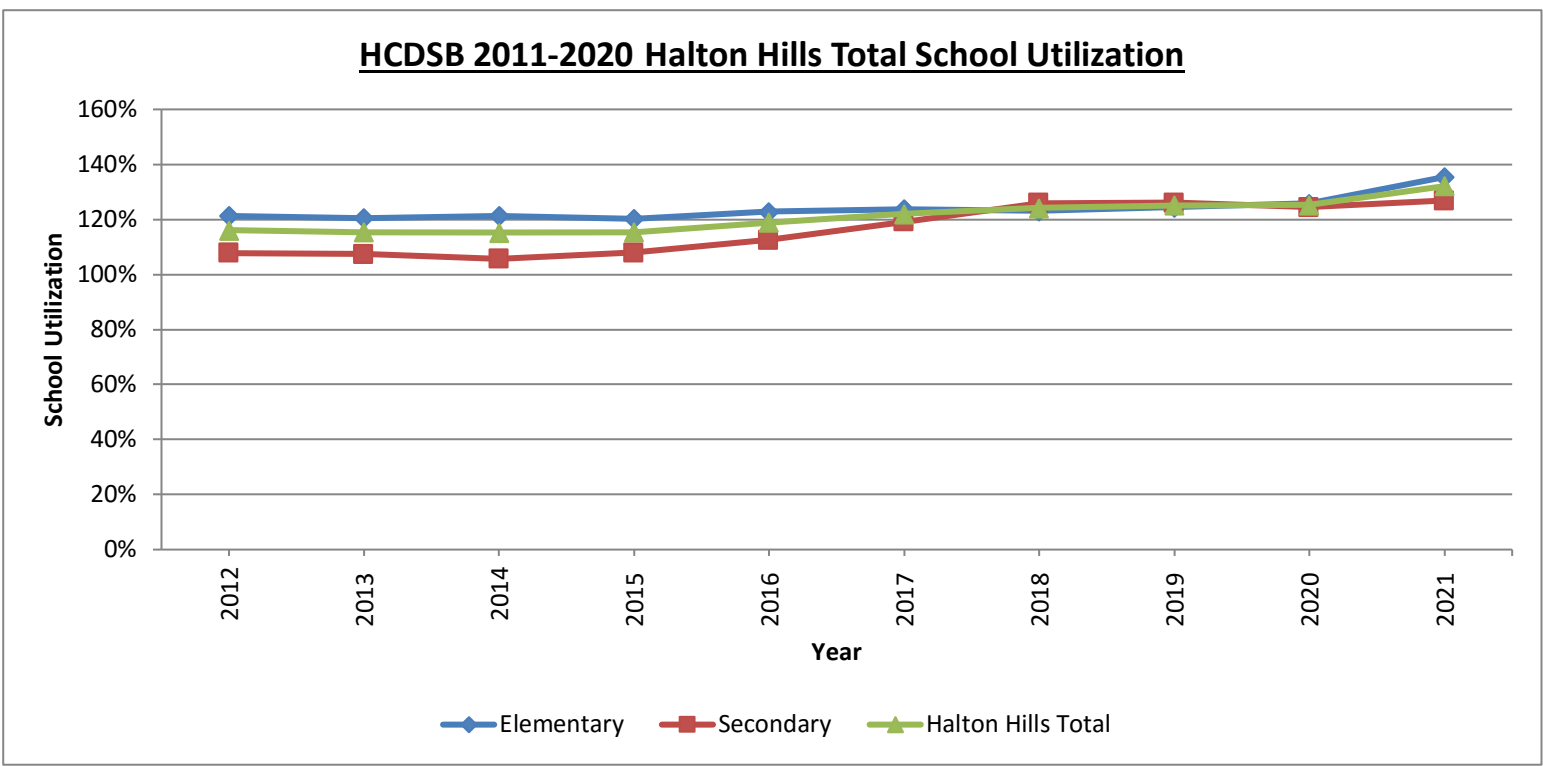
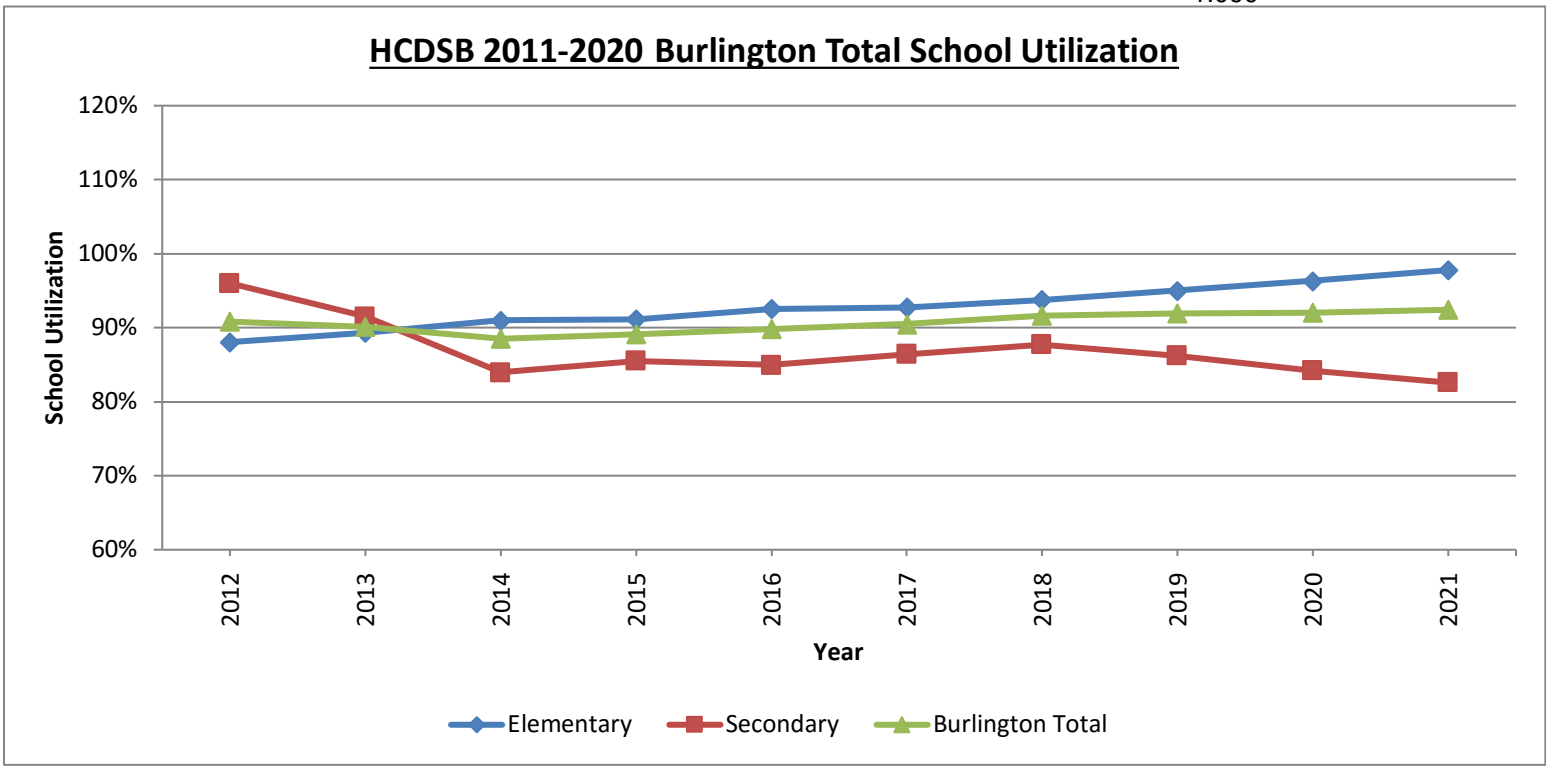
			HISTORIC					PROJECTED				FORECAST										
			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
BURLINGTON	CODE	FC																				
Elementary																						
Ascension CES	ASCN	360	87%	82%	79%	75%	75%	73%	69%	68%	66%	67%	67%	69%	69%	69%	69%	68%	68%	68%	67%	67%
Canadian Martyrs CES	CDNM	409	84%	81%	84%	89%	93%	94%	96%	97%	97%	98%	98%	101%	102%	102%	101%	101%	100%	100%	100%	100%
Holy Rosary (B) CES	HLRB	455	95%	96%	92%	92%	92%	91%	92%	95%	94%	95%	97%	96%	97%	99%	99%	99%	97%	96%	95%	94%
Sacred Heart of Jesus CES	SHOJ	547	92%	95%	93%	90%	92%	95%	98%	101%	107%	108%	110%	109%	110%	111%	111%	111%	110%	110%	110%	110%
St. Anne CES	ALTE	622	0%	85%	96%	108%	114%	125%	132%	144%	151%	160%	165%	169%	169%	169%	168%	166%	165%	165%	164%	164%
St. Christopher CES	CHRS	478	132%	108%	106%	103%	100%	92%	87%	88%	85%	84%	85%	84%	85%	84%	85%	85%	85%	85%	85%	84%
St. Elizabeth Seton CES	ELIZ	455	170%	93%	98%	97%	96%	93%	91%	90%	88%	92%	93%	94%	93%	92%	93%	93%	93%	93%	93%	93%
St. Gabriel CES	GABR	524	97%	107%	114%	113%	110%	107%	108%	107%	107%	106%	105%	106%	105%	102%	102%	102%	101%	101%	101%	100%
St. John (B) CES	JOHB	383	82%	77%	79%	78%	79%	82%	81%	82%	82%	82%	79%	77%	78%	78%	78%	76%	75%	74%	73%	72%
St. Mark CES	MARK	478	70%	69%	70%	71%	71%	72%	72%	70%	70%	68%	68%	69%	70%	69%	68%	68%	68%	68%	67%	67%
St. Patrick CES	PATR	337	70%	69%	71%	74%	78%	80%	82%	80%	80%	80%	78%	77%	78%	74%	73%	73%	72%	72%	72%	72%
St. Paul CES	PAUL	337	82%	85%	83%	79%	80%	78%	82%	80%	82%	81%	82%	82%	83%	84%	82%	82%	82%	82%	82%	82%
St. Raphael CES	RAPH	314	84%	83%	86%	80%	83%	83%	85%	85%	89%	95%	95%	98%	99%	101%	100%	98%	97%	95%	93%	92%
St. Timothy CES	TIMB	504	105%	104%	102%	101%	106%	103%	105%	106%	107%	109%	110%	107%	110%	107%	106%	105%	104%	104%	103%	102%
Sub Total:		6,203	88%	89%	91%	91%	93%	93%	94%	95%	96%	98%	98%	99%	100%	99%	99%	98%	98%	97%	97%	96%
Secondary																						
Assumption CSS	ASPT	955	102%	96%	93%	94%	88%	90%	91%	89%	86%	83%	85%	84%	83%	84%	85%	85%	87%	86%	84%	83%
Notre Dame CSS	NTDM	1,175	94%	91%	84%	86%	87%	88%	88%	88%	84%	83%	83%	80%	79%	81%	80%	81%	82%	79%	78%	77%
Corpus Christi CSS	CORP	1,250	94%	88%	76%	79%	80%	82%	85%	83%	83%	82%	80%	82%	82%	85%	87%	89%	90%	90%	90%	89%
Sub Total:		3,380	96%	92%	84%	86%	85%	86%	88%	86%	84%	83%	82%	82%	82%	84%	84%	85%	86%	85%	84%	83%
Burlington Total:		9,583	91%	90%	89%	89%	90%	91%	92%	92%	92%	92%	93%	93%	93%	94%	94%	93%	94%	93%	92%	92%
HALTON HILLS																						
Elementary																						
Holy Cross CES	HLYC	444	106%	104%	101%	96%	107%	107%	109%	110%	106%	110%	110%	110%	113%	112%	110%	108%	108%	107%	106%	106%
St. Brigid CES	BRID	550	119%	114%	121%	122%	161%	168%	167%	170%	174%	207%	237%	270%	306%	345%	369%	393%	418%	443%	468%	449%
St. Catherine of Alexandria CES	ALEX	622	121%	126%	133%	139%	109%	112%	113%	116%	118%	121%	121%	122%	118%	116%	114%	112%	109%	108%	108%	107%
St. Francis of Assisi CES	FRAN	291	137%	135%	127%	124%	122%	115%	112%	115%	121%	126%	132%	131%	129%	127%	124%	120%	120%	119%	117%	116%
St. Joseph (A) CES	JOSA	363	134%	128%	121%	112%	108%	103%	100%	95%	93%	90%	83%	80%	77%	76%	77%	77%	76%	76%	76%	76%
Sub Total:		2,270	121%	120%	121%	120%	123%	124%	123%	124%	126%	135%	142%	150%	158%	166%	170%	175%	180%	185%	191%	186%
Secondary																						
Christ the King CSS	KING	1,448	108%	107%	106%	108%	113%	119%	126%	126%	124%	127%	130%	134%	134%	134%	133%	134%	136%	139%	142%	142%
Sub Total:		1,448	108%	107%	106%	108%	113%	119%	126%	126%	124%	127%	130%	134%	134%	134%	133%	134%	136%	139%	142%	142%
Halton Hills Total:		3,718	116%	115%	115%	115%	119%	122%	124%	125%	125%	132%	137%	144%	149%	153%	156%	159%	163%	167%	172%	169%
MILTON																						
Elementary																						
Guardian Angels CES	GRDA	723	116%	110%	125%	130%	130%	133%	136%	134%	135%	134%	133%	133%	132%	129%	128%	127%	126%	126%	125%	125%
Holy Rosary (M) CES	HLRM	527	67%	74%	64%	69%	78%	84%	86%	95%	105%	117%	126%	126%	131%	137%	139%	141%	141%	139%	137%	137%
Lumen Christi CES	LUCM	648	122%	148%	83%	84%	90%	95%	103%	109%	112%	112%	114%	112%	109%	110%	110%	109%	108%	107%	107%	107%
Our Lady of Fatima CES	OLFA	648	127%	147%	133%	132%	124%	115%	112%	113%	108%	103%	100%	97%	94%	91%	91%	89%	89%	88%	88%	87%
Our Lady of Victory CES	OLVM	291	104%	133%	76%	84%	88%	96%	97%	99%	105%	106%	108%	110%	109%	107%	106%	106%	105%	104%	103%	103%
Queen of Heaven CES	QUEN	671	0%	0%	97%	113%	125%	131%	137%	137%	140%	139%	139%	139%	137%	136%	135%	134%	133%	132%	132%	131%
St. Anthony of Padua CES	ANTH	723	96%	101%	119%	134%	134%	138%	137%	138%	133%	130%	126%	123%	118%	115%	113%	111%	111%	110%	110%	110%
St. Benedict CES	BENE	671	0%	0%	58%	82%	112%	146%	185%	234%	297%	349%	412%	469%	516%	562%	597%	629%	647%	662%	666%	669%
St. Peter CES	PETE	619	112%	124%	126%	119%	119%	117%	117%	118%	116%	111%	106%	107%	105%	106%	105%	104%	104%	103%	103%	102%
Sub Total:		5,521	82%	90%	101%	108%	114%	120%	126%	134%	143%	148%	156%	162%	166%	171%	175%	178%	179%	181%	181%	181%
Secondary																						
Bishop P. F. Reding CSS	BHRD	977	174%	136%	126%	141%	151%	167%	183%	186%	183%	178%	177%	175%	172%	173%	168%	164%	155%	148%	145%	136%
Jean Vanier CSS	MLTS	1,448	0%	40%	61%	76%	91%	105%	119%	137%	156%	176%	192%	211%	222%	240%	246%	249%	249%	248%	247%	242%
Sub Total:		2,425	70%	79%	87%	102%	115%	130%	145%	157%	167%	177%	186%	197%	202%	213%	214%	215%	211%	208%	206%	199%
Milton Total:		7,946	78%	87%	96%	106%	114%	123%	132%	141%	150%	157%	165%	172%	177%	184%	187%	189%	189%	189%	188%	186%
OAKVILLE																						
Elementary																						
Holy Family CES	HLYF	291	79%	86%	81%	76%	73%	73%	74%	75%	76%	76%	76%	73%	74%	74%	73%	72%	71%	71%	70%	70%
Mother Teresa CES	MOTH	547	109%	95%	97%	91%	78%	68%	62%	59%	58%	58%	58%	59%	60%	63%	66%	70%	71%	71%	70%	70%
Our Lady of Peace CES	OLPO	478	106%	99%	94%	88%	83%	82%	81%	78%	78%	79%	80%	80%	79%	80%	79%	78%	78%	77%	77%	77%
St. John Paul II CES	POPE	570	124%	134%	139%	133%	126%	117%	112%	105%	99%	91%	86%	82%	77%	76%	76%	75%	75%	74%	74%	74%
St. Andrew CES	ANDR	573	128%	133%	138%	135%	136%	136%	134%	134%	132%	130%	126%	125%	123%	122%	121%	119%	117%	117%	117%	117%
St. Bernadette CES	BERN	504	107%	104%	108%	115%	114%	114%	107%	104%	100%	98%	96%	94%	90%	90%	90%	90%	89%	89%	89%	89%
St. Dominic CES	DOMI	527	111%	113%	116%	118%	119%	116%	119%	120%	121%	121%	123%	121%	121%	118%	119%	120%	119%	117%	116%	115%
St. Gregory the Great CES	GREG	671	0%	0%	0%	0%	28%	44%	69%	93%	129%	167%	196%	221%	238%	261%	279%	298%	317%	340%	357%	371%
St. James CES	STJA	429	66%	62%	54%	49%	49%	49%	48%	46%	48%	49%	50%	51%	52%	54%	55%	55%	55%	55%	54%	53%
St. Joan of Arc CES	JOFA	547	107%	106%	103%	94%	90%	86%	84%	80%	74%	73%	70%	69%	66%	65%	65%	65%	64%	63%	63%	62%
St. John (O) CES	JOHO	245	80%	82%	77%	67%	60%	57%	50%	49%	48%	48%	45%	45%	45%	44%	44%	44%	44%	44%	44%	44%
St. Joseph (O) CES	JOSO	268	137%	138%	147%	143%	142%	136%	131%	134%	133%	134%	135%	135%	136%	136%	137%	137%	136%	136%	135%	135%
St. Luke CES	LUKE	360	86%	84%	74%	75%	69%	65%	64%	62%	61%	60%	59%	57%	58%	57%	57%	57%	57%	56%	56%	56%
St. Marguerite d'Youville CES	MARG	504	124%	121%	118%	115%	107%	98%	94%	88%	86%	82%	80%	80%	79%	79%	78%	78%	77%	76%	75%	75%
St. Mary CES	MARY	599	58%	81%	102%	117%	106%	111%	119%	125%	135%	137%	138%	141%	144%	145%	150%					

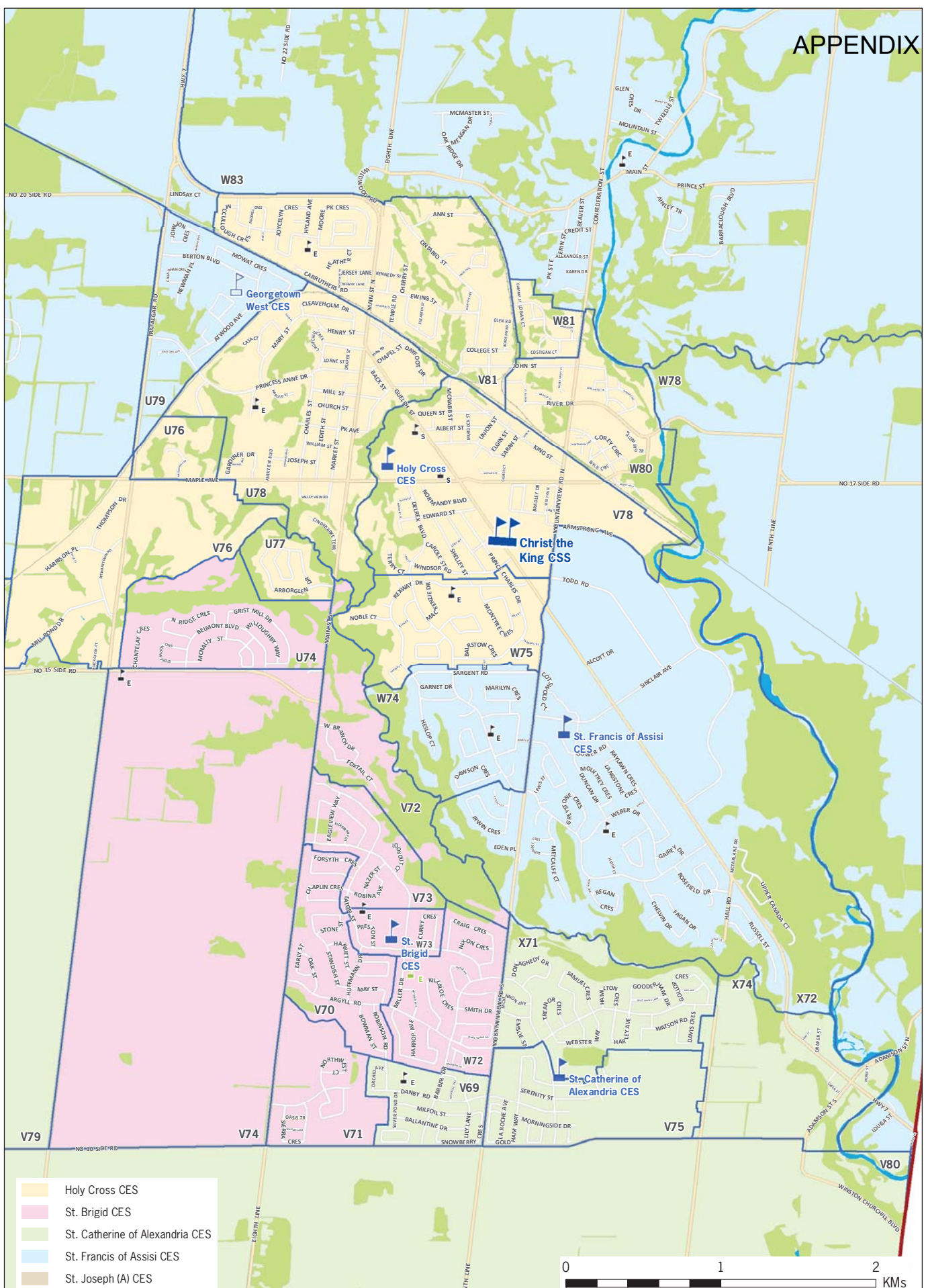
HCDSB - Enrolment History/Projection/Forecast (2012-2031) - Utilization Rates

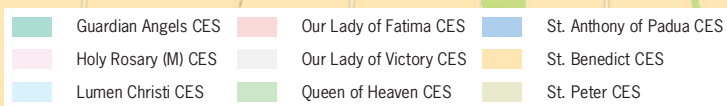
(Enrolment headcount as of October 31 each year)

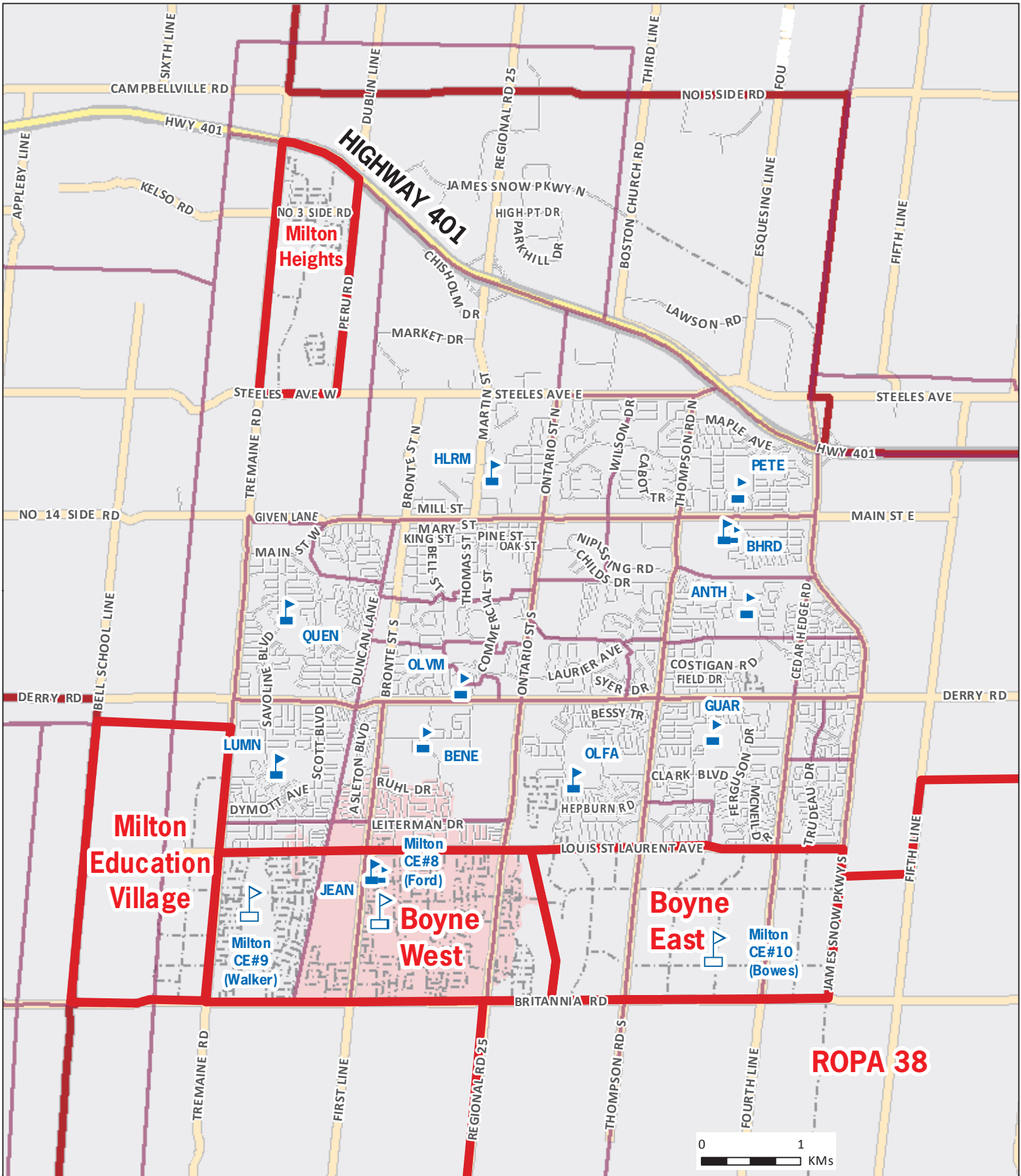
		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Halton Hills	Elementary	121%	120%	121%	120%	123%	124%	123%	124%	126%	135%	142%	150%	158%	166%	170%	175%	180%	185%	191%	186%
	Secondary	108%	107%	106%	108%	113%	119%	126%	126%	124%	127%	130%	134%	134%	134%	133%	134%	136%	139%	142%	142%
	Halton Hills Total	116%	115%	115%	115%	119%	122%	124%	125%	125%	132%	137%	144%	149%	153%	156%	159%	163%	167%	172%	169%
	Yearly (+/-)		-0.70%	-0.11%	0.19%	3.39%	3.16%	2.20%	0.86%	0.19%	6.87%	5.36%	6.39%	4.70%	4.79%	2.51%	3.02%	3.77%	4.76%	4.45%	-3.21%
Oakville	Elementary	94%	96%	97%	95%	94%	92%	93%	94%	97%	99%	100%	102%	103%	105%	107%	108%	109%	110%	111%	112%
	Secondary	94%	94%	92%	96%	97%	98%	99%	98%	98%	98%	99%	100%	101%	101%	100%	100%	99%	100%	101%	101%
	Oakville Total	94%	95%	95%	95%	95%	94%	95%	95%	97%	99%	100%	101%	102%	103%	104%	105%	106%	107%	108%	108%
	Yearly (+/-)		0.94%	0.01%	0.24%	-0.39%	-0.54%	0.68%	0.20%	1.92%	1.39%	1.41%	1.21%	0.92%	1.24%	0.94%	0.73%	0.56%	1.22%	0.93%	0.27%
Milton	Elementary	82%	90%	101%	108%	114%	120%	126%	134%	143%	148%	156%	162%	166%	171%	175%	178%	179%	181%	181%	181%
	Secondary	70%	79%	87%	102%	115%	130%	145%	157%	167%	177%	186%	197%	202%	213%	214%	215%	211%	208%	206%	199%
	Milton Total	78%	87%	96%	106%	114%	123%	132%	141%	150%	157%	165%	172%	177%	184%	187%	189%	189%	189%	188%	186%
	Yearly (+/-)		8.63%	9.73%	9.64%	8.27%	8.70%	8.92%	9.06%	8.93%	7.19%	7.85%	7.49%	4.56%	6.72%	3.11%	2.27%	-0.04%	-0.15%	-0.58%	-1.95%
Burlington	Elementary	88%	89%	91%	91%	93%	93%	94%	95%	96%	98%	98%	99%	100%	99%	99%	98%	98%	97%	97%	96%
	Secondary	96%	92%	84%	86%	85%	86%	88%	86%	84%	83%	82%	82%	82%	84%	84%	85%	86%	85%	84%	83%
	Burlington Total	91%	90%	89%	89%	90%	91%	92%	92%	92%	92%	93%	93%	93%	94%	94%	93%	94%	93%	92%	92%
	Yearly (+/-)		-0.74%	-1.61%	0.64%	0.70%	0.66%	1.13%	0.29%	0.12%	0.38%	0.35%	0.15%	0.30%	0.27%	0.08%	-0.10%	0.07%	-0.72%	-0.60%	-0.56%
Board Total	Elementary	92%	95%	99%	100%	102%	103%	105%	108%	111%	115%	118%	121%	123%	126%	128%	130%	131%	132%	133%	132%
	Secondary	91%	92%	90%	96%	99%	104%	109%	111%	112%	114%	117%	120%	121%	124%	124%	124%	124%	124%	124%	122%
	Board Total	92%	94%	96%	98%	101%	103%	106%	109%	111%	115%	118%	121%	123%	125%	127%	128%	128%	129%	130%	129%
	Yearly (+/-)		2.11%	1.85%	2.59%	2.41%	2.43%	2.95%	2.41%	2.88%	3.09%	3.08%	2.98%	2.03%	2.66%	1.39%	1.12%	0.64%	0.73%	0.52%	-0.89%

1.065
1.090





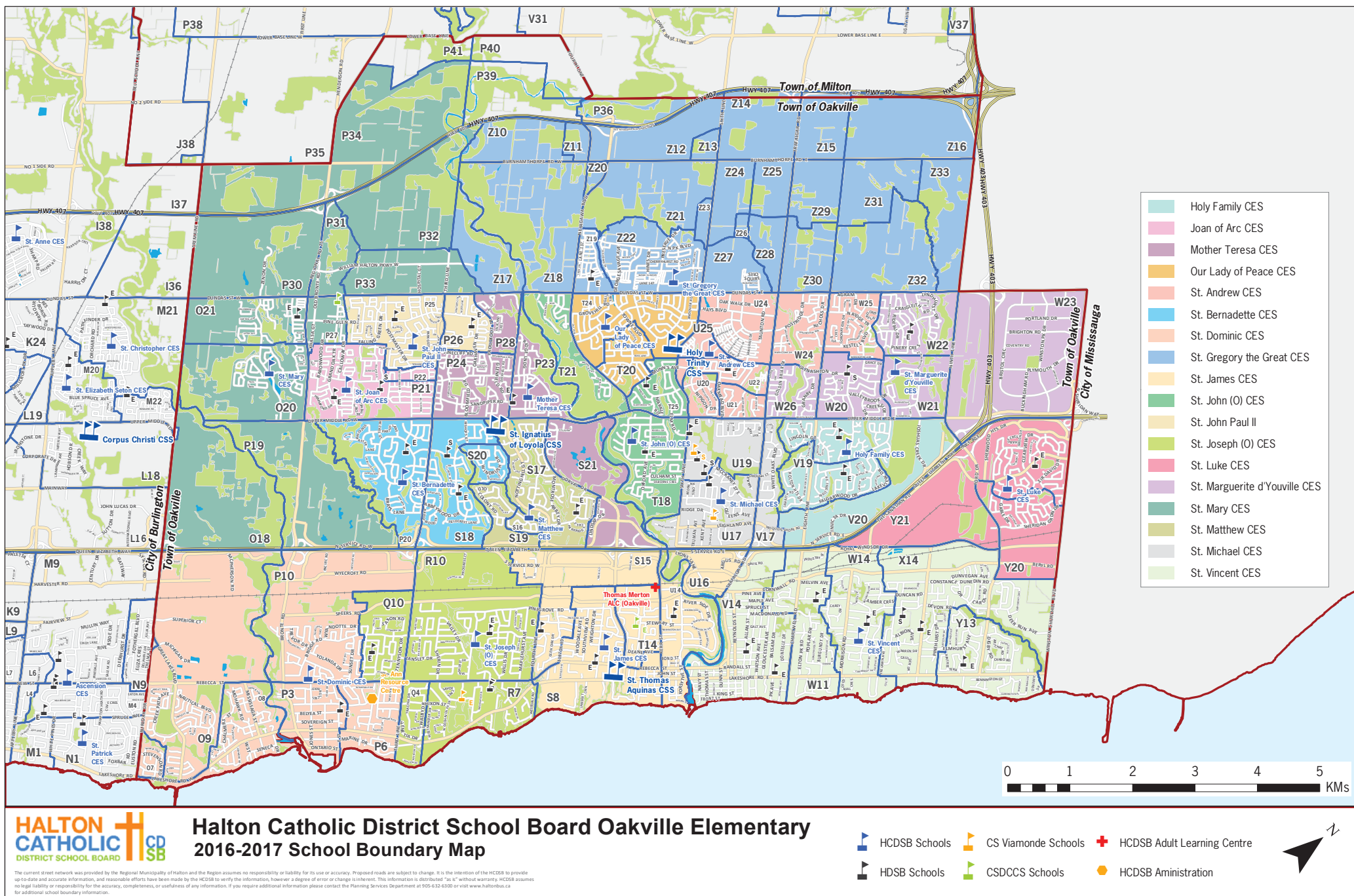


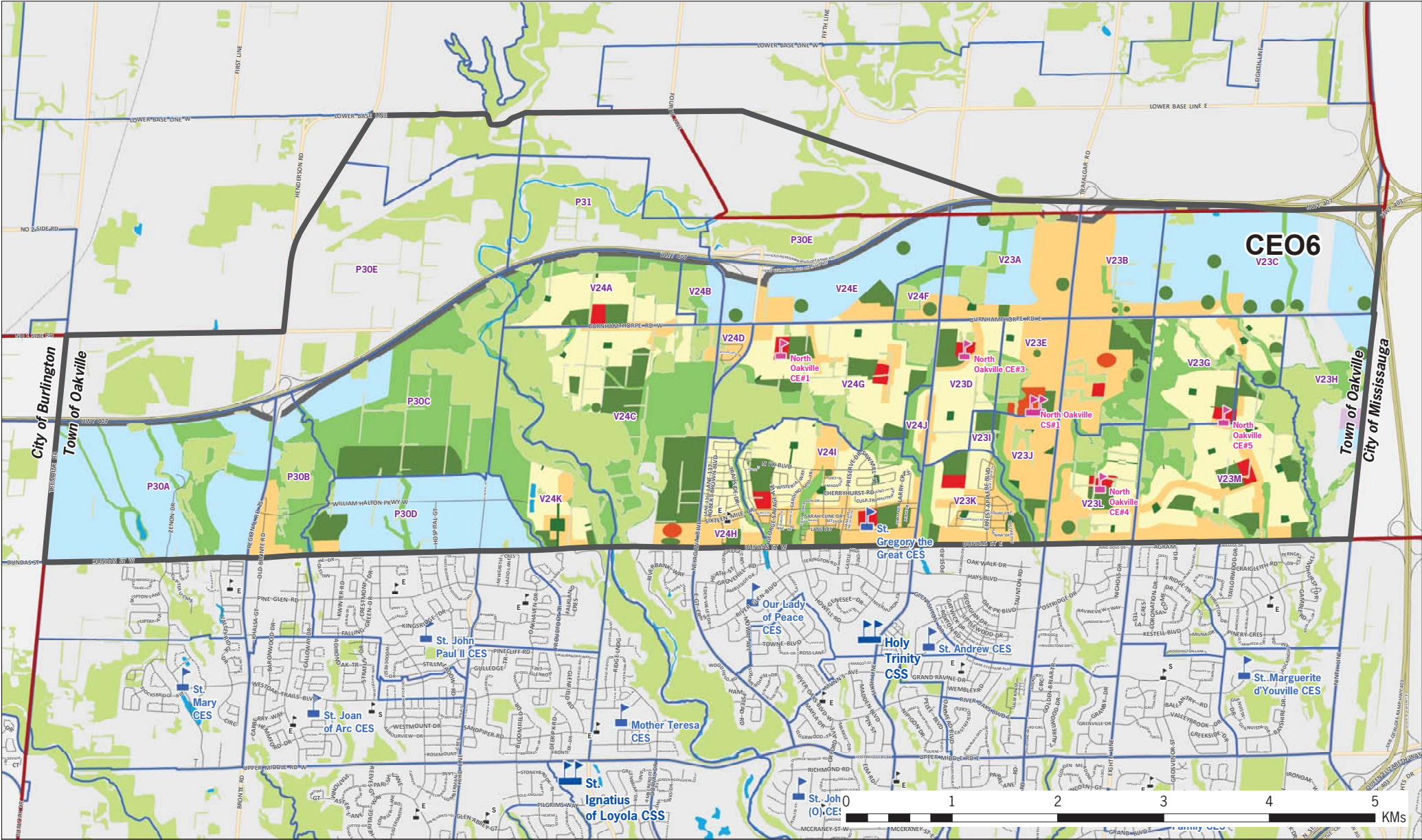


Milton Catholic Elementary School #8

Secondary Plan Areas

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6314 or visit www.haltonbus.ca for additional school boundary information.







CE06: Oakville - North of Dundas Street North Oakville Secondary Plan

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

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



GRADE 9 ADMISSIONS REPORT	GRADE 8 TRANSFER REPORT	REPORTS
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27	1	3							31				31	0	100%
36	1								37				37	0	100%
22									22		1		23	1	96%
21									21	1	1		22	1	95%
30						1			31	1		1	31	0	100%
21		3							24				34	10	71%
	1	49							50			1	50	0	100%
1		38							39	1			42	3	93%
		48							48				49	1	98%
	1	39							40			1	41	1	98%
9	19	3							31	2		1	30	0	103%
15	52	2	1						70	2			73	3	96%
	30	2							32				32	0	100%
	42								42				45	3	93%
182	147	187	1	0	0	1	0	0	518	7	2	4	540	23	96%

						24	1		25	1	1		25	0	100%
						16			16	6	2	2	16	0	100%
						63	3		66				68	2	97%
	1					52	2	5	60		1	3	61	1	98%
						4	76		80	1			81	1	99%
							30		30		1		31	1	97%
			1			53	40		94		1		97	3	97%
						3	35		38				39	1	97%
						3	21		24		1	1	28	4	86%
0	1	0	1	0	0	218	208	5	433	8	7	6	446	13	97%

182	150	188	211	255	203	219	209	285	1,902			1,987	92	96%
14	77	37	39	23	61	171	145	108	675					
6	26	4	22	5	6	15	28	33	145					
5	4	8	10	20	12	4	11	3	77					
25	107	49	71	48	79	190	184	144	897					
207	257	237	282	303	282	409	393	429	2,799					

GRADE 8 FEEDER SCHOOL PROPORTIONS TRANSFERS BETWEEN JUNE 2016 TO OCTOBER 2016

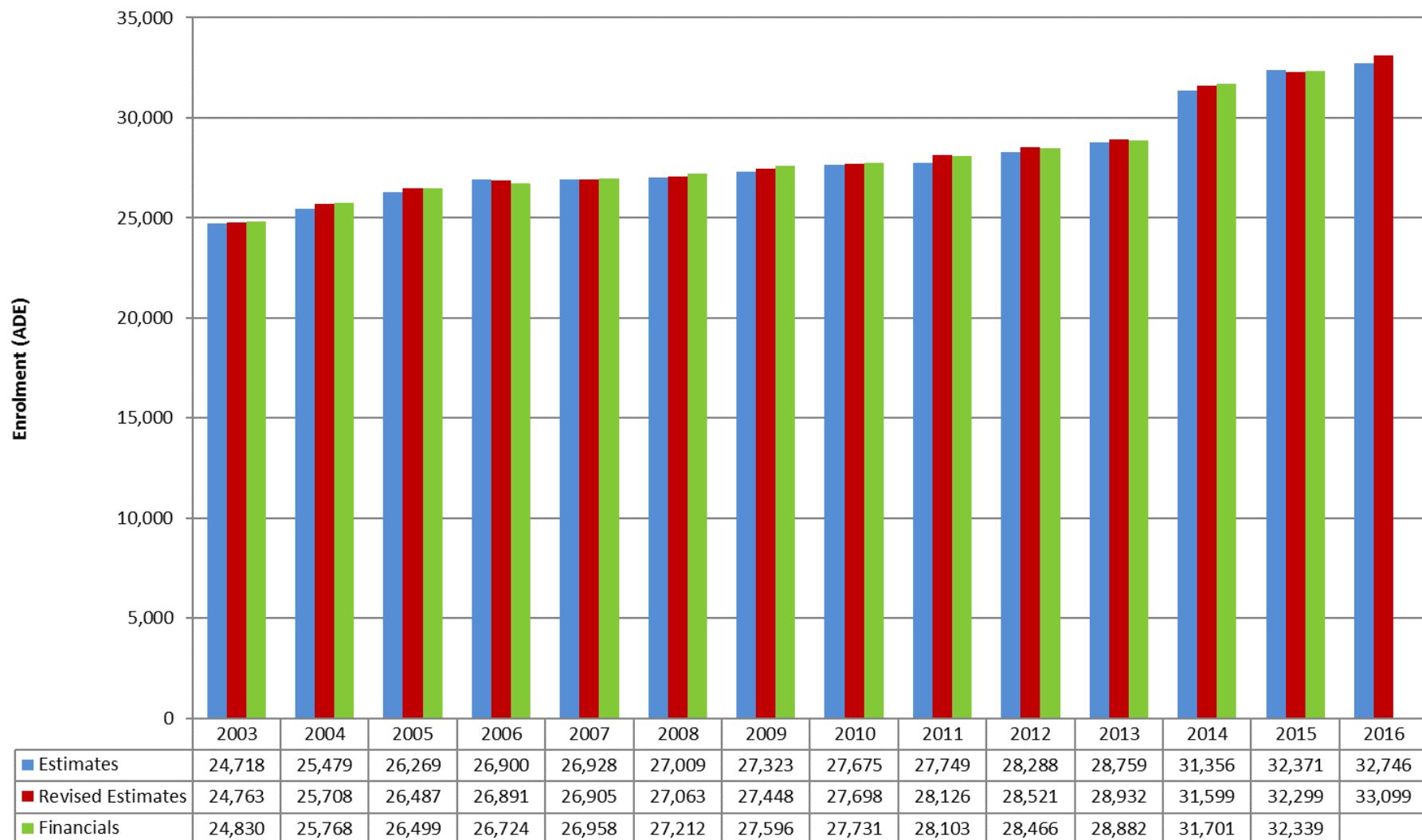
School	Family	Assumption CSS		Notre Dame CSS		Corpus Christi CSS		St. Thomas Aquinas CSS		St. Ignatius of Loyola CSS		Holy Trinity CSS		Bishop Reding CSS		Jean Vanier CSS		Christ the King CSS	
BURLINGTON	FAMILY																		
Ascension CES	ASPT	27	13.0%	1	0.4%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Holy Rosary (B) CES	ASPT	36	17.4%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. John (B) CES	ASPT	22	10.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Patrick CES	ASPT	21	10.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Paul CES	ASPT	30	14.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%
St. Raphael CES	ASPT	21	10.1%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Sacred Heart of Jesus CES	CORP	0	0.0%	1	0.4%	49	20.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Anne CES	CORP	1	0.5%	0	0.0%	38	16.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Christopher CES	CORP	0	0.0%	0	0.0%	48	20.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Elizabeth Seton CES	CORP	0	0.0%	1	0.4%	39	16.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Canadian Martyrs CES	NTDM	9	4.3%	19	7.5%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Gabriel CES	NTDM	15	7.2%	52	20.5%	2	0.8%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Mark CES	NTDM	0	0.0%	30	11.8%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Timothy CES	NTDM	0	0.0%	42	16.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
HDSB		14	6.8%	77	30.3%	37	15.7%	39	54.2%	23	47.9%	61	77.2%	171	89.5%	145	78.8%	108	75.0%
Other Boards		6	2.9%	26	10.2%	4	1.7%	22	30.6%	5	10.4%	6	7.6%	15	7.9%	28	15.2%	33	22.9%
Other Admissions		5	2.4%	4	1.6%	8	3.4%	10	13.9%	20	41.7%	12	15.2%	4	2.1%	11	6.0%	3	2.1%
Subtotal		207	100%	254	100%	236	100%	72	100%	48	100%	79	100%	191	100%	184	100%	144	100%

School	Family	Assumption CSS		Notre Dame CSS		Corpus Christi CSS		St. Thomas Aquinas CSS		St. Ignatius of Loyola CSS		Holy Trinity CSS		Bishop Reding CSS		Jean Vanier CSS		Christ the King CSS			
HALTON HILLS		FAMILY																			
Holy Cross CES	KING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	61	14.4%		
St. Brigid CES	KING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	80	18.9%		
St. Catherine of Alexandria CE	KING	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	72	17.0%		
St. Francis of Assisi CES	KING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	7.3%		
St. Joseph (A) CES	KING	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	8.5%		
HDSB		14	56.0%	77	72.0%	37	75.5%	39	54.2%	23	47.9%	61	77.2%	171	90.0%	145	78.8%	108	25.5%		
Other Boards		6	24.0%	26	24.3%	4	8.2%	22	30.6%	5	10.4%	6	7.6%	15	7.9%	28	15.2%	33	7.8%		
Other Admissions		5	20.0%	4	3.7%	8	16.3%	10	13.9%	20	41.7%	12	15.2%	4	2.1%	11	6.0%	3	0.7%		
Subtotal		25	100%	107	100%	49	100%	72	100%	48	100%	79	100%	190	100%	184	100%	424	100%		

School	Family	Assumption CSS		Notre Dame CSS		Corpus Christi CSS		St. Thomas Aquinas CSS		St. Ignatius of Loyola CSS		Holy Trinity CSS		Bishop Reding CSS		Jean Vanier CSS		Christ the King CSS	
MILTON	FAMILY																		
Holy Rosary (M) CES	BHRD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	24	5.9%	1	0.3%	0	0.0%
Our Lady of Victory CES	BHRD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	3.9%	0	0.0%	0	0.0%
St. Anthony of Padua CES	BHRD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	63	15.4%	3	0.8%	0	0.0%
St. Peter CES	BHRD	0	0.0%	1	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	52	12.7%	2	0.5%	5	3.4%
Guardian Angels CES	JEAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.0%	76	19.4%	0	0.0%
Lumen Christi CES	JEAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	30	7.7%	0	0.0%
Our Lady of Fatima CES	JEAN	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	53	13.0%	40	10.2%	0	0.0%
Queen of Heaven CES	JEAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.7%	35	8.9%	0	0.0%
St. Benedict CES	JEAN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.7%	21	5.4%	0	0.0%
HDSB		14	56.0%	77	71.3%	37	75.5%	39	54.2%	23	47.9%	61	77.2%	171	41.9%	145	37.0%	108	72.5%
Other Boards		6	24.0%	26	24.1%	4	8.2%	22	30.6%	5	10.4%	6	7.6%	15	3.7%	28	7.1%	33	22.1%
Other Admissions		5	20.0%	4	3.7%	8	16.3%	10	13.9%	20	41.7%	12	15.2%	4	1.0%	11	2.8%	3	2.0%
Subtotal		25	100%	108	100%	49	100%	72	100%	48	100%	79	100%	408	100%	392	100%	149	100%

School	Family	Assumption CSS		Notre Dame CSS		Corpus Christi CSS		St. Thomas Aquinas CSS		St. Ignatius of Loyola CSS		Holy Trinity CSS		Bishop Reding CSS		Jean Vanier CSS		Christ the King CSS	
OAKVILLE	FAMILY																		
St. Dominic CES	AQUI	0	0.0%	0	0.0%	0	0.0%	56	20.1%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. James CES	AQUI	0	0.0%	0	0.0%	1	2.0%	26	9.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Joseph (O) CES	AQUI	0	0.0%	0	0.0%	0	0.0%	35	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Luke CES	AQUI	0	0.0%	0	0.0%	0	0.0%	24	8.6%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
St. Vincent CES	AQUI	0	0.0%	0	0.0%	0	0.0%	9	3.2%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
Holy Family CES	HLYT	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	0.3%	16	5.7%	0	0.0%	0	0.0%	0	0.0%
Our Lady of Peace CES	HLYT	0	0.0%	0	0.0%	0	0.0%	3	1.1%	0	0.0%	49	17.4%	0	0.0%	0	0.0%	0	0.0%
St. Andrew CES	HLYT	0	0.0%	1	0.9%	0	0.0%	16	5.7%	2	0.7%	58	20.6%	0	0.0%	0	0.0%	0	0.0%
St. John (O) CES	HLYT	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%	20	7.1%	0	0.0%	0	0.0%	0	0.0%
St. Marguerite d'Youville CES	HLYT	0	0.0%	0	0.0%	0	0.0%	9	3.2%	1	0.3%	31	11.0%	0	0.0%	0	0.0%	0	0.0%
St. Michael CES	HLYT	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	15	5.3%	0	0.0%	0	0.0%	0	0.0%
Mother Teresa CES	LYLA	0	0.0%	0	0.0%	0	0.0%	1	0.4%	52	17.2%	0	0.0%	0	0.0%	1	0.5%	0	0.0%
St. Bernadette CES	LYLA	0	0.0%	0	0.0%	0	0.0%	12	4.3%	46	15.2%	7	2.5%	0	0.0%	0	0.0%	0	0.0%
St. Joan of Arc CES	LYLA	0	0.0%	0	0.0%	0	0.0%	4	1.4%	50	16.5%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
St. John Paul II CES	LYLA	0	0.0%	0	0.0%	0	0.0%	1	0.4%	54	17.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
St. Mary CES	LYLA	0	0.0%	1	0.9%	0	0.0%	5	1.8%	26	8.6%	1	0.4%	0	0.0%	0	0.0%	0	0.0%
St. Matthew CES	LYLA	0	0.0%	0	0.0%	0	0.0%	5	1.8%	21	6.9%	3	1.1%	0	0.0%	0	0.0%	0	0.0%
HDSB		14	56.0%	77	70.6%	37	74.0%	39	14.0%	23	7.6%	61	21.6%	171	90.0%	145	78.4%	108	75.0%
Other Boards		6	24.0%	26	23.9%	4	8.0%	22	7.9%	5	1.7%	6	2.1%	15	7.9%	28	15.1%	33	22.9%
Other Admissions		5	20.0%	4	3.7%	8	16.0%	10	3.6%	20	6.6%	12	4.3%	4	2.1%	11	5.9%	3	2.1%
Subtotal		25	100%	109	100%	50	100%	279	100%	303	100%	282	100%	190	100%	185	100%	144	100%

Average Daily Enrolment (ADE) 2003 to 2015



St Gregory the Great Catholic Elementary School Construction Project

Construction Report - November 2016



Construction Update

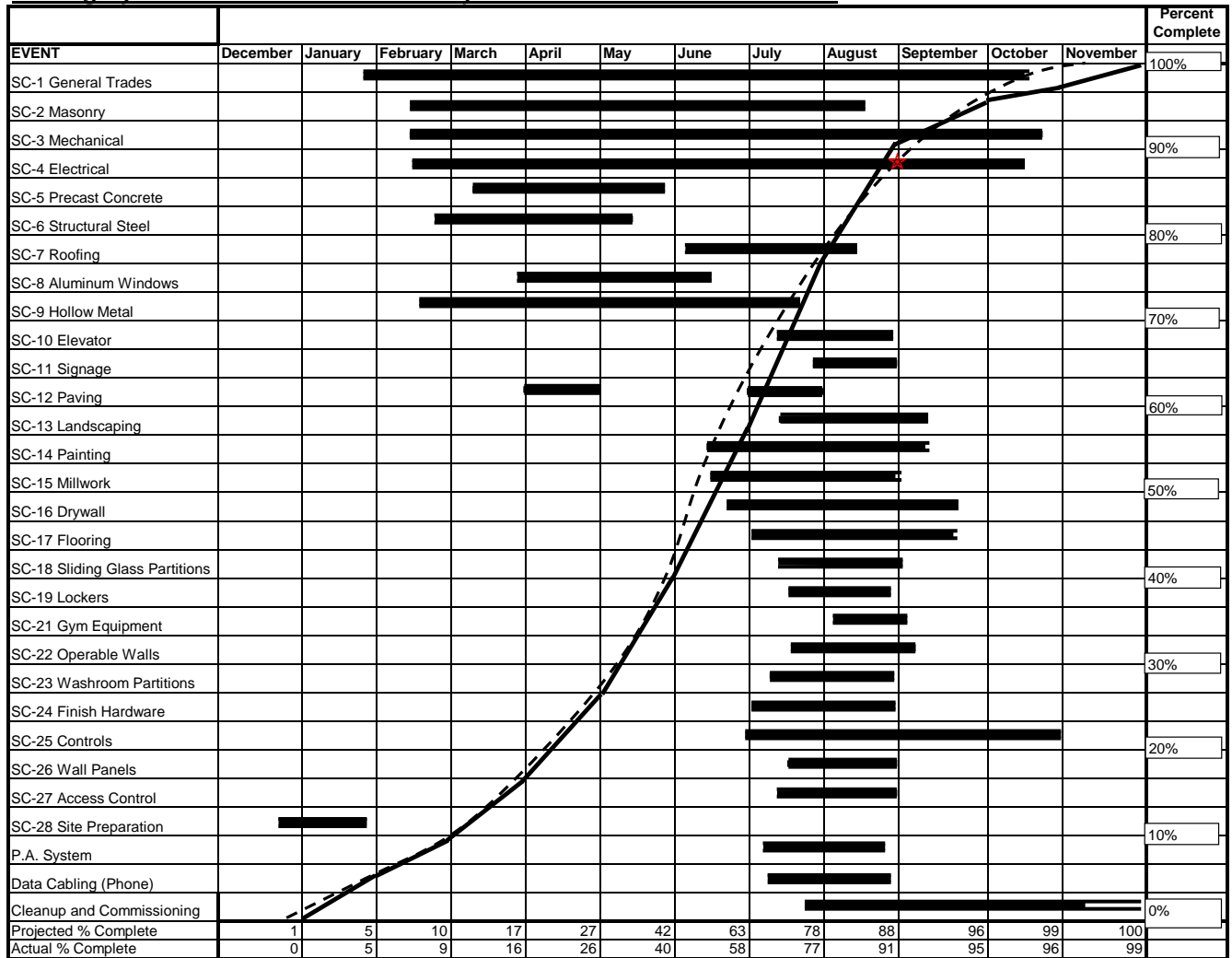
- The pictures above were taken on December 14, 2016. The top pictures show completed gym. The bottom-left picture shows the view from the hallway of a 21st Century Classroom. The bottom-right picture shows the completed Learning Commons.
- Work completed included finishing trades and life safety systems.

Schedule Update

- Corrections to deficiencies
- Paint touch-ups in various areas.

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

St Gregory the Great Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress

■■■■■■■■■■
■■■■■■■■■■

Construction Report - November 2016



Construction Update

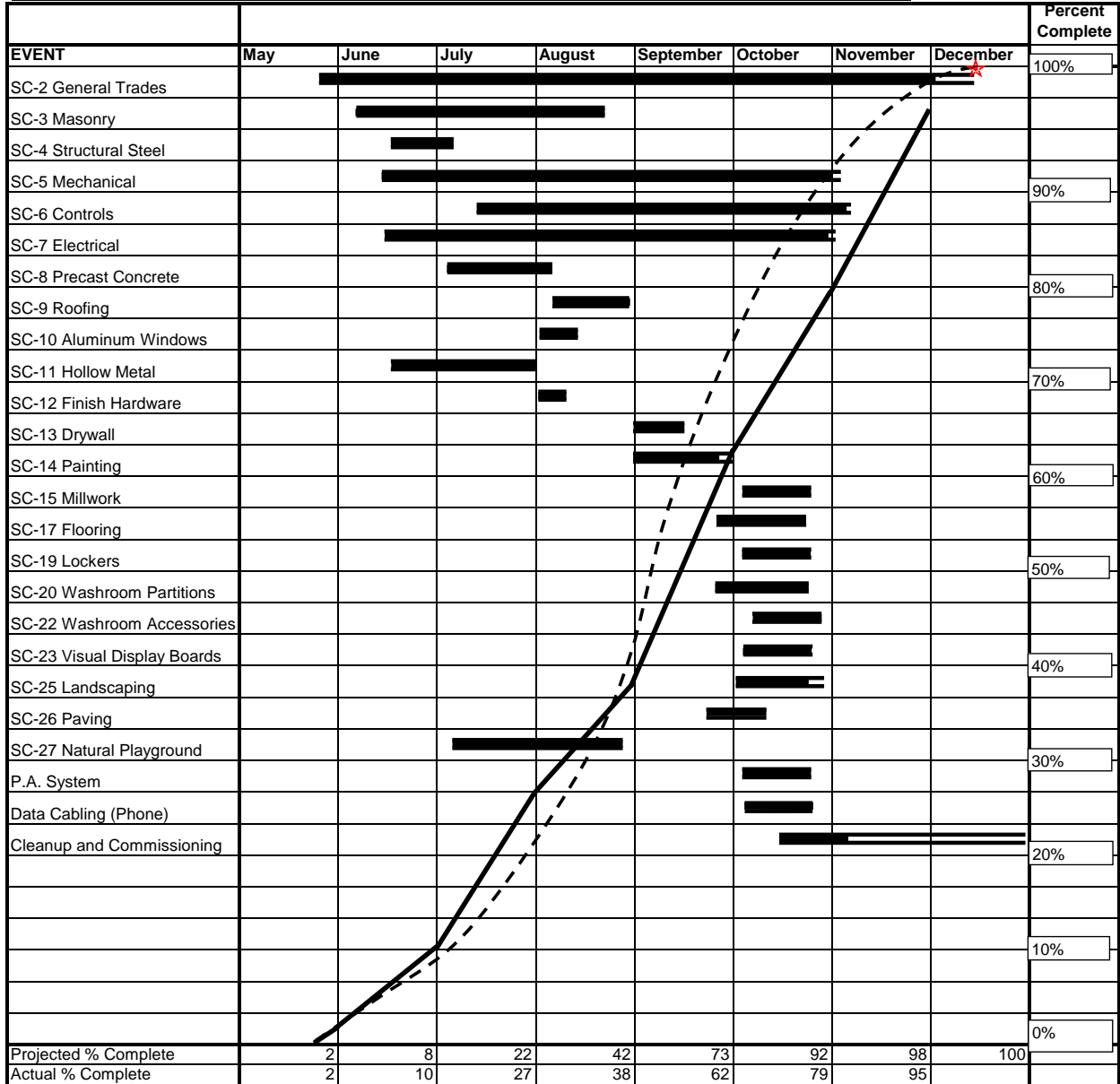
- The pictures above were taken on December 14, 2016. The top-left picture shows shelving/seating installed as part of the library renovations. The top-right picture shows completed special education suite. The bottom-left picture shows a completed classroom. The bottom-right picture shows the installed lockers in the corridors.
- Work completed included completion of flooring, lockers and finishing trades.

Schedule Update

- Heating and ventilation equipment commissioning.
- Finishing trades.
- Deficiency corrections.

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

Holy Rosary Milton Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

— Projected Construction Progress
— Actual Construction Progress

MINUTES POLICY COMMITTEE MEETING

Date: November 8, 2016
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present: A. Danko – by Teleconference D. Rabenda
A. Iantomasi J. M. Rowe
P. Marai – Chair of the Committee S. Trites
J. Michael

Members Excused: H. Karabela
A. Quinn

Staff Present: P. Dawson, Director of Education
T. Overholt, Superintendent of Education
T. Pinelli, Superintendent of Education
A. Swinden, Administrator, Strategic Communications

Recording Secretary: J. Neuman

1. Call to Order

The Chair called the meeting to order

1.1 Opening Prayer (H. Karabela)

The meeting opened at 7:05 pm with a prayer led by P. Dawson

2. Approvals

2.1 Approval of Agenda

The Chair asked for a motion to approve the agenda.

#P16/16

Moved by: M. Rowe

Seconded by: A. Iantomasi

THAT, the agenda be approved.

CARRIED

2.2 Approval of Minutes

The Chair asked for a motion to approve the minutes from the October 11, 2016 Policy Committee Meeting.

#P17/16

Moved by: S. Trites

Seconded by: D. Rabenda

THAT, the minutes of the Policy Committee Meeting held on October 11, 2016 be approved, as submitted.

CARRIED

3. Action Items

3.1 Policy I-08 Staff Allocation Elementary; Policy I-17 Secondary Staff Allocation Committee; and Policy I-17(a) Secondary Staff Allocation Committee Factors (T. Overholt)

T. Overholt spoke to all three policies and noted they originated back in 1981 and 1991 to address board staffing ratios based on the board's financial ability and availability of acceptable staff and classrooms. It was noted that Reg.132-12 in the Education Act specifies appropriate staffing levels for all grade levels. T. Overholt pointed out that the Board collaborates with unions to make process transparent and accountable, and that the new Central Terms and Conditions of both the Elementary and Secondary Teachers unions have a specific clause about Board Level Joint Staffing Committee; the current policies are both no longer relevant nor required.

It is the recommendation of Policy Working Committee to rescind Policy I-08 Staff Allocation Elementary, Policy I-17 Secondary Staff Allocation Committee, and Policy I-17 (a) Secondary Staff Allocation Committee Factors

#P18/16

Moved by: J. Michael

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that Policy I-08 Staff Allocation Elementary, Policy I-17 Secondary Staff Allocation Committee, and Policy I-17 (a) Secondary Staff Allocation Committee Factors be forwarded to the November 15, 2016 Board Meeting to be rescinded. **CARRIED**

3.2 Policy II-18 Bicycle Safety - T. Overholt

T. Overholt indicated that Policy II-18 was written at a time when use of a bicycle was the most common mode of student transportation; with the ever increasing modes of non-motorized transportation available to students, revisions to address the use of these types of transportation on a school site are required. It was noted that the need to work with the home to ensure the safety of our students remains as part of the policy along with the requirement of school administrators to communicate rules and expectations to students and parents.

#P19/16

Moved by: J. M. Rowe

Seconded by: S. Trites

THAT, the Policy Committee recommends that Policy II-18 Bicycle Safety name be changed to Policy II-18 Non-Motorized Transportation Safety, and along with amendments, be forwarded to the November 15, 2016 Regular Meeting of the Board for approval.

Discussion ensued. It was noted that use of safety helmets is included in the policy.

Questions were regarding motorized transportation. It was noted that there is currently no policy that speaks to individual motorized transportation (e.g. hover boards, Vespas, etc.). T. Overholt will investigate and have information available at the November 15, Board meeting.

The Chair called for a vote. Recommendation **#P19/16 CARRIED**.

4. Discussion Items

4.1 Policy I-12 Emergency Response Plans for Fire and Evacuation Procedures (T. Pinelli)

T. Pinelli brought Policy I-12 which includes revisions based on the 2015 Provincial Model for Local Police/School Board Protocol and Ministry of Community Safety and Correctional Services mandate that outlines mandatory expectations for fire, lockdown and bomb threat response plans. It was noted that safety drills will be required and this information has been communicated to schools, parents, and students

Discussion ensued. It was noted that Lock Down and Bomb Threat drills have to be coordinated with the Halton Region Police. Questions arose regarding use of mobile phones/devices play during an emergency. A recent incident was referred to, in response, and it was noted that Police asked that the Board not stop phones being used. T. Pinelli indicated that during any emergency situation Board and School staff will take direction from the Police regarding use of mobile devices.

5. Information Items

5.1 Administrative Procedure VI-20 Emergency Response Plans for Fire, Evacuation, Lock Down, Bomb Threat (T. Pinelli)

5.2 Administrative Procedure VI-81 Privacy Procedure (T. Overholt)

5.3 Administrative Procedure VI-82 Records and Information Management (T. Overholt)

5.4 Administrative Procedure VI-83 Video Surveillance Procedure (T. Overholt)

T. Overholt noted that Procedures VI-81, VI-82 and VI-83 were approved by Senior Staff in June 2016 and are being presented to the Policy Committee as information. P. Dawson indicated that the procedures have outlined specific details regarding Privacy, Records and Information Management and Video Surveillance.

5.5 Upcoming Agenda Items (T. Overholt)

5.5.1 Policy IV-03 Playground Equipment

5.5.2 Policy II-17 Pastoral Reference

5.5.3 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee

5.5.4 Policy I-06 Delegations to the Board

5.5.5 Policy III-04 Employee Assistance Program

It was noted the Policy I-12 Emergency Response Plans will be added for final reading. The Employee Assistance Program was explained, in response to questions.

6. Miscellaneous Information

7. Correspondence

8. In Camera

9. New Business

**10. Motion to Excuse Absent Committee Members
#P20/16**

Moved by: J. M. Rowe

Seconded by: S. Trites

THAT Trustees Karabela and Quinn be excused

CARRIED

**11. Motion to Adjourn/ Closing Prayer
#P21/16**

Moved by: S. Trites

Seconded by: D. Rabenda

THAT the meeting be adjourned.

CARRIED

The meeting adjourned at 7:35 p.m. with a prayer led by P. Marai.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: November 28, 2016
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew	J. Parisi
	R. Barreiro	R. Quesnel
	D. Hotopeleanu	D. Rabenda (Chair)
	A. Iantomasi	L. Stephenson
	H. Karabela	S. Trites
	M. Lourenco	

Staff Present B. Browne, Superintendent of Special Education Services
W. Reid-Purcell, Special Education Coordinator

Members Excused L. Cipparrone
L. Currie
C. Parreira

Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer,

The meeting opened at 7:02 p.m. with a prayer led by D. Rabenda.

1.2 Approval of Agenda

Moved by: B. Agnew

Seconded by: R. Quesnel

RESOLVED, that the agenda be accepted as presented.

CARRIED

2. Presentations

3. Actions to be taken

3.1 Minutes of the October 24, 2016 SEAC Meeting

Information on the Renewed Math Strategy as a future agenda topic was revised.

Moved by: A. Iantomasi

Seconded by: M. Lourenco

RESOLVED, that the minutes of the October 24, 2016 SEAC Meeting be approved as amended.

The Chair called for a vote and the motion **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**

No updates were received.

6. **Action Items**

7. **Communications to SEAC**

7.1 **Superintendent's Report (B. Browne)**

B. Browne provided updates on the follow topics:

- **ABA for All – Three Pronged Approach:** support for the implementation of the Ontario Autism Program resulted in the hiring of additional School Support Transition Specialists (SSTS) staff to support the system. This plan has three main components throughout the system:
 - **ABA/PPM 140 Capacity Building** –supporting capacity building throughout the system through an 'ABA for All' professional development series
 - **Transdisciplinary Rounds** –re-structuring of the approach to multi-disciplinary work, congruent with PPM 159 Collaborative Professionalism
 - **SSTS Walk Ins/Phone Support** –SSTS staff will be available to support educators in the use of a variety of ABA Strategies

Further information on this strategy for system capacity building and support can be presented at a future SEAC meeting should SEAC like a presentation.

- **Early French Immersion (EFI)** Pilot Program is currently in year 4; a committee made up of parents, staff, and trustees was established to review the program. There are several areas of concern, an area of concern for SEAC to be aware of is early intervention; providing timely support as early as possible
- **Natural Playgrounds/Accessibility/SEAC Support** – B. Agnew is providing the lens of parent and representative of Easter Seals for the kindergarten naturalized play areas. Brenda's willingness to participate and add value to the entire system brings tremendous perspective to helping make our playgrounds as accessible and inclusive as possible.
- **Mental Health:** B. Browne and our Mental Health Leader attended the Children's Mental Health Ontario conference in Toronto; lots of emphasis on the importance of wellbeing (Achieving Excellence) to achieve student success.
- **Suicide Prevention Strategies:** School boards in Ontario are required to have suicide prevention strategies in place to support student well being. HCDSB schools have at least two teachers trained in *SafeTALK*, a tier one intervention. All CYCs and Social Workers have been trained in *Applied Suicide Intervention Skills Training (ASIST)* a higher level, clinical approach to supporting students in tier two and three crisis.
- **Special Needs Strategy (SNS):** HCDSB participated in a phone call with the Ministry of Education about the SNS, specifically the Integrated Rehab plan; the call was in direct response to the concerns raised re: impacts on schools; conversations are happening and are being heard.
- **Special Incidence Portion (SIP) Claims:** Work is wrapping up regarding SIP claims to support students whose needs are intense and require more than one support worker for their program.
- **OCASE Conference:** Thursday December 1st, B. Browne and C. Cipriano are participating on a panel with legal regarding Special Education issues of provincial concern.

- **Life Skills/Best Buddies Christmas Dance:** Tuesday December 13th from 10:00 am to 1:30 pm at Assumption CSS. SEAC are invited, let us know if you'd like to come, so introductions will be arranged
- **CPCO Magazine:** the theme of the winter edition of CPCO magazine (the provincial magazine for principals in Ontario) is "human dignity"; B. Browne has written an article focused on the work HCDSB is doing on student independence; B. Browne will bring a copy for SEAC's December meeting

7.2 Association Reports

Further to the information from the October SEAC meeting, M. Lourenco explained the requirements needed for the Gifted Education course at Wilfrid Laurier University to count as an elective. The course has one opening remaining, information for someone from the Board to attend as a participant was provided.

The meeting paused at 7:30 pm for the scheduled Webinar presentation and resumed following the webinar.

7.3 Trustee Reports

Information was provided on recent Board meetings.

7.4 Sub-Committee Update

B. Browne commended the subcommittee on the relevance and timeliness of the December Soundbyte. Members discussed upcoming soundbytes and webinars moving in the same direction to continue providing these kinds of practical tips.

7.5 Reports from Other Stakeholder Meetings

8. Information Items

The Chair introduced and welcomed J. Parisi SEAC's newest Member-at-Large. Members introduced themselves.

9. Questions from the Public

10. SEAC Discussion

11. Next Agenda: Meeting Monday, December 12, 2016

December's SEAC meeting will be followed by a social gathering, invitations will be sent out. It was determined that the PAaC on SEAC Resources presentation deferred from the October SEAC meeting will be added to December's agenda.

12. Adjournment

12.1 Resolution re Absentees

Moved by: R. Quesnel

Seconded by: L. Stephenson

RESOLVED, that L. Cipparrone, L. Currie, C. Parreira be excused.

CARRIED

12.2 Adjournment and Closing Prayer (D. Rabenda)

Moved by: B. Agnew

Seconded by: M. Lourenco

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:15 p.m. with a prayer led by D. Rabenda.

“Partners in Ontario’s Education Success Story”

A Brief to the Minister of Education

December, 2016



**Ontario Catholic School
Trustees' Association**



Ontario Catholic School Trustees' Association

Mission Statement

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

Vision Statement

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

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Introduction

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Collectively, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Annually, OCSTA submits a brief to the government with recommendations for improvements to the funding of education. Recommendations are made on the basis that the education funding system in Ontario must respond to four essential principles:

Equity: A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy: The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility: The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability: The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

The recommendations contained in this brief were approved by the members of OCSTA and are important issues to the Catholic school community in this province. We trust that the Minister of Education will consider our comments as part of the government's on-going commitment to consultation. As always, we would be pleased to meet with representatives of the Ministry to discuss any of the following items in more detail.

Information Technology Infrastructure

In October 2008 the Council of Senior Business Officials (COSBO) received a detailed report titled “K-12 Educational Network / Connectivity Study – Costing & Technical Analysis”. This report was commissioned by COSBO and funded by Effectiveness & Efficiency Initiative. Subsequently, this report went forward to Ministry for review and funding consideration, however no funding support was forthcoming in response to the report recommendations. In 2000, a portion of the Foundation Grant specifically allocated to support technology was reduced by \$25 million which has not been reinstated. Recently, Ontario Association of School Business Officials – IT Committee (OASBO) published “Manifesto for 21st Century Learning” which builds on the seminal report findings and recommendations of the (K-12 Educational Network report). In an October 21, 2016 memo to Directors of Education, the Ministry announced a Broadband Modernization Program: Wave 1 which aligns with recommendations outlined in the “Manifesto for 21st Century Learning”. The memo specifically states “The ministry is committed to supporting school boards to ensure that barriers to achieving adequate broadband connectivity are addressed. Wave 1 Broadband Modernization Program is the first step forward in a systematic, phased approach to closing the broadband connectivity gaps that schools may face and a key enabler to supporting student outcomes...”. OCSTA welcomes the announcement on Broadband technology and looks forward to working with the Ministry in identifying and supporting our Boards in implementing the initiative to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.

In the past the GSN has not provided for any one-time funding of the foundation Information and Communications Technology (ICT) infrastructure for either academic or administrative purposes, which have a maximum life cycle of seven to ten years. Sufficient, ongoing, sustainable funding for the regular replacement and upgrading of ICT infrastructure is critical to boards in order to support today’s learning and administrative requirements.

During the recent GSN consultations the Ministry asked about the considerations for enabling digital education. The infrastructure needs of school boards has significant implications for enabling digital education but it is not possible to provide a fulsome overview in a brief. This needs to involve several areas of expertise and requires resources to develop a feasible long term plan.

Recommendation 1

- OCSTA recommends that the Minister of Education consult with OCSTA to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.
- OCSTA recommends to the Minister of Education that the GSN allocation be adjusted to incorporate funding to support Board’s ICT Infrastructure needs.
- OCSTA recommends the Minister establish a taskforce to review issues related to digital education and technology infrastructure requirements.

Funding Formula Reform and School Board Budget Reductions

Over the last few years the province has implemented changes to certain education funding categories such as school operations, board administration and special education. These changes have been funding neutral provincially (a redistributive model) but had significant impacts on some boards. Some boards have benefitted seeing increases in grants but other boards have had significant reductions. One example of the impact of these funding changes is the Dufferin-Peel CDSB, which has realized reductions in school operations and board administration in the amount of approximately \$10M annually (after the phase-in is completed).

In addition, the government raised the issues of the compliance with the enveloping provisions of the School Board Administration and Governance Grant during the recent GSN consultations. OCSTA respects the restrictions of the GSN regulation but often the uses of certain components of the grant and some revenue offsets differ from board to board. Some clarity regarding these issues would be helpful provided there is also some flexibility as boards' needs differ.

Recommendation 2

OCSTA recommends that the Ministry of Education review the recommendations from the Board Administration and Governance Advisory Group (BAAG) and the redistributive impacts of the funding on boards, with a view to recognizing the administrative and governance requirements of large boards and adjusting funding that fully supports Board's administrative needs.

21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs

On May 4th, 2016, the Ontario government announced its intention to consult with its education partners on its Well-Being Strategy for Education in the fall of 2016. OCSTA's President and Executive Director were present at the launch of this initiative. This Well-Being strategy focuses on promoting:

- Positive mental health
- Safe and accepting schools
- Healthy schools
- Equity and Inclusive education.

To facilitate discussion, the government released a series of background documents and discussion papers that formed the basis of its consultations. The Ministry of Children and Youth Services released a revised autism strategy with additional funds for school boards in 2016 as well. This will include transition funds to support children in transition from ABA services to schools.

Recommendation 3

- That the Minister ensure that funding to Boards is on-going, equitable and sustainable for all including students facing mental health challenges and students experiencing a variety of transitions and challenges.
- That the Ministry conduct a funding review of other commitments including aligned supports for student identity, engagement, well-being, achievement, and voice for all learners with differing abilities.
- That the Ministry of Education continue to address the changing nature of student needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Special Education

In 2014, The Ministry of Education announced its intention to restructure the “High Needs Amount Allocation” of the Special Education Grant funding into a new formula called “Differentiated Special Education Needs Amount” in an attempt to address the variation among school boards with respect to their population of students with special needs and each school boards ability to support these needs. This new formula is being phased in over four years starting in 2014-15. During this four year phase in period, the Ministry has indicated that it recognizes the new formula will negatively impact some school boards and will therefore hold the provincial former “high needs amount” at \$1.5 billion during this four-year period. Catholic Boards have identified adequacy of special education funding as critical to their ability to deliver the range of services necessary to provide quality learning opportunities for special needs students.

Recommendation 4

- That the Ministry of Education limit the special education funding reduction that a board can face in any one year and/or multiple years under the new funding model.
- That boards be funded for demonstrated special education needs above and beyond the funding allocation based on the new funding allocation model.
- That the Minister establish a Special Education Working group to review the adequacy of funding, including the reformulated High Needs Amount and that OCSTA be participants in the working group.

School Bus Transportation

Many school boards are currently running significant deficits in funding student transportation. The Auditor General's 2015 Annual report addressed this issue in part in its review and recommendations on student transportation.

One of the central findings of the report is that the structure and funding of student transportation needs updating and it is not based on the needs of a school board. As the report notes, the funding model is based on a "historical amount - each boards' 1997 spending level with annual adjustments for enrolment and inflation, and other minor adjustments". The most important influences on a school board's student transportation costs are not factored into the model such as enrolment density, geography, the number of special needs students and safety hazards. In addition, the new competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 18% which had to be absorbed by the affected school boards.

Recommendation 5

- That the Ministry of Education immediately review the student transportation funding formula and restructure it based on the actual needs of school boards.
- That the Ministry ensure that any recommendations that may have cost implications to Board's Transportation Allocations be reflected appropriately in funding.

Cost of Sick Leaves and Short Term Disability Leaves

School boards have stated that the cost of the sick leave and short-term disability leaves have increased significantly in the past few years. Sick leave costs represent a material expenditure of a school boards' annual operating budget. A 2014 survey of absenteeism shows that there has been significant increase in sick leave in a number of job classes. It is imperative that the Ministry review the increasing costs of sick leave and address the lack of adequate funding for these costs.

Recommendation 6

That the Ministry of Education increase funding to address the current and predicted costs associated with sick leave and short-term leave absenteeism.

Funding Issues with the Renewed Mathematics Strategy

On April 8, 2016 the Ministry of Education announced “The Renewed Mathematics Strategy” and funding model “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” (Memorandum from Deputy Minister to all Directors of Education. According to the Memorandum, the strategy will provide new forms of support to all schools, increased support to some schools and intensive support to a select group of schools with the greatest needs in mathematics. The strategy will also focus on students with special needs and high school students taking compulsory courses in applied mathematics. The total amount of funding allocated to support the renewed math strategy is roughly \$53 million.

Some of the supports for school boards include:

- Dedicated blocks of mathematics instruction time;
- Teaching math lead teachers
- Professional support programs for teachers and principals
- Funding for facilitators and extra support for special education students.

The funding model is based on EQAO results in grades 3, 6, and 9 mathematics and information from students and board staff. Some flexibility is built into the model that recognizes the unique circumstances of some school boards, for instance, where a board has a shortage of occasional teachers or very small schools. Further, it is noted that “transfer payment agreements” will be made with each board based on their project funds to support the renewed Mathematics Strategy.

The funding model, however, is not equitable in respect of its impact on Catholic school boards. Generally speaking, Catholic boards have been achieving higher math scores as measured by EQAO tests and therefore receive less funding overall. In order to achieve the goals for mathematics knowledge, Catholic boards may have to allocate funds from other parts of the Grants for Student Needs and thus negatively impact student achievement in those non-mathematics areas.

The Mathematics Strategy, also may have program planning and assessment challenges. At this stage, it is not clear how teaching and learning practices are to be monitored in the classroom; furthermore, some of resources used by the Ministry to support teachers are out date and program requirements lack cohesion and consistency. Another challenge is the teacher training and hiring regulations. These present barriers to the implementation of the renewed Mathematics Strategy by making it difficult for school boards to find or hire the most qualified mathematics teachers available.

Recommendation 7:

- That the Ministry of Education provide EPO funding on an equitable basis to Catholic school boards to support the Renewed Mathematics Strategy;
- That the Ministry of Education collaborate with Catholic school boards to make funding adjustments to compensate for the erosion of funds for other program areas;
- Continue to Collaborate with school boards and other education partners to improve the Mathematics program and planning components and facilitate access to the most qualified mathematics teachers available.

Summary of Recommendations

Recommendation 1

- OCSTA recommends that the Minister of Education consult with OCSTA to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.
- OCSTA recommends to the Minister of Education that the GSN allocation be adjusted to incorporate funding to support Board's ICT Infrastructure needs.
- OCSTA recommends the Minister establish a taskforce to review issues related to digital education and technology infrastructure requirements.

Recommendation 2

OCSTA recommends that the Ministry of Education review the recommendations from BAAG and the redistributive impacts of the funding on boards, with a view to recognizing the administrative and governance requirements of large boards and adjusting funding that fully supports Board's administrative needs.

Recommendation 3

- That the Minister ensure that funding to Boards is on-going, equitable and sustainable for all including students facing mental health challenges and students experiencing a variety of transitions and challenges
- That the Ministry conduct a funding review of other commitments including aligned supports for student identity, engagement, well-being, achievement, and voice for all learners with differing abilities.
- That the Ministry of Education continue to address the changing nature of student needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Recommendation 4

- That the Ministry of Education limit the special education funding reduction that a board can face in any one year and/or multiple years under the new funding model.
- That boards be funded for demonstrated special education needs above and beyond the funding allocation based on the new funding allocation model.

-
- That the Minister establish a Special Education Working group to review the adequacy of funding, including the reformulated High Needs Amount and that OCSTA be participants in the working group.

Recommendation 5

- That the Ministry of Education immediately review the student transportation funding formula and restructure it based on the actual needs of school boards.
- That the Ministry ensure that any recommendations that may have cost implications to Board's Transportation Allocations be reflected appropriately in funding.

Recommendation 6

That the Ministry of Education increase funding to address the current and predicted costs associated with sick leave and short-term leave absenteeism.

Recommendation 7:

- That the Ministry of Education provide EPO funding on an equitable basis to Catholic school boards to support the Renewed Mathematics Strategy;
- That the Ministry of Education collaborate with Catholic school boards to make funding adjustments to compensate for the erosion of funds for other program areas;
- Continue to Collaborate with school boards and other education partners to improve the Mathematics program and planning components and facilitate access to the most qualified mathematics teachers available.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2016-2017

Patrick Daly, President	Hamilton Wentworth Catholic District School Board
Beverley Eckensweiler, Vice President	Bruce-Grey Catholic District School Board
Kathy Burtnik, Past President	Niagara Catholic District School Board
Ann Andrachuk	Toronto Catholic District School Board
Clifford Casey	Brant Haldimand Norfolk Catholic District School Board
Carol Cotton	York Catholic District School Board
Michael Del Grande	Toronto Catholic District School Board
Anne-Marie Fitzgerald	The Northwest Catholic District School Board
Marino Gazzola	Wellington Catholic District School Board
Michelle Griepsma	Peterborough Victoria Northumberland & Clarington CDSB
Arlene Iantomasi	Halton Catholic District School Board
Todd Lalonde	CDSB of Eastern Ontario
Colleen Landers	Northeastern Catholic District School Board
Paul Landry	Kenora Catholic District School Board
Mark Mullan	Ottawa Catholic School Board
Mario Pascucci	Dufferin-Peel Catholic District School Board
Thomas Thomas	Dufferin-Peel Catholic District School Board
Linda Ward	St. Clair Catholic District School Board
Bishop John Boissonneau	ACBO Liaison to OCSTA
Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director



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

December 2, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Bill 68: Modernizing Ontario's Municipal Legislation Act, 2016**

Summary:

On November 16, 2016 the Ontario Minister of Municipal Affairs and Housing introduced Bill 68 – *Modernizing Municipal Legislation Act, 2016*. Second reading debate started on December 1, 2016. The legislation will be passed into law during the first quarter of 2017.

This package of reforms proposes to amend certain acts including the Municipal Act, the City of Toronto Act and the Municipal Conflict of Interest Act and other statutes including the Education Act. The government's objective is to assist local governments be more flexible, open and responsive to the needs of their constituents.

The Bill is broken down into four Schedules that elaborate the proposed amendments to these acts. This summary highlights those amendments that are most relevant to school boards provincially.

Schedule 2: Amendments to the Municipal Act, 2001

- Various amendments are made to how regional municipalities are able to change the composition of their councils. The amendments also require a regional municipality to review, for each of its lower-tier municipalities, the number of its members that represent the lower-tier municipality. Provisions are also included to permit the Minister (Municipal Affairs and Housing) to alter the composition of regional councils in certain circumstances.
- Bill 68 would require municipalities to establish codes of conduct for members of council and of local boards.
- New sections of the Act will require municipalities that have not appointed an Integrity Commissioner to make arrangements with another municipality to use their Integrity Commissioner.

Schedule 3: Amendments to the Municipal Conflict of Interest Act

- A new section 1.1 of the Act sets out the principles endorsed by the Province of Ontario in relation to the duties of members of councils and of local boards under the Act.
- Currently, the Act sets out rules that apply if a council member has a financial interest in a matter and is present at a meeting where the matter is subject to consideration. A new subsection sets out special rules that apply where the matter under consideration is whether to impose a penalty on the member.
- A new section of the Act requires a member to file a written statement after the member discloses a financial interest. In addition, changes to the Act prohibit a member from influencing certain decisions or recommendations where the member has a financial interest in the matter being considered.

Schedule 4: Amendments to Other Acts

- Currently, subsection 240 (1) of the Education Act governs the levy and collection of school rates on taxable property in certain circumstances. A new subsection 240 (1.1) provides that, for the purposes of subsection (1), taxable property is property that is rateable property for the purposes of the Municipal Act, 2001.
- Subsection 257.6 (1) of the Education Act currently provides that real property that is liable to assessment and taxation under the Assessment Act is taxable for school purposes. The subsection is amended to include property that vested in or becomes property of the Crown in certain circumstances. Transitional rules are included. Similar amendments are made to section 257.17 concerning real property that is rateable for the purposes of section 257.16.

If you have any questions, please don't hesitate to contact Steve Andrews at sandrews@ocsta.on.ca.

To: Chairs and Directors of Education
Cc: OCSTA Board of Directors

In the article “The Case for Catholic education” currently running in the Catholic Register, the topic of defunding Catholic schools, as raised in the context of the province’s online “Budget Talks” discussion serves as a backdrop to very poignant assertions made by author and St. Michael’s College, University of Toronto instructor, Fr. Mario D’Souza:

“I don’t think we as a Catholic community have necessarily sold the vision of our Catholic education as well as we could precisely to a multicultural and pluralist society,” ...

“When Ontario tax payers look at Catholic education as just serving the Catholic community and offering this kind of narrow, Catholic vision, that’s when we need to do a better job and say, ‘Catholic education is much more comprehensive. It serves the common good in its best traditions, without compromising your culture, your traditions, your particularity.’”

OCSTA’s new promotion for Catholic Education, [Together in Faith](#) is focused on equipping the Catholic community with the tools to communicate/promote the very message suggested by Fr. D’Souza.

Please see full article below.

From the Catholic Register

Making the case for Catholic education amid defunding cries

BY [MICHAEL SWAN, THE CATHOLIC REGISTER](#)
DECEMBER 3, 2016

For the last three years Ontario’s Liberal government has opened up its budget-making process to anybody with an Internet connection and each year among the most frequent suggestions is defunding the Catholic school system.

This year, as he launched the Budget Talks website (talks.ontario.ca) Finance Minister Charles Sousa made it clear “we’re not moving forward with any changes to the system.”

Catholic rights to public funding for a separate school system in Ontario have been upheld by the courts. Yet a significant number of Ontarians still resent their tax dollars going to support Catholic education.

Which is just one reason why a Catholic philosophy of education matters, said Fr. Mario D’Souza.

“I don’t think we as a Catholic community have necessarily sold the vision of our Catholic education as well as we could precisely to a multicultural and pluralist society,” said D’Souza.

D'Souza's new book, *A Catholic Philosophy of Education* from McGill-Queen's University Press, begins with the idea that Catholic schools have something to offer multicultural and diverse societies such as Canada.

"When Ontario taxpayers look at Catholic education as just serving the Catholic community and offering this kind of narrow, Catholic vision, that's when we need to do a better job and say, 'Catholic education is much more comprehensive. It serves the common good in its best traditions, without compromising your culture, your traditions, your particularity.' "

D'Souza was educated in Catholic schools where Catholics were a minority. In these schools of Karachi, Pakistan, while he and Catholics went off for catechism class, the majority of students went the other direction for lessons in the Koran from a local imam who came to the Catholic school to ensure the religious education of Muslim students.

In D'Souza's view, there could be nothing more Catholic than respecting and encouraging the religious traditions, heritage and desires of everybody.

"The Second Vatican Council helped us to understand that we have a duty and responsibility of contributing to how the world sees itself in its pilgrimage, not just Catholics," he said. "How we contribute to the greater glory of God not just in a Christian sense but in the sense of human persons created by God who are moving towards our final destiny. That means, in a pluralist society, people of different religions, different cultures."

A uniformly Catholic student body is less a guarantee of catholicity than well-prepared, deeply Catholic teachers who are ready to teach from a Catholic standpoint, in D'Souza's view. This goes much deeper than just what gets taught in religion class. The entire curriculum must be understood in Catholic terms.

"You cannot expect that a young person today goes through school and then goes through a secular university in Canada, then goes to a secular faculty of education and suddenly as a result of a B.A. and a B.Ed. or a B.Sc. and a B.Ed. is magically transformed into a Catholic teacher," said D'Souza. "A Catholic teacher requires a particular way to look at the world."

While D'Souza teaches a fair number of Catholic teachers in graduate theology courses at St. Michael's College, University of Toronto, he knows this further education is voluntary and the majority of Catholic teachers don't want to pursue endless degrees while they struggle with a heavy workload in their schools.

"There's a certain responsibility at the level of school boards to say, 'All right, you've got a B.Ed. Now, how are you prepared to be a Catholic teacher?'" said D'Souza.

The sort of ideal world of strong, bustling Catholic parishes filling up their local Catholic schools with an endless stream of Catholic children — children who arrive at the school door with the assumptions of a unified Catholic culture — simply doesn't exist. But Catholic schools have something to offer to a multicultural society, said D'Souza. The Catholic take on multiculturalism goes deeper than steel drums, samosas and saris.

Because Catholics take their own religious identity and ultimate calling seriously, they are prepared to take other religions and cultures just as seriously. For D'Souza, a Catholic school exists "to try to show a diverse country like Canada that a Catholic system is of service to the student in his or her integral humanity, recognizing their religious distinctiveness."

The battle for Catholic schools isn't to build a wall that might contain an idealized Catholic ghetto, he says, but to offer an approach that takes the task of becoming truly human, both individually and as a society, seriously.

Sharon McMillan

Director of Communications



December 14, 2016

Ron Steiginga
Manager of Realty Services
City of Burlington
390 Brant St.
Burlington, ON L7R 4J4

Ron,

RE: *Halton Catholic District School Board and City of Burlington Coordinated School Siting*

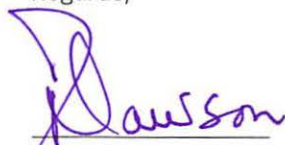
September 21st, 2016, the Board made a written request to the City of Burlington to meet with Staff, where a formal response from City Staff was received on October 7th, 2016, to convene a meeting.

On December 1st, 2016, City Staff and Board Staff met to discuss potential land availabilities in the wider City of Burlington holdings that could be explored for future school consolidation projects. Board staff confirmed that the current school closure process was not approved by the Board and is therefore concluded. A new consolidation project may commence in the future, likely in 2017.

Accordingly, on a go forward basis, City Staff and the Board Staff will coordinate to do the following in future consolidation projects and future Pupil Accommodation Reviews:

1. In developing options for future Pupil Accommodation Review (PARs), the Board Staff will meet with City Staff to determine whether there are potential park sites (or other City owned sites) in specific locations as potential alternatives to locating a school project. The City indicated that they would prefer the Board to name specific parks or other City owned sites that are of interest to help expedite City review.
2. Site purchases, site property exchanges, or other land related matters can be discussed, but will be done so without prejudice, in a confidential manner, with no commitments made by either the Board staff or City staff.
3. In the establishment of future Pupil Accommodation Reviews (PARs), as per Policy I-09 School Accommodation Review – Consolidation/Closure, a municipal staff representative will be invited to the membership of the Accommodation Review Committee (ARC) as a Resource Member of the ARC.

Regards,



Paula Dawson
Director of Education

CC: R. Negoj, Superintendent of Business Services and Treasurer of the Board, Business Services
G. Corbacio, Superintendent of Facilities Services, Facility Services