

**REGULAR BOARD MEETING  
 AGENDA**

Date: Tuesday, October 17, 2017  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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**Halton District Catholic School Board  
Board Meeting  
Tuesday October 17, 2017**

On this, the International Day for the Eradication of Poverty we pray:

Jesus, our Shepherd, attune us that we may recognize you in the faces of the vulnerable and feel their pain as if it was our own.

Guard us against the lure of easy answers and quick fixes.

Open our minds to envision the solutions to the problems of our time.

Strengthen us with the endurance to make your will be done,  
here on earth, as it is in heaven.

**A reading from the gospel according to Matthew:**

**Then the righteous will answer, 'Lord, when was it that I saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'**

*Thirty years today, Father Joseph Wresinski launched the "Call to Action" against extreme poverty. He declared "Wherever men and women are condemned to live in extreme poverty, human rights are violated. To come together to ensure that these rights be respected is our solemn duty."*

*The Commemorative Stone at the Trocadero Human Rights Plaza in Paris, placed in memory of this day states: On the 17th of October 1987, defenders of human and civil rights from every continent gathered on this plaza. They paid homage to the victims of hunger, ignorance and violence. They affirmed their conviction that human misery is not inevitable. They pledged their solidarity with all people who, throughout the world, strive to eradicate extreme poverty."*

*Let us pray that we may have the vision and courage to make up this call to action our own.*

Let us entrust to the Lord, who hears our cries, our own needs and the needs of all people:

For the Church, called to be a sign of Christ's presence in our world, we pray to the Lord.

**Lord, hear our prayer.**

For leaders of countries and corporations, called to use their power for the common good, we pray to the Lord. **Lord, hear our prayer.**

For the poor, the marginalized and the silenced, we pray to the Lord. **Lord, hear our prayer.**

For the sick, that they may experience consolation and healing, we pray to the Lord. **Lord, hear our prayer.**

For those who have died, that they are reborn into eternal life, we pray to the Lord. **Lord, hear our prayer.**

Christ has no body but yours,  
No hands, no feet on earth but yours,  
Yours are the eyes with which he looks  
Compassion on this world,  
Yours are the feet with which he walks to do good,  
Yours are the hands, with which he blesses all the world.  
Yours are the hands, yours are the feet,  
Yours are the eyes, you are his body

## MINUTES OF THE REGULAR BOARD MEETING

Date: September 19, 2017  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane, Burlington, ON

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

Student Trustees: C. Atrach I. Schwecht  
A. Barbul

Senior Staff: B. Browne R. Negoï  
C. Cipriano J. O'Hara  
P. Dawson, Secretary of the Board T. Overholt  
C. McGillicuddy T. Pinelli  
L. Naar A. Prkacin

Also Present: A. Bartucci, Communications Officer, Strategic Communications  
K. Boyd, President, OECTA Secondary  
L. Collimore, Chief Officer, Research and Development  
A. Lofts, Senior Administrator, Financial Services  
R. Merrick, Senior Administrator, Facility Management Services  
A. Swinden, Administrator, Strategic Communications  
F. Thibeault, Administrator, Planning Services  
K. Yanchus, Media

Recording Secretary: R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (A. Barbul)

The meeting opened at 7:37 p.m. with a prayer led by A. Barbul.

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

RETIREMENTS

Peggy Cullen and Clara Pecora retiring effective October 31, 2017.

RESIGNATIONS

Marina Cicak resigned September 8, 2017, Patricia Clarizio resigned September 12, 2017 and Jolanta Oko resigned August 31, 2017.

Acting Department Heads

Anthony McConville and Andrew Saulez appointed as Acting Department Heads effective September 11, 2017 with an end date to be determined but no later than August 31, 2018.

HIRING

Hannah Anderson, Marco Caruso, Angela Dunbar, Laura Guecha, Dalia Henein, Katelyn Price and Matthew Zoratti hired as probationary teachers effective September 1, 2017. Jenni Calvin and Lindsay Hurst hired as probationary teachers effective September 7, 2017. Michelle Oreskovic and Janine Rosario hired as probationary teachers effective September 11, 2017. Tammy Maxwell and Russell Piva hired as probationary teachers effective September 15, 2017.

Information regarding a personnel matter and information regarding properties was also received in-camera.

**2. Approval of the Agenda**

**#164/17**

**Moved by:** P. Marai

**Seconded by:** J.M. Rowe

**RESOLVED**, that the agenda be approved.

The Chair called for a vote on **#164/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations**

There were no presentations

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the September 5, 2017 Regular Board Meeting**

**#165/17**

**Moved by:** J. Michael

**Seconded by:** S. Trites

**RESOLVED**, that the minutes of the September 5, 2017 Regular Board meeting be approved.

The Chair called for a vote on **#165/17** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

The Summary of Outstanding Items from Previous Meetings was received as information.

A request was made to expand the list and add Trustee requested follow-up.

**8. Action Items****8.1 Exception to Policy I-15, School Name Selection (A. Iantomasi)**

**#166/17**

**Moved by:** A. Iantomasi

**Seconded by:** A. Quinn

**WHEREAS**, Giacomo Corbacio served the Halton Catholic District School Board for more than twenty-six (26) years, and was recognized across our district and across the province, as a highly respected Catholic school leader;

**WHEREAS**, Giacomo Corbacio oversaw the construction and successful completion of 29 schools across Halton Catholic District School Board;

**WHEREAS**, under Giacomo Corbacio's steady leadership and vision, the Halton Catholic District School Board was consistently recognized for the excellent condition of its schools and buildings;

**WHEREAS**, through Giacomo Corbacio's commitment to stewardship of resources, Halton Catholic schools have consistently demonstrated high facility condition index ratings and environmental savings;

**WHEREAS**, Giacomo Corbacio demonstrated a keen understanding of the importance of meeting the needs and demands of a 21<sup>st</sup> Century learning environment in Halton Catholic schools, incorporating new pedagogical standards into classroom design and functionality;

**WHEREAS**, Giacomo Corbacio conveyed an extraordinary commitment to collaboration with staff, parents, and community partners, as evidenced through the many strong, positive relationships he formed and nurtured;

**WHEREAS**, Giacomo Corbacio maintained a strong, active personal faith, guided by Gospel values;

**WHEREAS**, Giacomo Corbacio, through his exceptional leadership, has been a passionate advocate for Catholic education within the province of Ontario; a true Catholic leader who embraced his calling to serve with integrity, with vision and with humility, never losing sight of what is best for students;

**BE IT RESOLVED**, that the Halton Catholic District School Board approve an exception to Policy I-15, School Name Selection, and declare that the next newly constructed Halton Catholic elementary school be named Giacomo A. Corbacio Catholic Elementary School.

Support for the motion was requested to recognize a humble man for his exceptional qualities.

It was clarified that should the motion carry the next newly constructed school would reflect the name. It was further clarified that support from the Bishop has been received.

Concerns regarding not naming a school after a saint or having community input were brought forward.

The Chair indicated that any decision not to comply with Board Policy requires a three quarters (3/4) majority.

The Chair called for a vote on **#166/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
C. Atrach (non-binding)	A. Danko
A. Barbul (non-binding)	H. Karabela
A. Iantomasi	S. Trites
P. Marai	
J. Michael	
A. Quinn	
D. Rabenda	
J.M. Rowe	
I. Schwecht (non-binding)	

The motion was **DEFEATED**.

**8.2 Policy I-19 Occupational Health and Safety (A. Danko)  
#167/17**

**Moved by:** A. Danko

**Seconded by:** P. Marai

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-19 Occupational Health and Safety as presented.

The Chair called for a vote on **#167/17** and it **UNANIMOUSLY CARRIED**.

**8.3 Policy III-05 Employee Assault (A. Danko)  
#168/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-05 Employee Assault as presented.

The Chair called for a vote on **#168/17** and it **UNANIMOUSLY CARRIED**.

Trustee Quinn left the Boardroom at 8:02 p.m.



**8.4 Policy III-06 Harassment (A. Danko)  
#169/17**

**Moved by:** A. Danko

**Seconded by:** P. Marai

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-06 Harassment as presented.

The Chair called for a vote on **#169/17** and it **UNANIMOUSLY CARRIED**.

Trustee Quinn was not present for the vote.

Trustee Quinn returned to the meeting.

**8.5 Policy III-15 Workplace Violence (A. Danko)  
#170/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

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

The Chair called for a vote on **#170/17** and it **UNANIMOUSLY CARRIED**.

**8.6 Policy I-44 Strategic Planning Policy (A. Danko)  
#171/17**

**Moved by:** A. Danko

**Seconded by:** H. Karabela

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-44 Strategic Planning at first reading.

The Chair called for a vote on **#171/17** and it **UNANIMOUSLY CARRIED**.

**8.7 Oakville South Central Catholic Elementary School Approval to Proceed with School Capital Planning and Preliminary Budget (R. Merrick)**

Authorization was requested for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the proposed Oakville South Central Catholic Elementary School.

Staff verified that four (4) architectural firms are on the preapproved list which is evaluated approximately every five (5) years.

The projected enrolment for St. Joseph, Oakville was 364 and actual enrolment was 375 (+11). The projected enrolment for St. James was 210 and actual enrolment was 207 (-3).

In response to a question regarding solar panels, the province will pay for energy you generate and put back into the grid. Funding for additional capital costs is typically very challenging.

Staff clarified that should the budget be exceeded, further approvals would be requested from the Board.

**#172/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the selection of an architect and the school capital planning process for the Oakville South Central Catholic Elementary School project in the Town of Oakville.

The Chair called for a vote on **#172/17** and it **UNANIMOUSLY CARRIED**.

**#173/17**

**Moved by:** P. Marai

**Seconded by:** J. Michael

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **\$11,427,716** for the Oakville South Central Catholic Elementary School project in the Town of Oakville.

The Chair called for a vote on **#173/17** and it **UNANIMOUSLY CARRIED**.

**#174/17**

**Moved by:** P. Marai

**Seconded by:** J. Michael

**RESOLVED**, that the Halton Catholic District School Board approve the use of **Proceeds of Disposition (POD)** in the amount of **\$4,223,847** to partially fund the construction of the Oakville South Central Catholic Elementary School project in the Town of Oakville.

The Chair called for a vote on **#174/17** and it **UNANIMOUSLY CARRIED**.

**#175/17**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F02** in the amount of **seven million two hundred and three thousand eight hundred and sixty nine dollars (\$7,203,869)** to finance the construction of the Oakville South Central Catholic Elementary School project in the Town of Oakville.

The Chair called for a vote on **#175/17** and it **UNANIMOUSLY CARRIED**.

- 8.8 St. Mark Catholic Elementary School, Child Care and OEYCFC Approval to Proceed with School Capital Planning and Preliminary Budget (R. Merrick)**  
Authorization for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the proposed St. Mark Catholic Elementary School building addition, child care centre and Ontario Early Years Child and Family Centre (OEYCFC) was requested.

**#176/17****Moved by:** A. Iantomasi**Seconded by:** S. Trites

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the selection of an architect and the school capital planning process for the St. Mark Catholic Elementary School.

In order to have dedicated resources to each project staff supports one firm being dedicated to each project. Based on 13.7 million, the architectural fees and project management on the last project was approximately 8%.

The Chair called for a vote on **#176/17** and it **UNANIMOUSLY CARRIED**.

**#177/17****Moved by:** P. Marai**Seconded by:** A. Danko

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **\$3,667,880** for the St. Mark Catholic Elementary School rightsizing project in the City of Burlington.

The Chair called for a vote on **#177/17** and it **UNANIMOUSLY CARRIED**.

**#178/17****Moved by:** J.M. Rowe**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F03** in the amount of **one million, six hundred and ten thousand, eight hundred and sixty-seven dollars (\$1,610,867)** to finance the St. Mark Catholic Elementary School rightsizing project in the City of Burlington.

Staff clarified that childcare has its own borrowing by-law. Additional funding above and beyond is to be approved by the Ministry.

The Chair called for a vote on **#178/17** and it **UNANIMOUSLY CARRIED**.

**#179/17****Moved by:** P. Marai**Seconded by:** S. Trites

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F04** in the amount of **two million, fifty-seven thousand, and thirteen dollars (\$2,057,013)** to finance the St. Mark Catholic Elementary School child care centre and Ontario Early Years Child and Family Centre (OEYCFC) project in the City of Burlington.

The Chair called for a vote on **#179/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
C. Atrach (non-binding)	A. Quinn
A. Barbul (non-binding)	
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	

The motion **CARRIED**.

## 9. Staff Reports

### 9.1 Milton No. 8 Ford Catholic Elementary School Boundary Review (C. Cipriano, R. Negroi, R. Merrick)

Staff recommends that a School Boundary Review Process be initiated to establish school boundaries for Milton No. 8 'Ford' Catholic Elementary School and to address anticipated enrolment pressures for St. Benedict Catholic Elementary School in Milton.

## 10. Information Items

### 10.1 Student Trustees Update (A. Barbul)

Student Trustee A. Barbul attended the OCSTA Regional meeting held in Toronto. The member student senate have been welcome and briefed on the 2017-2018 initiatives one being the Bullying Prevention Launch of See the Problem, Be the Solution. Student Trustees have met with the Halton Catholic Children's Education Foundation to discuss a role they can play. It was explained that universities typically have student associations that deal with specific issues.

### 10.2 School Educational Field Trips (C. McGillicuddy)

School trips were provided as information.

Staff to follow up on the number of staff members attending the All Saints Pilgrimage in Montreal, Quebec.

### 10.3 Strategic Plan 2016 - 2021 Update/Director's Report to Trustees (P. Dawson)

Significant progress towards fulfilling the goals outlined within the strategic plan have been made. Senior staff is currently refining the 2017-2018 System Priorities, which will incorporate the areas of improvement identified through monitoring activities, and guide work towards fulfilling the strategic goals and objectives. The respect and promoting life falls within the pillar of Believing.

Other than focus groups, the school climate survey, myBlueprint, EQAO and the Early Development Instrument are also used to evaluate the strategic plan.

**10.4 Long Term Facility Renewal Strategy (R. Merrick)**

A school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff was outlined. The Long-Term Facility Renewal Strategy focuses on a five (5) year planning window (2018 to 2022) and identifies school facilities where investment is required to renew facility conditions.

Funds announced last April 2017 for green house gas reduction fund are to be spent within the fiscal year. Projects need to be in progress in order to spend the funds.

Staff to look into adding solar panels to the follow up list of approved projects.

Current balance for proceeds of disposition is approximately 7.8 M for a five (5) year plan and is contingent on additional funding if approved and obtained. The course would change to accommodate available funding.

Trustee Iantomasi expressed her appreciation regarding plans for Assumption Catholic Secondary School.

Staff noted that a reserve fund has been allocated into the plans.

**10.5 Official Blessing and Ground-Breaking Ceremony for the Milton No.8 Catholic Elementary School (C. Cipriano)**

The Blessing and Ground-breaking ceremony for the new Milton No. 8 school will take place on September 26, 2017. Monsignor Murray Kroetsch, Chancellor and Vicar General of the Diocese of Hamilton will preside.

**10.6 Procurement Activities Update (R. Negoj)**

An update on procurement activities and the purchase of goods and services, undertaken throughout the 2016-2017 school year, and future procurement initiatives were provided.

Staff to provide information regarding sole providers and parameters regarding conflict of interest.

**10.7 Budget Report for Sept 1, 2016 to August 31, 2017 - Preliminary (R. Negoj)**

The preliminary report was shared. A final report will be presented to the audit committee on November 16, 2017 followed by Board approval on November 21, 2017.

**10.8 Capital Projects Report as at August 31, 2017 - Preliminary (R. Negoj)**

A summary totaling \$452.7 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998 was shared.

**10.9 Annual School Accommodation Update Report (R. Negoj)**

Upcoming projects that Planning Services and Facility Management Services anticipates to undertake for the upcoming 2017-2018 school year, subject to future Board of Trustee approval were shared. These projects include, but are not limited to, School Boundary Reviews; Pupil Accommodation Reviews; new Capital/Consolidation Projects.

**10.10 Enneagram Training (L. Naar)**

Information regarding the attendance of Halton Catholic District School Board staff at the Enneagram Institute Part 1 Training 2017 held at the Enneagram Institute in Stone Ridge, New York in June 2017 was provided. The use of the Enneagram as a tool would provide support to numerous priorities in the Strategic Plan.

In response to a question regarding why the Board would spend money on something that is at best pseudo-scientific, the Director explained that the intention is to use as a tool that would help self reflect on own leadership style.

The tool has been introduced to the Diocesan Faith Formation Program for Leaders, which includes all of the Boards in our Diocese as well as to the past cohort at the Catholic Supervisory Officer Qualification, which is training for Catholic Superintendents across the province. The cost of the training was approximately \$3,200.

Staff confirmed that two optional sessions are being offered to staff in the spring of 2018 and clarified that it will not be integrated into the curriculum.

A request was made for both Canadian and American journals regarding the Enneagram.

**10.11 Audit Committee Report to the Board of Trustees (J.M. Rowe)**

The report provided an update on the matters discussed at the September 14, 2016 Audit Committee meeting.

Superintendent Camillo Cipriano provided a verbal update on the Board's uniform provider regarding both quality of the product and their contract. Through spot checks staff viewing of samples, staff is confident that the quality of product is same that was provided during the RFP process. Currently there is a concern regarding back orders. Senior leaders at ISW have assured that orders will be filled. Staff foresees improvement and not looking into the termination clause at this time.

**11. Miscellaneous Information****11.1 Minutes of the June 5, 2017 CPIC Meeting**

The minutes of the June 5, 2017 CPIC meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

There were no questions.

**14. In Camera**

**#180/17**

**Moved by:** P. Marai

**Seconded by:** J. Michael

**RESOLVED**, that the meeting move in-camera.

The Chair called for a vote on **#180/17** and it **UNANIMOUSLY CARRIED**

The meeting came out of in-camera at 10:35 p.m.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (A. Danko)**

**#181/17**

**Moved by:** J. Michael

**Seconded by:** A. Danko

**RESOLVED**, that the meeting adjourn.

The meeting adjourned at 10:36 p.m.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair

## MINUTES OF THE REGULAR BOARD MEETING

Date:	October 3, 2017	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane, Burlington, ON	
Members Present:	A. Danko A. Iantomasi H. Karabela P. Marai	D. Rabenda, Chair of the Board J.M. Rowe A. Quinn S. Trites, Vice Chair of the Board
Student Trustees:	C. Atrach A. Barbul	I. Schwecht
Members Excused:	J. Michael	
Senior Staff:	B. Browne C. Cipriano P. Dawson, Secretary of the Board C. McGillicuddy	R. Negoj J. O'Hara T. Overholt T. Pinelli
Also Present:	A. Bartucci, Communications Officer, Strategic Communications K. Boyd, President, OECTA Secondary L. Collimore, Chief Officer, Research and Development R. Merrick, Senior Administrator, Facility Management Services A. Swinden, Administrator, Strategic Communications F. Thibeault, Administrator, Planning Services	
Recording Secretary:	R. Di Pietro	

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (I. Schwecht)

The meeting opened at 7:45 p.m. with a prayer led by I. Schwecht.

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

Acting Elementary Principal at St. Vincent Catholic Elementary School

Christina Daly appointed as Acting Elementary Principal effective September 18, 2017 with an end date to be determined.



Acting Secondary Vice Principal at Corpus Christi Catholic Secondary School

James Locke appointed as Acting Secondary Vice - Principal effective October 6, 2017 with an end date to be determined.

Hiring

Lianne Molon hired as a probationary teacher effective September 12, 2017. Leanna DaPonte, Jasmina Gustin, Cheri Matesic, Irene Pavelic, Therese Perruzza and Erica Walker hired as probationary teachers effective September 18, 2017. Colleen Araujo, Colin Barrett, Sarah D'Alesio, Vanessa Mildenberger, Monica Ponte and Christopher Succi hired as probationary teachers effective September 25, 2017. Laura Basolini and Jasmina Kistic hired as probationary teachers effective September 28, 2017.

Retirement

Patricia Mateja retiring effective December 31, 2017.

**2. Approval of the Agenda**

The following addition was made to the agenda:

10.5 Notice of Motion - Executive Compensation (P. Marai)

**#182/17**

**Moved by:** S. Trites

**Seconded by:** J.M. Rowe

**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#182/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations**

There were no presentations

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the September 19, 2017 Regular Board Meeting**

Audio to be reviewed and minutes to be amended for items 8.7 and 10.10.

A point of order was made indicating that minutes are intended to capture decisions of the Board.

Approval of the minutes was deferred to the next Regular Board meeting taking place on October 17, 2017.

**7. Business Arising from Previous Meetings**

### 7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

The Director explained that the chart has been modified to include business arising from previous meetings as well as outstanding policy items. Questions from the September 19, 2017 Board meeting were answered and shared with Trustees via email. The responses will be added to the October 17, 2017 Board agenda package.

The Chair clarified that a resolution would be required should information be requested in a form of a report.

## 8. Action Items

### 8.1 Milton No. 8 Ford Catholic Elementary School Boundary Review (C. Cipriano, R. Merrick, R. Negroi)

**#183/17**

**Moved by:** A. Iantomasi

**Seconded by:** J.M. Rowe

**RESOLVED**, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the new Milton #8 'Ford' Catholic Elementary School.

The Chair called for a vote on **#183/17** and it **UNANIMOUSLY CARRIED**.

## 9. Staff Reports

There were no staff reports.

## 10. Information Items

### 10.1 Student Trustees Update (I. Schwecht)

Through various activities, senators continue to solidify relationships with international students.

Student Trustees will be attending the OSTA – AECO Fall General Meeting taking place November 2 - 5, 2017.

The pillars of Achieving, Believing and Belonging were shared.

### 10.2 School Educational Field Trips (T. Pinelli)

School trips were provided as information.

### 10.3 2017-2018 Portable Classrooms and Surplus Classrooms Summary (R. Merrick)

As student enrollment continues to grow within the Board, there has been an increase in portable classroom accommodation needs and the number of surplus classrooms across the Board has decreased. For the 2017-18 school year, the number of portable classroom units increased from the 2016-17 school year by 30 to a total of 164 units. The number of surplus classrooms decreased by 18 classrooms for the 2017-18 school year to 110 surplus classrooms throughout the Board.

It is typical that students are in portables before the Ministry provides funding for a bricks and mortar school.

**10.4 2017-18 Planning Services Work Plan: 2018 Education Development Charges (EDC) By-Law and 2018 Long-Term Capital Plan (LTCP) (R. Negoi)**

Information regarding two (2) major projects being undertaken by Planning Services, and anticipated milestones throughout the 2017-18 school year was provided. The first entails the completion of the new 2018 Education Development Charges (EDC) By-Law. The second entails updating the 15-year Long-Term Capital Plan. Both documents are coming to their 5-year term, and need to be updated for June 2018.

As a growing board we will always be behind in recovering Education Development Charges. As land requirements reduce the charge will decrease overtime.

**10.5 Notice of Motion – Executive Compensation (P. Marai)**

*WHEREAS, executive compensation is one responsibility of the Halton Catholic District School Board;*

*WHEREAS, taxpayers expect and are entitled to transparency in public sector compensation;*

*BE IT RESOLVED, that the Halton Catholic District School B develop an executive compensation policy by March 2018 that includes but is not limited to a framework of compensation for the director and executive officers;*

*and that provides Trustees with final approval on all changes to annual compensation.*

**11. Miscellaneous Information**

**11.1 Minutes of the June 12, 2017 Audit Committee Meeting**

Minutes of the June 12, 2017 Audit Committee meeting were received as information.

**11.2 Minutes of the June 13, 2017 Policy Committee Meeting**

Minutes of the June 13, 2017 Policy Committee meeting were received as information.

**11.3 Minutes of the June 19, 2017 SEAC Meeting**

Minutes of the June 19, 2017 SEAC meeting were received as information.

**12. Correspondence**

**12.1 Email re: InSchoolwear (ISW)**

Correspondence was shared.

The Director confirmed response to the letter and explained that the correspondence was included as it was addressed to the Secretary of the Board.

**13. Open Question Period**

There were no questions.

**14. In Camera**

The meeting moved back to in-camera at 8:14 p.m.

The meeting moved our of in-camera at 9:40 p.m.

**15. Resolution re Absentees**

**#184/17**

**Moved by:** A. Danko

**Seconded by:** J.M. Rowe

**RESOLVED**, that Trustee J. Michael be excused from the meeting.

The Chair called for a vote on **#184/17** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (A. Danko)**

**#185/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#185/17** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:41p.m. with a prayer led by A. Danko.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 19, 2017				Responses attached Appendix A

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 6, 2017	Policy I-26 Student Trustees on the Halton Catholic District School Board	Approval, as amended	T. Overholt	Spring 2018
September 19, 2017	Policy I-44 Strategic Planning Process	2 <sup>nd</sup> Reading	T. Overholt	November 2017

**1. Enneagram Literature Search**

See Appendix B

**2. How many psych-ed assessments were completed over the summer and how many are outstanding?**

Staff completed 41 assessments over the summer. While the length of time required for individual assessments is determined by the psychologist based on the needs of the student, the benchmark expectation for performance review for individual psychologists is 40 assessments per year. So the summer assessments completed the work of one psychologist over the course of a year. This has reduced our waitlist to approximately 10-11 months, independent of new referrals which will come in. Right now we have 289 on our waitlist and should be able to complete 284 based on our numbers by the end of the year so a student received now we would ballpark being seen by the end of June – subject to staffing and other considerations.

**3. Which staff will be attending the All Saint Pilgrimage trip?**

Four (4) chaplains and one (1) teacher from Bishop Reding Catholic Secondary School will be attending the trip.

**4. HCDSB's collaborative spend effort is 65% of total addressable collaborative spend. What accounts for the other 35% of spend?**

The other 35% of spend is primarily made up of one-time purchases and service contracts. One-time purchases are for goods and services purchased infrequently, including for eg. replacing our fleet, school one-off purchases, etc. In these cases, participating in a collaborative competitive bid process would not be an efficient use of resources. Service contracts include, but are not limited to building maintenance, site maintenance, custodial cleaning services, and tendered capital projects. In general, service contracts do not lend themselves to a collaborative effort due to geographic constraints, unique organizational requirements, timing, and vendor capacity.

**5. What is being done to avoid conflict of interest in awarding single/sole source providers?**

Most single/sole source purchases are through established vendors in our Enterprise Resource Planning (BAS2000) system or as a result of standardized and/or government-mandated goods and services.

The Single/Sole Source Form has a built-in safeguard that requires multiple levels of approval. All single/sole source purchases start with the requisitioner, to be approved by his/her Supervisor, Superintendent, and the Manager, Purchasing Services. This three-step approval process helps to eliminate any conflicts of interest, as well as verifying that purchases are authorized and that a non-competitive bid process was warranted.

Purchasing Services also underwent an internal audit in the form of a BAS2000 Data Analytic Review, performed by the Regional Internal Audit Team (RIAT). As part of the recommendations made by RIAT, a Vendor Request Form is being developed to further reduce the risk and includes a conflict of interest declaration that prospective vendor's must sign. This new Vendor Request Form will be implemented in the fall of 2017. In

addition, Operating Policy III-14 Employee Code of Conduct outlines the requirement for employees to identify any conflict of interest, when in a position of authority or decision making.

**6. List of projects that qualify for the greenhouse gas reduction funds.**

Our allocation for the 2017-18 Provincial fiscal year is \$958,460. We have a number of projects completed or in progress that will utilize the funds, specially HVAC upgrades, LED lighting installations and roofing replacements.

Category	Eligible Components
Lighting	High Efficiency Lighting Systems (e.g. LED)
	Controls and Sensors
HVAC & Controls	High Efficiency Boilers & Furnaces
	High Efficiency Boiler Burners
	Heat Recovery / Enthalpy Wheels for Ventilation
	Economizers
	High Efficiency HVAC Systems
	High Efficiency Rooftop and MUA units
	High Efficiency Domestic Hot Water
	High Efficiency Motors
	Variable Frequency Drives
	Demand Ventilation
	Controls for Entrance Heaters
	Building Automation Systems – New or Upgrades
	Real-time Energy Monitoring
	Voltage Harmonizer
	Ground Source Heat Pump (Geothermal)
Building Envelope	Energy Efficient Windows/Doors/Skylights (e.g. lower thermal conductivity fenestration)
	Increased Wall & Roof Insulation (with increased air tightness)
	New Roof (with high insulation factors)
Various	Solar Photovoltaic
	Commissioning / Retro-commissioning (as part of a capital project)
	Electric Vehicle Charging Stations
	Other technologies (only if approved by the Ministry of Education in advance)

Report Prepared by: Dr. L. Collimore  
Chief Officer, Research and Development Services

## Re: Information Item 10.10 Enneagram Training

This list is in response to Trustee Quinn's request to *Information Item 10.10 Enneagram Training* where he asked for a list of scientific journals, including journals from the US Conference of Catholic Bishops on the use of an enneagram. A search of the US Conference of Catholic Bishops website and the various research databases that contain peer-reviewed journals was conducted following the September 19<sup>th</sup> HCDSB Board Meeting.

### Literature Search Details:

#### *US Conference of Catholic Bishops website*

According to the National Catholic Reporter website, there was an article on enneagrams that said, "In 2000, the US Conference of Catholic Bishops prepared a draft statement, "*A Brief Report on the Origins of the Enneagram*," cautioning against its use. It was never published". A search on the US Conference of Catholic Bishops website itself did not find any results for this draft statement, nor does the website contain any links to journals per se. The website does have a Blog and Columns section as well as a section for News Releases but nothing on enneagrams was found.

#### *Research Databases*

A search for papers on the enneagram framework was conducted online through the University of Toronto Library system, which is the largest academic library in Canada and is currently ranked fourth among other systems in North America (as cited on ARL.org). Two databases were used for this search - *ProQuest Religion* and *PsychInfo (ProQuest)*. These databases cover the most important journals in the fields of Religion and Psychology. The term "enneagram" was used verbatim as the search term, and the filters selected were: full-text, peer-reviewed, and scholarly journals. The publication timeline was from 1983-current. Overall 105 results were produced with these criteria. A selection from the results are provided below (e.g. those that speak directly to leadership and spirituality as noted in the information item).

### Literature Search Results:

Colina, T. (1998). Nine ways of looking at work. *The Journal for Quality and Participation*, 21(5), 56-59.

Hayes, T. L. (2000). The 9 ways of working: How to use the enneagram to discover your natural strengths and work more effectively. *Personnel Psychology*, 53(2), 512-514

Kale, S. H., & Shrivastava, S. (2003). The enneagram system for enhancing workplace spirituality. *Journal of Management Development*, 22(4), 308-328.

Karakas, F. (2010). Exploring value compasses of leaders in organizations: Introducing nine spiritual anchors. *Journal of Business Ethics*, 93, 73-92. doi:http://dx.doi.org/10.1007/s10551-010-0627-6

Newgent, R. A., Parr, P. E., Newman, I., & Higgins, K. K. (2004). The riso-hudson enneagram type indicator: Estimates of reliability and validity. *Measurement and Evaluation in Counseling and Development*, 36(4), 226-237.



Riso, Don Richard and Russ Hudson. *Personality Types: Using the Enneagram for Self-Discovery*. Rev. ed. New York: Houghton Mifflin, 1996.

Riso, Don Richard and Hudson, Russ (1999) *The Wisdom of the Enneagram: The Complete Guide to Psychological and Spiritual Growth for the Nine Personality Types*, New York: Bantam Books

Stevenson, B. W. (2012). Developing an awareness and understanding of self-organization as it relates to organizational development and leadership issues. *Emergence : Complexity and Organization*, 14(2), 69-85.

Sutton, A., Allinson, C., & Williams, H. (2013). Personality type and work-related outcomes: An exploratory application of the enneagram model. *European Management Journal*, 31(3), 234-249. doi:<http://dx.doi.org/10.1016/j.emj.2012.12.004>

Sutton, A., Williams, H. M., & Allinson, C. W. (2015). A longitudinal, mixed method evaluation of self-awareness training in the workplace. *European Journal of Training and Development*, 39(7), 610-627.

Thornton, P. J. (1996). The physiological, psychological and work stress of primary school principals. *The International Journal of Educational Management*, 10(6), 42-55.

Wyman, P., & Magidson, J. (2008). The effect of the enneagram on measurement of MBTI® extraversion-introversion dimension. *Journal of Psychological Type*, 68(1), 1-8.

Wagner, J. P., & Walker, R. E. (1983). Reliability and validity study of a sufi personality typology: The enneagram. *Journal of Clinical Psychology*, 39(5), 712-717. doi:[http://dx.doi.org/10.1002/1097-4679\(198309\)39:5<712::AID-JCLP2270390511>3.0.CO;2-3](http://dx.doi.org/10.1002/1097-4679(198309)39:5<712::AID-JCLP2270390511>3.0.CO;2-3)

## **EXECUTIVE COMPENSATION**

**RESOLUTION**

Moved by: A. Marai

Seconded by:

**WHEREAS**, executive compensation is one responsibility of the Halton Catholic District School Board;

**WHEREAS**, taxpayers expect and are entitled to transparency in public sector compensation;

**BE IT RESOLVED**, that the Halton Catholic District School Board develop an executive compensation policy by March 2018 that includes but is not limited to a framework of compensation for the director and executive officers;

and that provides Trustees with final approval on all changes to annual compensation.

**TRUSTEE P. MARAI**

**ACTION REPORT**

**ITEM 8.2**

**POLICY II-09 OPENING AND CLOSING EXERCISES**

**PURPOSE:**

To approve *Policy II-09 Opening and Closing Exercises* as presented.

**COMMENTARY:**

Policy II-09 Opening and Closing Exercises was recently amended on January 19, 2016 adding that the recitation of the Oath of Citizenship shall form part of every opening exercise.

Subsequent to this revision, certain unionized employee groups expressed concern with the current policy as it stands.

**CONCLUSION:**

At the meeting held on Tuesday, October 10, 2017, the Policy Committee revisited *Policy II-09 Opening and Closing Exercises*, and removed the requirements that staff shall participate in the recitation of the Oath of Citizenship, and recommended that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

The following recommendation is presented for the consideration of the Board:

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-09 Opening and Closing Exercises* as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**OPENING AND CLOSING EXERCISES**

**POLICY No.:** II-09  
**DATE :** FEB. 20, 1987  
**AMENDED:** APRIL 17, 2001  
**AMENDED:** JANUARY 19, 2016  
**AMENDED:** OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**PURPOSE**

To provide direction to all members of schools under the Board’s jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act* , the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

**APPLICATION AND SCOPE**

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

**REFERENCES**

The policy is in accordance with provisions of the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant amendments and the mission statement of the Halton Catholic School System.

**PRINCIPLES**

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

**REQUIREMENTS**

- Formal prayer shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.

**OPENING AND CLOSING EXERCISES**

**POLICY No.:** II-09  
**DATE :** FEB. 20, 1987  
**AMENDED:** APRIL 17, 2001  
**AMENDED:** JANUARY 19, 2016  
**AMENDED:** OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- The Oath of Citizenship shall form part of every opening exercise. Students shall participate in the Oath of Citizenship.
- The following is the Oath of Citizenship:
  - I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.
- A student is not required to sing *O Canada* or recite the Oath of Citizenship in the following circumstances:
  1. In the case of a student who is less than 18 years old, if the student’s parent or guardian applies to the principal to be exempted from doing so.
  2. In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_  
Chair of the Board

**ACTION REPORT**

**ITEM 8.3**

**POLICY II-34 PARTICIPATION IN PROGRAMS AND COURSES OF STUDY IN CATHOLIC RELIGIOUS EDUCATION**

**PURPOSE:**

To approve *Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education*, as presented.

**COMMENTARY:**

Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education was created in June 2006 and last amended in October of 2009. The policy provides a clear purpose indicating that pupils participate in courses of study in Catholic Religious Education and other faith development activities provided by schools.

Amendments have been made to the policy with some minor wording changes, the identification of the current organization that develops the Religious Education curriculum as well as the addition of a specific aspect of section 42 of the Education Act. Clarification of the current practice of the process to follow any unresolved issues related to participation in Catholic Religious Education courses of study has been revised.

**CONCLUSION:**

Policy *Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education* was presented at the Policy Committee Meeting on October 10, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

The following recommendation is presented for the consideration of the Board:

**RESOLUTION:**

*Moved by:*  
*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education* as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**PARTICIPATION IN PROGRAMS AND COURSES OF STUDY IN CATHOLIC RELIGIOUS EDUCATION**

**POLICY No.:** II-34  
**DATE :** JUNE 6, 2000  
**AMENDED:** MAY 3, 2011  
**AMENDED:** OCTOBER 17, 2017

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**ASSOCIATED  
 OPERATING POLICIES &  
 ADMINISTRATIVE  
 PROCEDURES:**


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**PURPOSE**

To foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education, pupils enrolled in schools under the jurisdiction of the Halton Catholic District School Board shall participate in courses of study in Catholic Religious Education and other faith development activities provided by the schools.

**APPLICATION AND SCOPE**

Pupils enrolled in elementary and secondary schools under the jurisdiction of the Halton Catholic District School Board.

**PRINCIPLES**

- The Religious Education Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System.
- The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.
- Religious Education curriculum is developed by the Institute for Catholic Education under the guidance and in the name of the Assembly of Catholic Bishops of Ontario
- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Parents enroll their children in the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- Catholic teachers are trained to teach the Religious Education Curriculum
- The Home, the Church and the School are partners in the education of children in faith and morals.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. Pupils enrolled in the elementary schools of the Halton Catholic District School Board shall participate in the complete Religious Education Curriculum provided in its schools.
- Pupils enrolled in the secondary schools of the Halton Catholic District School Board shall participate in a mandatory course of study in Religious Education in each year of their secondary school program.
- The *Education Act* ss. 42 (11) to (12) indicates that:

**PARTICIPATION IN PROGRAMS AND COURSES OF STUDY IN CATHOLIC RELIGIOUS EDUCATION**

**POLICY No.:** II-34  
**DATE :** JUNE 6, 2000  
**AMENDED:** MAY 3, 2011  
**AMENDED:** OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

(11) On written application, a Roman Catholic board shall exempt a person who is qualified to be a resident pupil in respect of a secondary school operated by a public board from programs and courses of study in religious education if,

- (a) the person is enrolled in a program that is not otherwise available to the person in a secondary school operated by a public board within the area of jurisdiction of the Roman Catholic board; or
- (b) it is impractical by reason of distance or terrain or by reason of physical handicap, mental handicap or multi-handicap for the person to attend a secondary school operated by a public board. 1997, c. 31, s. 20.

(12) A person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends a secondary school operated by a Roman Catholic board for a reason other than the one mentioned in clause (11) (a) or (b) is considered to have enrolled in all of the school's programs and courses of study in religious education. 1997, c. 31, s. 20.

(13) In addition to the exemptions provided for in subsection (11), no person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends a secondary school operated by a Roman Catholic board shall be required to take part in any program or course of study in religious education on written application to the Board of,

- (a) the parent or guardian of the person;
- (b) in the case of a person who is 16 or 17 years old who has withdrawn from parental control, the person himself or herself;
- (c) in the case of a person who is 18 years old or older, the person himself or herself. 2006, c.28, s.9.

- School administrators shall direct unresolved issues related to participation in Catholic Religious Education courses of study to their Family of Schools Superintendent. If the issue remains unresolved, the parent can be directed to the Director of Education or designate.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_  
Chair of the Board



**ACTION REPORT**

**ITEM 8.4**

**POLICY V-12 BLESSING AND OFFICIAL OPENING OF A NEW SCHOOL**

**PURPOSE:**

To approve *Policy V-12 Blessing and Official Opening of a New School, as presented*

**COMMENTARY:**

Policy V-12 Blessing and Official Opening of a New School was last amended in October of 2009. The policy provides the rationale as to the importance and significance of celebrating these milestones, as well as a consistent process to follow.

The amendments made to the policy include minor word changes in the purpose, along with revisions made to the requirements that matches the current practices that are followed. This includes the option of a ground breaking ceremony, the clarification of guests and dignitaries, process details that the Principal is responsible for and the addition of the School Principal on the official plaque.

**CONCLUSION:**

*Policy V-12 Blessing and Official Opening of a New School* was presented at the Policy Committee Meeting on October 10, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

The following recommendation is presented for the consideration of the Board:

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy V-12 Blessing and Official Opening of a New School* as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**BLESSING AND OFFICIAL OPENING OF A NEW SCHOOL**

**POLICY No.:** V-12  
**DATE :** NOVEMBER 26, 1996  
**AMENDED:** OCTOBER 6, 2009  
**AMENDED:** OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**PURPOSE**

The Halton Catholic District School Board recognizes the importance of celebrating our Catholic faith and acknowledging the establishment and construction of a new Catholic school through an official blessing and opening.

**APPLICATION & SCOPE**

This policy applies to all newly constructed schools in the Halton Catholic District School Board.

**PRINCIPLES**

- Our school community exists to foster and exemplify Catholic values.
- The Catholic school is recognized as a support to and co-educator with the parent/guardian and the Church in the development of each child’s faith.
- The Catholic school is a community of faith and is centred on the person of Jesus Christ.

**REQUIREMENTS**

**Ground Breaking Ceremony**

- A Ground Breaking Ceremony may be organized at the new school site.
  - Official guests and dignitaries will be invited to attend and shall include appropriate clergy, educational and political officials who have jurisdiction for the respective school area, as well as students and parent representatives of the new school boundary area.

**Blessing and Official Opening**

- The school principal shall establish a committee to organize the blessing and official opening of the school.
- The principal shall act as the Chair of the Committee
- A local trustee shall act as Master of Ceremonies for the occasion.
- Board staff shall send the principal the contact information and sample templates of the invitations to be sent to official guests, members of the Board of Trustees, appropriate Clergy

**BLESSING AND OFFICIAL OPENING OF A NEW SCHOOL**

**POLICY No.:** V-12  
**DATE :** NOVEMBER 26, 1996  
**AMENDED:** OCTOBER 6, 2009  
**AMENDED:** OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

and educational and political officials who have jurisdiction for the respective school area. (See Appendix "A")

- The Chair of the Board or designate, the Director of Education and the principal of the school shall be invited to address the gathering. Other dignitaries may be requested to address the assembly at the discretion of the Committee.
- The Board will provide copies of the Board Mission Statement and Governing Values to be presented to the school principal.
- A plaque bearing the names of the Chair of the Board; each Trustee; the Director of Education; the Superintendent of Business Services and Treasurer of the Board; the Family of Schools Superintendent of the school; the Superintendent of Facility Management Services; the School Principal; the Architect and the General Contractor; including the date and name of the officiating clergyman, shall be commissioned for the official opening.
- Board funds up to \$1,500.00 shall be allocated to defray the costs of the ceremony.
- The final accounting of expenditures shall be submitted to Business Services.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_  
Chair of the Board

**LIST OF GUESTS**

- Bishop of the Diocese
- Current Trustees
- Local Clergy
- Staff – school and/or support services for that school
- Regional Ministry of Education official
- Local MPP
- Local MP
- Mayor
- Local and Regional Councillors
- Catholic School Council members
- Presidents of Bargaining Units
- Others, as determined by the Committee

**ACTION REPORT**

**ITEM 8.5**

**POLICY V-13 BLESSING AND REDEDICATION OF A MAJOR ADDITION TO A SCHOOL**

**PURPOSE:**

To approve *Policy V-13 Blessing and Rededication of a Major Addition to a School* as presented.

**COMMENTS:**

Policy V-13 Blessing and Rededication of a Major Addition to a School was last amended in October of 2009. The policy provides the rationale as to the importance and significance of celebrating these milestones, as well as a consistent process to follow.

The amendments made to the policy include minor word changes in the purpose, along with revisions made to the requirements that matches the current practices that are followed. This includes when the ceremony takes place, the clarification of guests and dignitaries, process details that the Principal is responsible for and the addition of the School Principal to the official plaque.

**CONCLUSION:**

*Policy V-13 Blessing and Rededication of a Major Addition to a School* was presented at the Policy Committee Meeting on October 10, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

The following recommendation is presented for the consideration of the Board:

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy V-13 Blessing and Rededication of a Major Addition to a School* as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**BLESSING AND REDEDICATION OF A MAJOR ADDITION TO A SCHOOL****POLICY No.:****V-13****DATE :**

FEBRUARY 25, 1997

**AMENDED:**

OCTOBER 6, 2009

**AMENDED:**

OCTOBER 17, 2017

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:****PURPOSE**

The Halton Catholic District School Board recognizes the importance of celebrating our Catholic faith and acknowledging the construction of a major school addition through an official school-based blessing and rededication ceremony of any school having undergone major additions/renovations.

**APPLICATION & SCOPE**

This policy applies to all schools in the Halton Catholic District School Board having undergone major additions/renovations:

- increase the school size by at least 30%;
- provide some major program facility improvement such as a gym, library resource centre, Kindergarten room(s), computer lab, etc.;
- are viewed by the school's community, and the Board, as a very significant event for that community.

**PRINCIPLES**

- Our school community exists to foster and exemplify Catholic values.
- The Catholic school is recognized as a support to and co-educator with the parent/guardian and the church in the development of each child's faith.
- Additions/renovations to schools are important to the educational facility and should be recognized.

**REQUIREMENTS**

- The blessing and rededication ceremony shall be held as soon as possible, within the current school year, after the addition has been occupied and/or a renovation has been completed.
- The school principal shall establish a Committee to organize the ceremony.
- The principal shall act as the Chair of the Committee.
- A local trustee of the Board shall act as Master of Ceremonies for the occasion.
- Board funds up to \$300 that shall be allocated to defray the costs of the ceremony.
- The principal will be responsible for invitations and guest lists (See Appendix "A").

**BLESSING AND REDEDICATION OF A MAJOR ADDITION TO A SCHOOL**

**POLICY No.:** V-13  
**DATE :** FEBRUARY 25, 1997  
**AMENDED:** OCTOBER 6, 2009  
**AMENDED:** OCTOBER 17, 2017

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**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

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- The Chair of the Board or designate, the Director of Education or designate, and the principal of the school shall be invited to address the gathering. The Committee may invite other dignitaries to address the gathering.
- The final accounting of expenditures shall be submitted to Business Services.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_  
Chair of the Board

**LIST OF GUESTS**

- Current Trustees
- Local Clergy
- Staff – school and/or support services for that school
- Local MPP
- Local MP
- Mayor
- Local and Regional Councilors
- Catholic School Council members
- Others, as determined by the Committee



**STAFF REPORT**

**ITEM 9.1**

**FRENCH PROGRAM REVIEW AD HOC COMMITTEE –  
REPORT TO THE BOARD OF TRUSTEES**

**PURPOSE:**

To provide information about the work of the French Program Review Ad Hoc Committee, and to present the Committee's recommendation to the Board of Trustees.

**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 2016 the Board undertook a French Sustainability Study to review the ongoing sustainability of the EFI Pilot Program. 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 report identified challenges in delivering the Early French Immersion Program.

At the Regular Board Meeting held on November 15, 2016, 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. This feedback was gathered through an online survey, through correspondence, and through delegations made at the Regular Board Meeting held on Tuesday, December 6, 2016.

The feedback received from parents and members of the community was provided to the Board of Trustees at their meeting held on December 20, 2016.

After reviewing the feedback from parents on the findings of the French Sustainability Report, the Board of Trustees made the decision to establish an Ad Hoc Committee with the following mandate:

- To work with parents, the Director, Superintendents, Principals, teachers, the Diocese and Ministry of Education to **prepare a multi-year plan for an Early French Immersion Program** that will endeavour to **address and resolve** all of the **ongoing issues** that have been presented by senior staff.
- To make **recommendations to Trustees** as to the future of French Immersion **with a view to moving the Early French Immersion from a pilot to a sustainable and permanent program.**

## SUMMARY OF THE PROCESS:

### Establishment of the French Ad Hoc Committee

On January 13, 2017, an invitation was extended to all parents to serve on an Ad Hoc Committee to review the French as Second Language programs offered in our school district. A reminder email was sent on January 26, 2017.

At the Regular Board Meeting held on Tuesday, February 7, 2017, the names of all parents who submitted their interest in serving on the French Ad Hoc Committee were placed in a draw, and the parent representatives were selected and announced.

In February, 2017, the French Ad Hoc Committee was established, comprised of parents, teachers, school principals, one student trustee, and two trustees. A number of Board staff were also available as resources on the committee.

[The list of the French Ad Hoc Committee membership is available here.](#)

### Meetings of the French Ad Hoc Committee

The French Ad Hoc Committee met on the following dates:

- Tuesday, February 14, 2017
- Tuesday, March 28, 2017
- Tuesday, April 20, 2017
- Tuesday, May 9, 2017
- Tuesday, June 13, 2017
- Tuesday, September 12, 2017
- Tuesday, September 19, 2017
- Wednesday, October 11, 2017

### The Work of the French Ad Hoc Committee

The French Ad Hoc reviewed in great detail a number of topics, including:

- Ministry of Education requirements for French as Second Language programming;
- the staffing and recruitment process that we undertake for hiring French teachers;
- the issue of equity as it pertains to accessibility to all students; and
- Early intervention and the issue of special education staffing support for the optional French programs.

Each of these topics were reviewed and discussed in great detail, and can be explored in the presentations and meeting notes posted on the Board's website at:

<https://bit.ly/FrenchProgramReview>.

### Key Findings of the French Ad Hoc Committee

- There is a **French teacher staffing crisis** across the province of Ontario
- It is even **more challenging to find Catholic FSL teachers**

- We are **one of the few school boards in Ontario** that offers **two optional French programs**
- It **will become even more difficult to staff our FSL classes** as the Early French Immersion program continues to expand **over the next 4 years**

After examining the key findings, the French Ad Hoc Committee arrived at the following conclusion: We **cannot continue to sustain two optional French Programs** in our school district.

### Exploring Possible Solutions

Two possible solutions were considered by the French Ad Hoc Committee:

OPTION 1	OPTION 2
<p><b>MAINTAIN the Early French Immersion Program</b></p> <p>Gradually <b>PHASE OUT the Extended French Program</b> – this would take 4 years to phase out</p> <p>Students currently enrolled in Extended French would complete the program and graduate in Grade 8.</p> <p>However, this option would eliminate access to an optional French program for students currently in Grades 1-4.</p>	<p><b>MAINTAIN the Extended French Program</b></p> <p>Gradually <b>PHASE OUT the Early French Immersion Program</b> – this would take 8 years to phase out</p> <p>Students currently enrolled in Early French Immersion Program would complete the program and graduate in Grade 8</p>

\*NOTE: All students who graduate from an optional French program (Extended French or Early French Immersion) in Grade 8 have the opportunity to continue French language instruction at the secondary school level through one of the following programs:

- Core French (Secondary)
- Extended French (Secondary)
- International Baccalaureate (IB)
- Advanced Placement (AP)

### The Solution Recommended by the French Ad Hoc Committee

Following a lengthy discussion, the members of the French Ad Hoc Committee voted on the option to put forth to the Board of Trustees.

**The consensus of the French Ad Hoc Committee was to submit Option 2, which would:**

- MAINTAIN the Extended French Program
- Gradually PHASE OUT the Early French Immersion Program, beginning September 2018.
- Students currently enrolled in the Early French Immersion Program will be able to remain in the EFI program through completion in Grade 8.

The rationale for recommending Option 2 was presented as follows:

- This option would require fewer teachers over time
- The Early French Immersion Program was always a pilot program
- The Extended French Program has been in existence for almost 30 years
- This option makes it possible to expand the Extended French Program as well as the Core French Program over time
- This option makes it easier for Catholic schools to meet the Ministry's mandate to provide 60 minutes per day of Math instruction.
- This option is more equitable because it allows more students to have access to an optional French program (see chart below).

### Potential Student Enrolment for Optional French Programs

PROGRAM	MAXIMUM NUMBER OF STUDENTS PER CLASS	NUMBER OF POTENTIAL CLASSES/SITE	NUMBER OF SCHOOL SITES	TOTAL POTENTIAL ENROLMENT
Early French Immersion	23	2	4	184
Extended French	30	2	9	540

### Multi-Year Plan

At the request of the French Ad Hoc Committee staff prepared the following multi-year plan that illustrates staffing projections for the phasing out of the Early French Immersion (EFI) Program, as recommended by the Committee. This multi-year plan is attached as **Appendix A**.

While the possibility of expanding the Extended French and/or the Core French Programs is an option for future consideration once the EFI program is phased out in 2025, the proposed plan illustrates **phasing out EFI with no change to the Extended French or Core French programs**.

### Consultation Process

Before submitting their recommendation to the Board of Trustees, it was the consensus of the French Ad Hoc Committee to seek input from the parents in our district. Recognizing that this matter affects all parents, they wanted to share their findings with all parents and provide them with an opportunity to express their views.

On Wednesday, October 4, 2017 an email was sent to all parents in our district with an invitation to watch an information webinar on the findings and recommendation of the French Ad Hoc Committee. The webinar was posted on the Board's website and may be viewed [here](#).

Parents were also invited to respond to a brief online survey. A reminder to watch the webinar and complete the survey was sent on October 1, 2017. The survey closed on Wednesday, October 11, 2017.

### Survey Results

A total of 1059 responses were received. The results of the survey, including a breakdown of the key themes, are provided in **Appendix B**.

**RECOMMENDATION:**

Following an eight-month review process, which included many hours spent at meetings reviewing data and exploring various options, the members of the French Ad Hoc Committee submit the following recommendation and the attached multi-year plan for consideration by the Board of Trustees at the Regular Board Meeting to be held on November 21, 2017:

*Moved by:  
Seconded by:*

*That the Halton Catholic District School Board accept the recommendation of the French Ad Hoc Committee to **maintain the Extended French Program** and **implement a gradual phase-out of the Early French Immersion Pilot Program**, beginning September, 2018.*

**REPORT PREPARED & SUBMITTED BY:**

THE MEMBERS OF FRENCH AD HOC COMMITTEE

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## **A Multi-Year Plan for the Implementation of the Recommendation of the French Ad Hoc Committee**

*PREAMBLE: All projections contained in this plan are based on staffing data and on enrolment data from 2016-2017. It is impossible to predict illness, maternity and other instances which would precipitate any staff member exercising their right to take leave at any moment in time. It is also impossible to predict the number of newly certified teachers with FSL qualifications that will be available for hire in the next several years to come. Such projections are based on trends and patterns observed over the last 5 years.*

*To that end, HCDSB will continuously monitor staffing needs and will continue to aggressively pursue valuable candidates through constant advertising, attendance at job fairs both within and outside of Ontario, and positive relationship building with all local teacher training programs (hosting student teachers, etc.).*

### **Recommendation of the French Ad Hoc Committee to the Board of Trustees:**

- MAINTAIN the Extended French Immersion Program.
- Gradually PHASE OUT the Early French Immersion Program; this will take 8 years to phase out.
- Students currently enrolled in the Early French Immersion Program will be able to remain in the EFI program through completion in Grade 8.

At the request of the French Ad Hoc Committee staff prepared the following multi-year plan that illustrates staffing projections for the phasing out of the Early French Immersion (EFI) Program, as recommended by the Committee.

While the possibility of expanding the Extended French and/or the Core French Programs is an option for future consideration, this plan illustrates phasing out EFI with NO CHANGE to the Extended French or Core French programs.

## Gradually Phasing Out of Early French Immersion: What would that look like?

	EFI 1	EFI 2	EFI 3	EFI 4	EFI 5	EFI 6	EFI 7	EFI 8
<b>Sept 2018</b>	Re-deploy to teach Grade 6 EFI	Last group (registered Jan 2017)	Current grade 2s	Current grade 3s	Current grade 4s	Current grade 5s	Non-existent	Non-existent
<b>Sept 2019</b>	X	Re-deploy to teach Grade 7 EFI	Last group (registered Jan 2017)	Current grade 2s	Current grade 3s	Current grade 4s	Current grade 5s	Non-existent
<b>Sept 2020</b>	X	X	Re-deploy to teach Grade 8 EFI	Last group (registered Jan 2017)	Current grade 2s	Current grade 3s	Current grade 4s	Current grade 5s
<b>Sept 2021</b>	X	X	X	Re-deploy as needed in system.	Last group (registered Jan 2017)	Current grade 2s	Current grade 3s	Current grade 4s
<b>Sept 2022</b>	X	X	X	X	Re-deploy as needed. 1-2 EFI PT teachers may be re-deployed.	Last group (registered Jan 2017)	Current grade 2s	Current grade 3s
<b>Sept 2023</b>	X	X	X	X	X	Re-deploy as needed May re-deploy 2-3 EFI PT staff.*	Last group (registered Jan 2017)	Current grade 2s
<b>Sept 2024</b>	X	X	X	X	X	X	Re-deploy as needed in system.	Last group (registered Jan 2017)
<b>Sept 2025</b>	X	X	X	X	X	X	X	Re-deploy as needed in system. PT staff may be re-deployed.

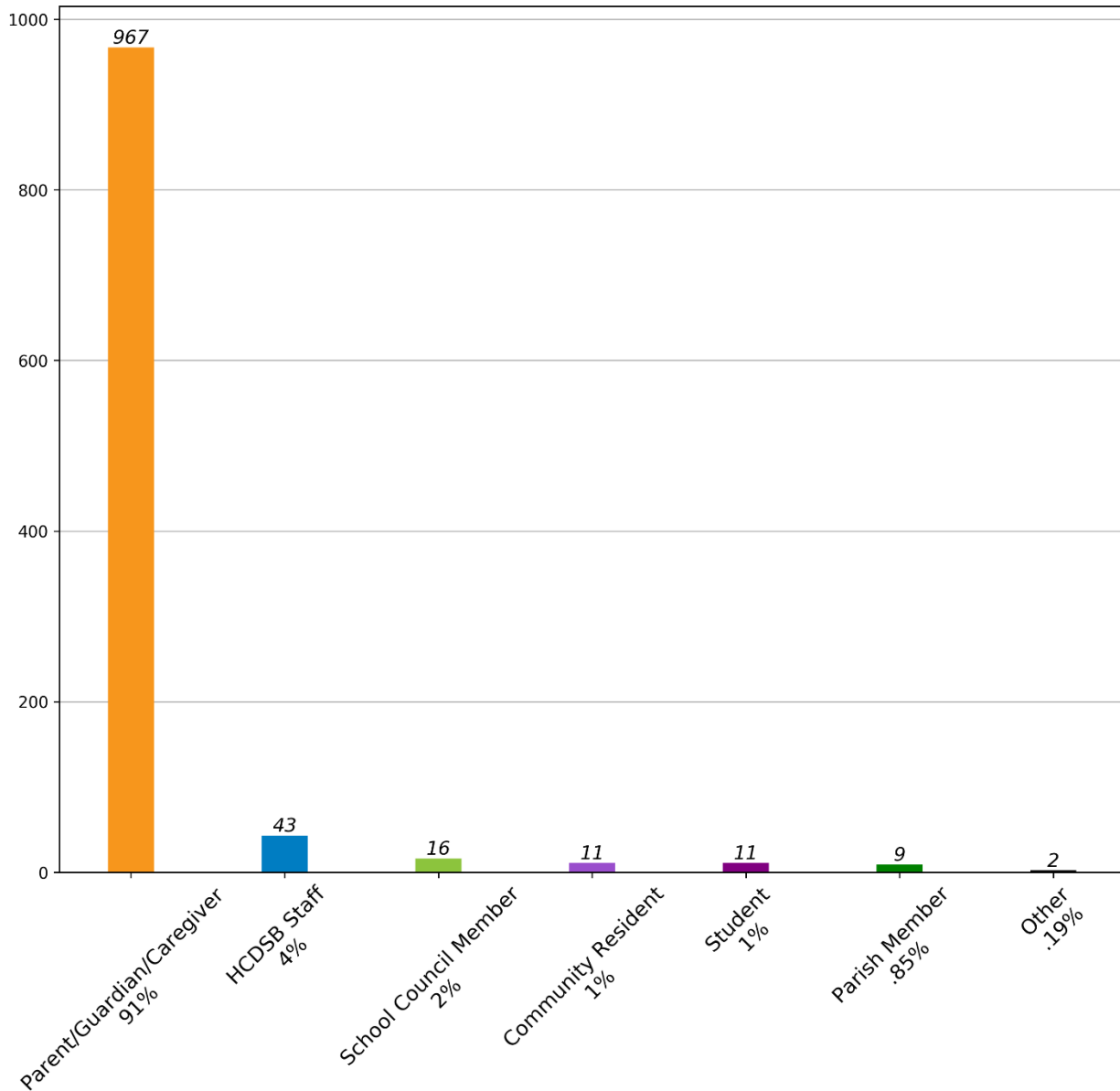
## NOTES:

- X = no new registrants
- Each colour represents 4 homeroom Immersion teachers that can be re-deployed
- No **imperative** new hires\* for EFI from 2018 (re-deployed staff to address new grades and current PT staff is sufficient – 5 open grades maximum – no new hires)
- New hires support the development of a pool of supply teachers (OT and LTO)
- FSL staff requests to be released from French may be accommodated.

## French Program Review 2017 Feedback Received Through Online Survey

### RESPONDENTS

Survey respondents identified their role in the HCDSB community, as follows:





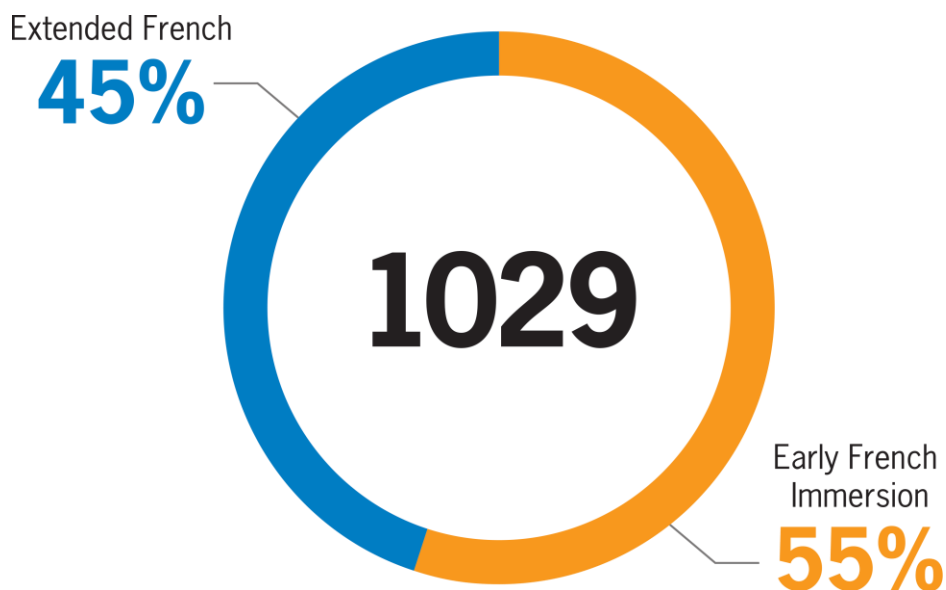
**French Program Review 2017**  
**Feedback Received Through Online Survey**

ROLE	%	COUNT
Parent/Guardian	91%	967
HCDSB Staff	4%	43
Catholic School Council Member	2%	16
HCDSB Student	1%	11
Community Resident	1%	11
Parish member	0.85%	9
Other	0.19%	2
<b>TOTAL RESPONDENTS</b>		<b>1059</b>

**PART A - POLL**

**Question:**

Now that you understand that the French Ad Hoc Committee has determined that two optional French Programs cannot co-exist, **which program would you prefer to keep?**



## **French Program Review 2017 Feedback Received Through Online Survey**

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### **PART B – OPEN ENDED COMMENTS**

Respondents were asked to provide the rationale for their response to Question 1.

A total of **1004 responses** were submitted for this open-ended question. The comments have been sorted by preferred program (Early French Immersion or Extended French) and broken down into themes. These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments. All comments are also provided in their entirety below.

#### **RESPONDENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

##### **Key Themes:**

##### **1. It is important to expose children to French when they are at a young (n=271).**

Examples:

*“FRENCH should begin at the earliest age possible.”*

*“A far superior program and children have been shown to develop their language skills better at younger age. Colleagues in French language education do not recommend extended French.”*

*“Allows for earlier introduction to french. Also allows for the students to gradually learn french and ease into the language at a controlled pace.”*

##### **2. Contending with the Public Board (n=21).**

Examples:

*“I chose a Catholic Education for my children, and they shouldn't be given less opportunities than students in the Public Board. Opening hiring to non-catholic FI teachers would solve this problem.”*

## French Program Review 2017 Feedback Received Through Online Survey

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*"If you choose to cancel the Early French Immersion, there will be a mass exodus to the public school board that did not take a shortsighted approach but changed their EF to Grade 2 instead of EF."*

### 3. The more hours spent learning French, the better (n=12)

Examples:

*"learning a second language is a good tool for life. 1260 hours by grade 8 are not sufficient since after grade 8 some children might not be able to have the opportunity to continue French."*

*"More hours of French means stronger Quality French education being imparted."*

*"More hours to perfect the language."*

### 4. EFI is considered an opportunity for children (n=11)

Examples:

*"Gives every child the opportunity to be exposed to French every day."*

*"My daughter is the first one in the family to start this program, I have younger children and would like them to have the same opportunity to start the EFI program in grade 1 (rather than grade 5)."*

### 5. Potential solutions to teacher shortage (n=10)

Examples:

*"1. Religion taught in English so French teachers shouldn't have to be Catholic 2. EFI is offered at 4 sites; EF offered at 9. If you keep EFI, you have fewer sites and can move teachers from EF sites."*

*"Extended French makes sense if you're not willing to hire a non catholic teacher for French, which seems ridiculous that you don't."*

*"We can get non-FSL-certified teachers to teach the younger grades."*

## French Program Review 2017 Feedback Received Through Online Survey

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### 6. EFL allows for easier transitions (n=4)

Examples:

*“Getting my son into the program earlier meant that he transitioned easier and didn't have a strong opinion in regards to "losing" friends when transitioning into the early French immersion program.”*

*“I feel that it would be more challenging to have children agree to change schools for F.I. in grade 5 (or after primary grades). As a result, it is more likely that many catholic kids will miss out.”*

## RESPONDENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

### Key Themes:

#### 1. Starting French later allows for more focus in other academic areas (n=73).

Examples:

*“Allows students to become involved in French learning after literacy and numeracy skills in English are established. Students have also had one year of French to learn that they are interested.”*

*“Believing learning French is important, I feel that children should learn the basics in English first. These are usually taught in the first few years of school.”*

*“Children establish themselves in English first, then enhance their knowledge & skills by adding the 2nd language. My 3 children all completed this program. It is excellent.”*

#### 2. Extended French is a more cost effective and sustainable program in terms of staffing (n=50)

Examples:

*“Due to shortage of teachers and wouldn't want my child to be taught by non qualified FSL teacher.”*

## **French Program Review 2017 Feedback Received Through Online Survey**

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*“Extended french will reach more kids and is a better way to use resources and teachers”*

*“For a given level of staffing, the extended french program can be offered to many more students than the other.”*

### **3. Starting French later allows children and parents more time to decide if French is of interest (n=48).**

Examples:

*“Additional time for parents to determine child's success in French by leaning in grade 4.”*

*“By grade four a parent has a good sense if their child would be a good candidate to learn French. If there is no extended French option the Catholic school board will lose more students.”*

*“by the older grades, students know if the program is right for them. less students dropping out.”*

### **4. Extended French Program has been successful for many years (n=30)**

Examples:

*“I trust that these issues were examined deeply and the rationale for maintaining the extended program is based on proven success and is logical. I'd prefer one quality program with well resourced staff”*

*“Extended French is a proven program, not a pilot. It is also easier to staff in the long run.”*

*“I agree with the Ad hoc committee s views both in a traditional sense of staying with a program that has a high success rate and also the program that best addresses the shortage of teachers.”*

## French Program Review 2017 Feedback Received Through Online Survey

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### Complete List of Open Ended Comments

#### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

For students to have a solid understanding and ability to properly apply a second language, the 1260 hours suggested is simply not enough. Other provincial French programs start at grade 1

FRENCH should begin at the earliest age possible

The Early French immers programme gives students a higher level of French learning, while they are still at a young age, and can continue into university to become fully bilingual.

the Early french immrsn gives students a better French, all researchers agree that the earlier chld starts lrrng a2nd lngg the bttr, for many reasons. Lngg acquisition skills peak at the age of 6/7.

The pilot Early French Immersion Program is the best option for our kids. We should continue trying to be more creative and use all the tools in our hands ( hiring not certifica

1- Provide students with early and extended exposure to french.

1.Religion taught in English so French teachers shouldn't have to be Catholic 2. EFI is offered at 4 sites; EF offered at 9. If you keep EFI, you have fewer sites and can move teachers from EF sites

1.Why phase out a program that needs teachers longer?-need to phase out the EF(4years)and reallocate then to EFI. 2.Earlier recruitment-not in May/June(jobs offered by other boards by then).

1) 30 years is a terrible reason 2) eliminating best stage for learning (grades 1-4), 3) breeding future english teachers, 4) catholic students will be forced to join public schools

1) might as well have enough hours to get bilingual certificate 2) Grade 5 is later. Earlier the better.

30 years doesn't mean it works. I would call extended French broken and the board short-sighted for making that choice

30 yrs does not make one program more superior over the other. I challenge anyone to put a gr. 2-3 EFI student with a grade 5 Extended student. There is NO comparison in both communication/writing

A better grasp of the French language when one starts earlier.

A far superior program and children have been shown to develop their language skills better at younger age. Colleagues in French language education do not recommend extended French.

A language is best cultivated in a child at the earliest age possible. As parents - we should not have to choose between Catholic education and proper french education as provided in the public system

A second language is easier to learn while students are young. Knowing how to read and speak French provides students with more career opportunities when older.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

A second language is key to a child's development. Not having a natural home language makes this a great chance for children to learn a second language.

A second language is learned best when introduced at an early age. I hope the board can change their decision and keep EFI running

A young child immersed in French earlier is proven to learn better.

Again this is so disappointing, last year so much evidence was presented to the board on the benefits of EFI compared to EF. So sad that the public board is trying to make it work but we can't. All other major Catholic and Public boards offer EFI, while phasing out Extended French, which has far lower success rates.

All research points to success in language when it is introduced at an earlier age. This along with having the sacraments in the school my child will be in from grade 1-8 is important to our family.

Allow kids at an early age to get exposed to a second language French and provides a healthy platform to springboard.

Allows for earlier introduction to French. Also allows for the students to gradually learn French and ease into the language at a controlled pace.

Allows our children to learn while young ..at extended French it's late

Although the staffing crisis exists in the future job market kids with early French immersion are at an advantage. Also the public board offers this. We run the risk of losing families to the public

An L2 is better learned at an early age

Any responses with the pre-populated answer should be ignored. For a Catholic board, I am appalled at the level of deceit and manipulation used to arrive at the answer the board desires.

As a French Catholic I am shocked that you would even consider to abolish this program.

As a graduate of early immersion, and a current core French teacher, I can see how important it is to learn languages young.

As a parent, I am so interested to enroll my daughter in early French immersion program 2018-2019 as I have a very successful experience with her sister currently in grade 2

As a speech-language pathologist & as a former student of French Immersion myself, children gain more proficiency in a 2nd language at a younger age (consider Critical Period Hypothesis) than Gr.5

As a tax payer, why does the HCDSB fall short when the TCDSB and the Hamilton Catholic board are thriving? Hard to believe Halton is doing all they can.

As both a parent with a child in the early French program and a teacher I have seen first hand at the degree of knowledge in French from those who have taken it at an earlier age.

As much as the kids learned French as better

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

As school boards across Ontario are expanding French education in their schools I find it hard to believe HCDSB cannot find a way to continue EFI.

As soon as our kids start learning French, it will be better (and easier) for them

As soon as we have kids it is engrained in us that it is easier to teach kids the younger they are. What better way to do that with the Catholic EFI program.

At that stage of age it's easier to learn french. For some kids extended french could be overwhelming when starting to learn in grade 5. Younger kids learn quicker.

Based on my experice with both programs, Learning French from Gr1 developed stronger ability to communicate in French then the extended French program.

Because I would like my kids to learn French and I believe it's good for them to learn it when they're young.

Because kids pick up on the French so quickly. By grade 5 they are fluent in French vs just starting French immersion. They are also settled with their group of friends vs split from friends ingrade 5

Because my children just started the program

because the earlier the kids start to learn a 2nd language the more they receive it as a natural process

Because the mind of children absorbs the information fastest as they are young

Because the Public School Board has it and is a plus in the process of learning another language since the early years of a child

Because they will learn french.

Been exposed to french as early as possible is better

Begining language instruction at a younger age makes a significant difference in the childs results. Languages are easier to grasp at a younger age and this only benefits the childs developement

Being an FI graduate beginning at the SK level, I firmly believe that the ability of a child to retain and learn a new language is significantly improved when beginning at an early age.

Best program... Early language acquisition is best

Best to introduce 2nd language at earlier age. EFI provides more changes to become fully bilingual. EFI triples instruction hs. Core french is useless. Save on teachers cancelling core french.

Better for child

Better for the child to start french as early as grade 1 and gradually over on ,not as the extended program that let you study science and social studies in French and you don't have even the basics!



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Better prepares students

Better response from kids to the new language (French )

Better success rate of learning French

better to begin the program at an early age

Better to learn a second language at a young age

Better to start early

Bi lingualizmis very important and students should start as early as possible, our daughter would have start in grade one, if we knew about early french emersion rather than grade 5

Bilingual opportunity for children

Boy to girl ratio in EF will favour mostly girls having a detrimental effect on Core French classes many girls leave

Build a foundation of the French language in the early years

By introducing french language early on, students of a greater distribution of aptitudes have the opportunity to learn two languages. Later introduction does not generate the same level of fluency.

By keeping the EFI program, this ensures that graduates are more effective French language speakers. Extended French program doesn't give students enough exposure. It's not worth having it.

Capacity for children to learn a foreign language significantly reduces with starting age, so the later they start the least they will take from it.

Catholic students are moving to public boards due to the lack of availability in the french programs in the catholic board.

Catholic students should have same opportunity as public. It would make me sad to think I have to change school boards if immersion is cancelled

check my answer from last week

Child are like sponges and they retain more at a younger age.

Child has expressed interest in French at at early age and would like to keep options open

Children absorb and learn languages at a quicker rate when they are younger. Early Immersion provides them an advantage later in life.

Children absorb more information at a younger age and therefore beneficial to introduce French earlier.

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

Children are better able to learn a second language at an earlier age. The earlier a child is submerged into a different language, the faster they will retain it. This has been shown in many studies

Children are less likely in grade 5 to switch schools to attend a French program, early integration of language at a young age is the most effective way of teaching a second language.

Children are like sponges at younger ages therefore early learning will provide a better ground.

Children are sponges and absorb so much more at an earlier age. By the end of grade 4, I would say that students are already pretty much fluent. What a detriment you would do to get rid of EFI.

Children are sponges earlier on in their lives, therefore will pick up a second language more easily. Also, socially students are more adaptable to change of school and friends at a younger age.

Children at a young age would not know the difference if they are taught French earlier than later. This should be mandatory in all schools especially when you work for a company that is national and.

Children can absorb a new language at a very early age. Their success rate is increased the earlier they start.

Children in grade 1 are at the age where absorption of a new language is easiest and most fun, and presents the best chance for a success long term for bilingualism and the more opportunities

Children in grade 1 have an easier time learning a new language because of how young they are. Their accents are far superior than that of children in extended French.

Children introduced to French at a younger age are more successful at learning another language than when introduced at a later age. recruitment practices should be further examined in halton vs other

Children learn a second language better when begun early.

Children learn a second language better when they are young. I will put my kids in public school if the Catholic Board is short changing my kids!

Children learn a second language quickly at this stage.

Children learn easier at younger age.

Children learn fast and early French immersion is much better opportunity for them to become fully bilingual.

children learn faster and absorb languages better when they are younger and they are more willing to learn

Children learn faster at a young age and I think more hours being taught in the French language will help children as they grow as there are more job opportunities with knowing a second language

Children learn language better at an early age. The sooner they can be exposed to French the better

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Children learn language easier when it is delivered earlier in their education. I was taught French starting in Grade 4 and do not remember one word of it. Full immersion started as early as possible.

Children learn more at an early age.

Children learn most in their first ten years of life. I believe that French immersed young children will have a better chance of not only learning the language but also maintaining it.

children learn so.much at an early age.

Children learning at a younger age, with greater number of hours of French, have a higher retention of the language. Also it is easier on the students to transfer schools at a younger age.

Children seem to absorb more at a younger age and I believe it is important to give them an early start which will set them up for success.

Children should start early to learn French

Children who begin language acquisition as early as possible and who are exposed to it for as long as possible demonstrate greater ability.

Children will learn the French language easier at an earlier age.

Clearly the hours of French and amount of French gained in the Early F program is superior. I have children in both programs and there is no comparison. Early French is needed .Extended F is obsolete

Contains 3800 hours on a longer period of time ... up to grade 8

Earlier exposure and immersion to a language has been proven to be more effective in understanding of a language, and more likely to continue on the becoming bilingual  
earlier exposure has better success rate and quicker learning for kids when younger.

Earlier exposure to the language, more hours learning in the target language before grade 9.

Earlier exposure will to french and more instruction hours will help the students yo be stronger with french as a second language. In tgis board they don't even start french until grade 4.

Earlier immersion in the French language will better facilitate acquisition of language, which is crucial in a bilingual country.

earlier interventions always prove beneficial.

Earlier language exposure is most beneficial to students

early acquisition of a second language and extended period of use as child progresses through school.

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

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early age is better for learning language

early ages kids are more open and quick to learn a second language and open to the challenge and enjoy learning

Early and more intense exposure to French should result in greater achievement in proficiency, is rather keep the program that proves more effective if one of them indeed has to be scrapped.

Early entry and time intensity of this program makes it very effective, provides language fluency. Extended gives only superficial exposure to french

Early exposure is best

Early exposure to a new language enables the student the benefit to build a fluency and comfort level to become functionally bilingual

Early exposure to another language is key: the Board WILL inevitably lose some children to the Public Board which has change program to grade 2. What happened to the proposed options of earlier core F

Early exposure to language

Early exposure to the french language is much more appealing & beneficial, 3800 hours of french instruction vs Gr 5 entry with only 1260 hours

early exposure to the French language. As a bilingual country it is important for our children to learn both

Early exposures may benefit students learning experience

Early FI may help students become bilingual, while EF has less possibilities of doing it. If we need to keep one, why not choose the best program for our kids?

Early French Immersion gave student more time to learn more vocabulary in French

Early French immersion is gradually introducing French to young kids

Early French Immersion is more likely to produce students with a higher level of French upon completion of the program.

Early French Immersion offers the most exposure at an early age which is essential to becoming fluent in the French language

Early French program give students a better chance at bilingualism. Could be your future french teachers you're having trouble finding. The various flavours of core french are not good enough.

Early french will start in grade five. Teachers from extended will be available to fill the void, decreasing staffing issues. The obvious, children learn language more easily the younger they are.

early immersion in the program provides more core French instruction

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

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Early immersion is essential for learning a second language.

Early introduction allows for early adoption

Early introduction shows best results. More hours of French instructions will result in fluency in French. 1260 hours over the years will only provide introduction not fluency in the language.

Early language acquisition is better - easier to motivate students, better language retention, more hours

Early learning is best for children. Think about the children! Parents that want French know from the beginning

Early learning is better

Early learning leads to long term retention.

Early starting is necessary in order to gain a good competence (especially since they learn other subjects in French)

Early years are optimal for language acquisition. With changes in the global economy, strong proficiency in another language places students at an advantage.

Early years exposure to language has a very important impact on children brains and minds, which help them to develop better their knowledge on any subject, more on another language.

easier to learn and stays longer if you start younger

EFI can provide better linguistics and language proficiency, greater cognitive benefits, higher academic achievements overall perform better on standardized test

EFI is way more effective because of the early exposure and the intensity. Give opportunity to uncertified teachers.

EFI let the students be more exposed to the French language and feel more confident to speak in another language.

EFI produce proficiency in French its proven. Phase out EF it has been around 25 plus years with HCDSB and is not working. Give EFI a chance, give it 25 plus years.

EFI provides a more realistic language program to allow student fluency in a second language

EFI works the board should commit to its decision to offer this program, phase out some of the extended French Immersion sites.

Every municipality should have a French Immersion school. That is not dual tracked and truly immersed in the French language.

Evidence show young children adapt and learn language very well at a young age.

Exposure to a second language early on is easier for kids.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Exposure to our second language should start early to ensure an easier educational and emotional transition.

extended french as a program is too late to learn a new language.my son is on grade 3 in st john of arc elemantary school even no 1 day french until now.it s a bvery important disadvantage

Extended French is a waste of resources. You will lose a number of kids to the public school sector who offers early immersion due to higher proficiency in French

Extended french will not provide the know-how to get around in business. I have met many folks who did the extended french and they are unable to speak french in a cohesive way.

Families that wish to provide advanced level of French language will not have that option should the immersiOn program be dropped but families preferring a less intensive version have the choice .

Fdfg

Feel our children should be given the same opportunity as many other boards with EFI programs including the Public board 5 minutes from my house.

Feel so strongly about early French immersion that I would pull my child from the catholic system in favour of the public if this program was removed even though I am a Catholic Education.

Feel the younger the better

Fewer extended sites. Use these teachers to keep early french. Students arent even fluent doing extended french

French is an official language of the country. All the kids should have the learning of that language granted. It is easier to learn a language when you are kid.

French language education should start early: children benefit from early introduction to multilingual literacy

French language is a very needed skill in Canada. The earliest and the longest the exposure, the more the child will learn. More centres should be opened.

French language is best taught and learned at the youngest age possible. In this program students have increased exposure to French language.

French language skills are becoming more and more a valued commodity in my experience in the canadian corporate world.

French so be more natural at an earlier age.

Get rid of extended french to use those teachers from 9 schools into the 4 for EFI

Get rid of the FSL certification for teachers. This is severely depleting the pool of teachers. Consult the public school board. They have been running EFI for years.

Getting my son into the program earlier meant that he transitioned easier and didn't have a strong opinion in regards to " losing" friends when transitioning into the early French immersion program.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Give students a chance to develop a solid foundation in reading and writing in English first. In gr 5 students will be older and can travel further away from home for schooling

given the research behind second language learning, it is my understanding and belief that children learn languages best when exposed at an earlier age ("critical period" of language acquisition).

Gives every child the opportunity to be exposed to French every day.

Grade 5 is too late to have extended French. The public board starts in Grade 1 and our students are at a disadvantage.

great to get students excited to learn another language beginning in Grade 1. The earlier the better.

Greater exposure to the french language from an early age where linguist skills are developing. French would be developed at a pace similar to a child's first language

Greater opportunity to learn at a younger age. Faster rate of learning. More time to become accustomed to French/ English school day.

Has French Canadian living in Ontario, I want my child to learn how important it is to learn both languages. I came here at the age of 7 not knowing any English and it was easier bc i was young.

Has HR considered re-allocating current French teaching staff into position they are MOST qualified for and best suited to the needs of the kids and the programs....not in non-french positions

Has the Ad Hoc committee asked the community for ways to make it co-exist? This is the first survey/communication I have received since last Nov. when they wanted to cancel EFI.

Have you compared the students who just entered Grade 9 (from extended) and those who are in Grade 5? There is no comparison. You can't find CATHOLIC french teachers have never offered early immersion

how do we expect to improve the Catholic Optional FSL teacher pool when we don't provide a more modern enriched EFI program.

I am a Filipino, but my son is canadian citizen. He already has french when he was in a day care. I wish it will continue in your institution. Thank you!

I am a parent of a child who is currently enrolled in this program. It is a great opportunity. This program should continue.

I am a product of the Extended French program and continued on through high school. Greater exposure is better - I did not truly learn until I worked summers in northern Quebec

I am concerned that families who want the early Immersion exposure will leave the Catholic board altogether and reduce enrollment

I am interested in keeping both programs. However, if I have to choose only one, I would prefer to keep early french immersion. The early children start to learn French, the easier and better for them

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

I am worried it would be more difficult if the children aren't being immersed in french until grade 5. Potentially they wouldn't have enough french background to succeed

I beleive the board as not done enough in looking into how to hire french teachers and is finding a easy way out

I belief it is very important for all Canadians to speak/write both federal official languages

I believe early exposure is key

I believe in the program and am frustrated by the constant desire of the Board to get rid of the program! As parents it's patronizing to know that we tried our best to advocate only to be cancelled!!

I believe it is easier for children to learn a new language at a younger age. Bilingualism will open the door to more job opportunities in the future.

I believe it is more effective

I believe it will give children the opportunity to learn French from a young age. By grade 5 they may not want to entertain the thought of learning French and automatically it creates a negative.

I believe that an earlier start to aquiring French is the best approach

I believe that an Early French Immersion program is preferable to Extended French because children are more open to learning at this impressionable age.

I believe that french should be taught as early as grade 1 and incorporated in major subjects. Grade 4 or 5 is a bit too late to learn the language.

I believe that kids will better speak french language when they start learn it early.

I believe that streaming children into a new program and having them leave their friends is not conducive to an easy integration. I also have boys where I think if introduced later they may opt out.

I believe that the earlier you begin to learn a language the easier it is to grow and build upon. Waiting until grade 5 to begin will only limit the amount of children that will go on to pursue biling

I believe the aim of either Early French Immersion or Extended French is to become functionally bilingual, however Extended F. doesn't accomplished its goal because French is late & not sufficient

I believe the earlier that French is introduced, the better!

I believe the earlier you expose children to a different language as important as French the more they retain and continue to use in their adolescent and adult years- hopefully then creating more FSL

I believe the earlier you start a child with a new language the better they will comprehend it.



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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i believe the more french they have the better, my daughter just finished this program

I believe there will be a higher success rate for the students with earlier exposure to the French language. It is also an easier transition the younger they are.

I believe, as other smaller Catholic Boards do, it is possible to find teachers and keep this program so kids can start learning earlier in life.

I chose a Catholic Education for my children, and they shouldn't be given less opportunities than students in the Public Board. Opening hiring to non-catholic FI teachers would solve this problem.

I do not want my children to switch schools in grade 5. My children (4,3) are bilingual. Removing this program means we either have to pay for French instruction or leave the HCSB.

I don't see the benefit of taking French only from grade 5-8, where do they go from there? They will hardly be fluent by the end of this

I feel it is easier for children to start learning and retaining a second language at an earlier age.

I feel that being immersed in a second language at a younger age will be much more effective. They will retain the language quicker and have a greater chance of developing a French accent.

I feel that it would be more challenging to have children agree to change schools for F.I. in grade 5 (or after primary grades). As a result, it is more likely that many catholic kids will miss out.

I feel that it would benefit children to start the program at a younger age. I feel my children would transition better to a new program in grade 1 than in grade 5.

I feel that starting younger, it just becomes a normalcy rather than a whole new experience. A 6 year old will just accept that 1/2 a day is taught in french. The younger the exposure, the better.

I find it easier for kids to learn a second language at a younger age

I have 2 children in the program and i feel they have both been successful with learning both English and French together spontaneously at a young age.

I have a daughter in grade 1 early french immersion and her engagement and excitement about learning a new language is fun to watch and support.

I have a son who is in the class. He is doing amazing with French.

I have other children I would like them to have the opportunity to start the EFI program in grade 1

I have seen how children aged 8-9years have picked up french by the time they come to Gr. 5 they are going to be very fluent. Please hire non catholic french teachers as religion is done by english.

I have seen the great things it does

I learned French K-8 and despite not practicing much, I have retained my French 40 years later! My sons (in EFI) are learning the same way and I want the same for my other kids!

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

I love learning French and would be sad if I couldn't do it. I want my younger brother to be able to learn French too.

I own multiple properties in Halton and will not support the catholic board as a tax payer if Early French Immersion is not offered and my child moves to the Public Board.

I see Early French Immersion including Extended French opportunity and not the another way around. And if we have issue in find French teacher catholic, can we accept French teacher no catholic?

I see it succesful and good knowing of this language is important for me.

I still think that it is much better for kids to be exposed to a foreign language earlier in life. They lear faster and become more fluent.

I strongly believe that early exposure to the french language strengthens the child's ability to grasp French. Its much easier for a child in grade 1 to develop interest & learn the language

I think ideally you would expose them to as much French as possible at an early age.

I think if you are going to an optional French program you should keep the one that provides the student with more French by the end of the program.

I think it is best to expose students when they are younger.

I think it is better for the child to develop the other language skills ealier.

I think it is easier to learn a language when you are young.

I think it is easy to learn a new language at the early ages.

I think it is really unfortunate that Option 1 is not being considered. I understand the challenges with staffing, however, early exposure to the French language would be more beneficial/effective.

I think it's important to have children start language young. I learnt my mother language until 4 then started English in Jk and fluent with both. I did the 40 mins/day and I don't remember french

I think keeping the Early French Immersion program will ultimately have greater success in achieving the end goals of the French program, i.e. getting kids exposed early is more beneficial.

I think starting early better prepares the child in later years

I think students should be exposed to French at a younger age.

I think the earlier you start your child in this program the more they enjoy it from an early age

I think the early French immersion is ideal because children are young enough to learn two languages at the same time.

I think when you start in grade 1 as opposed to grade 4, children are more open and excited about learning a second language, and it is easier for them to start learning at a younger age.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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I think early engage with language would be better for kids

I truly believe that the majority of children are better able to adapt to learning and using a second or third language the younger they are.

I want my child to gain maximum exposure to French. Starting in early age learning languages create a stronger foundation for the language and is much more easier for the child

I want my son to have proficiency in both languages

I want next generations has same opportunities as me

I was a student of the extended french grade five to OAC. I think it is better to start at grade one (younger minds pick up the language at a faster pace) I am now in my 40s and I still use french  
I will move my daughter to public/private school if early French immersion is cancelled

I would just like to know how almost every other school board in Ontario can secure teachers for early French immersion some starting in kindergarten and our board can't get it together for 4 schools

i would like my children to start French earlier (grade 1 or sooner)

i would prefer the french to be available to catholic children at an early age

I, myself, was enrolled in Early French immersion and I believe the more hours our children can have learning our other national language, the better!

I'd prefer to see my child start as early as possible and to be exposed to the French language as much as possible.

I'd want my child to learn French at an early age

I'm in the grade 1 FI class at St. Mary's. i like to learn french and I think it's important to speak another language. I want to have a good job.

If the goal is for students to learn french then early french immersion seems like the most effective option. Extended french would appear to have minimal effectiveness.

if they have settled on a recommendations why are they asking for feedback now? should they have not asked for this before reaching a recommendation?

If we are supposed to be a truly bilingual country, why are we not teaching our children French as early as possible ? The Extended French program seems to be too little too late.

If you choose to cancel the Early French Immersion, there will be a mass exodus to the public school board that did not take a shortsighted approach but changed their EF to Grade 2 instead of EF.

If you want a French education your kid should get a head start grade 5 is too late.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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Important to introduce the language as esrly as possible

In Early French Immersion program children acquire more hours of French language prior to high school.They will have greater ability and comfort with the language

In experiencing extended French immersion myself I have found that my son has greatly benefited from early entry and is able to transition and adapt to the French language more quickly.

In my opinion The sooner The kids start to learn french The better please dont take That option away from our kids Please let them start early its for their better future we are in Canada where French

In order to maximize the educational and long term benefit to children, it is imperative that immersion in French as a second language takes place early in a child's educational development.

In our experience kids who begin French immersion early are more likely to be fluent in both languages later if they stick with the program.

In terms of brain development for language learning, and enthusiasm for learning, younger is better.

In young age, kids are like sponges so it's easier to teach and have a better reception which is the opposite with teen, they'll be bored and unmotivated to learn if teachers not motivating enough

Increased exposure to the French language-being a product of extended French it was not effective in establishing a deeply rooted foundation in the French language that 'stuck'

Instruction at an earlier stage in order for them to retain over time as many have not integrated French outside of the school, therefore it does not form part of their daily life.

Introducing a second language at a younger age makes it easier for children to learn. Students are also less likely to want to switch schools to attend a French program when they are older.

Introducing language earlier in life is proven to be more successful. Please explain how can the HCDSB is short on qualified teachers yet the TCDSB are expanding year over year??

Introduction at younger age and more exposure time

Introduction to the language as early as possible I believe is more beneficial to students. as we all know learning/retaining a new language as you get older can be more difficult.

Investing in a more french exposure sooner is a winner in a long term. More bilingual adults in the futue. Now,share teacher from public school and french only such as catholic du sacre-coeur

Is very important that the Catholic Board have the same opportunity as the Public

It easier to introduce a new language at younger age. Other catholic school boards offer early french immersion plus you would lose the catholic kids to public school board who wants to take EFM

It feels like a step backward to phase out this wonderful program already. In terms of language learning, primary students are at an ideal age to learn a language.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

It has a better "Return on investment". Percentage of students that end up French bilingual in EFI is in the 80s% compared to just 50s% with Extended. No one can deny the benefits of early learning.

It has been my personal experience that my child in EFI has a far better knowledge of french then my child in Extended French.

It has been scientifically proven that children learn a language when they are fully immersed at an early age. It would be a disservice to the Catholic school board to cancel Early French.

It is a better option for parents and forsters a better French "culture" within the school and board.

It is better for kids to be introduced to new languages earlier

It is better to expose the children to French early; they are sponges. While bilingualism is not the aim, French is an official language and needs to be treated as such in the scjool system

It is better to vegin learning a language earlier in life.

It is crucial to expose children at a younger age. It is our national language and we should have this in our city.

It is easier for younger children learn a new language. When students start grade 5 they should focus on gaining knowledge in subjects like science, social studies and they learning a new language

It is easier for younger kids to start learning a new language.

It is easy for human beings to start a language when they are little. The earlier the better

It is important to expose children to our National languagr at a very early age to ensure that they have a solid understanding.

It is less painful and easier to the students to absorb a new language at earlier stages. Kids that start in grade 5 with french immersion are more susceptible to quit after 1 or 2 years.

It is more beneficial for students to start early and all efforts could be concentrated in the program

It is pointless to try to start someone on a language in Grade 5. Starting them early will allow them to learn the language much easier.

It is seems unfair and inequitable that the French programs differ significantly between the public and Catholic boards in Halton. Our Catholic children that wish to be billingual are at a disadvantag

It is so important for children to be exposed to languages at an early age. It not only helps their fluency but also their ability to pick up on proper pronunciation of words (accents).

It is wonderful to introduce the students to a second language at a young age.

It provides a greater number of hours to effectively develop the French language which is a goal of the program.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

It seems the logistics might be a nightmare for the Extended French option, with only 9 regional sites available.

It seems the the same agenda of cancelling the program is being pushed like last year, no new innovative ideas or solutions.

It was a primary reason why I selected to live and send my daughter to St. BENEDICT - and I think early exposure to French is more likely to support her competence in the lanugage vs. later (grade 5)

It was easy and exciting for me to learn a new French when I was little because it was second nature. I actually want to be a Grade 1 French Immersion teacher because of my experience at EFI. It will provide better French capabilities as students are demonstrated to be better at speaking the language

It will teach kids French at an earlier age in which majority of the time have a better success rate of retaining the language than later.

It would allow my child earlier exposure to the French language

It would be significantly limiting the abilities of a number of the Catholic children in the community- this was a major reason why we chose to put both of our children in the Catholic system.

It would seem that the Early programme gives students an excellent basis to French language and as soon as they learn, they will keep the language for their future.

It would seem that the EFI gives students a higher level of French, by studying and learning from an early age. 3800 vs 1260 hrs can make a huge difference on a kid

It would seem that the EFI programme gives students a higher level of French learning, while they are still at an impressionable age, and can continue into university to become fully bilingual.

It would seem that the Extended progoramme gives students a higher level of French learning, while they are still at an impressionable age, and can continue into university to become fully bilingual.

It would stand to reason that the sooner the children have access to French instruction the easier the transition will be as language is developed very early on

It's a lot easier for a child to learn a new language at younger age. Other boards offer early french immersion

It's an overall French learning program

It's better for the children to start learning a new language early. Their minds absorb more and quickly.

it's better for the kids!

It's easier for a child to learn a new language when they're young. I think it's tough to expect them to shift to 3 periods of French when they're in grade 5. It will be too late!

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

It's easier for kids to learn a foreign language earlier on.

It's very important and I would like my child to take part in this program

It's very important to be bilingual in Canada

Its better to start early learning French.

Its too late to start french. In order to be fluent you need to start learning as soon as possible

Keep the early french immersion. It is a fantastic opportunity.

Keep the early immersion.kids learn language easily when they are younger. Start early.

Kids are more adsptsble to learn another lsnguage the younger they are

Kids are sponges and absorb more, faster, at younger ages. Waiting until later delays opportunity for proficiency in the language.

Kids get more exposure to the lenguaje process learning

Kids grasp new languages better and faster at a younger age. So it makes sense to introduce at an early entry point such as grade 1.

Kids have more opportunity to learn French

Kids learn additional languages easier at an earlier age.

Kids learn and absorb knowledge better at a younger age. They also adapt better at a younger age. The more exposure they receive the better equipped they will become.

Kids learn easily a new language the earlier they are introduced to FSL the better.

Kids learn languages better when introduced to them earlier. There will be time wasted if we wait until grade five!

Kids learn languages easier when they're younger

Kids learn languages easier when they're younger and they will also get many more hours starting in grade 1.

Kids learn much easier when they are exposed to a new language earlier in life, providing them with a good base.

Kids say the early stages pick up the language faster and the learning is easier.

Kids should be exposed to the French language at an earlier age and with greater intensity

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Kids when young tend to retain and learn more in unique and different ways. Exposing them to languages early is a wonderful way to explore and help them learn even more.

Kids will have better French proficiency and more likely to continue in French studies and careers

I believe that introducing french in an earlier age, where young minds are still in the development process, will enhance their learning towards being a productive bilingual in this province.

Language acquisition is proven to be more successful the earlier it is begun.

Language Development Skills for children will be very good at the early years and their learning curve will be more steeper when they are young.

Language is easier to learn at a younger age

Language is learned at early stage

Language is learned better at an early age. Many peers attended the Gr 5 French and it did not work at all to teach them a language.

Language learned early

Language should be learned at an early age. The earlier the better. That is what the research says. I assume I don't need to provide citations.

Learning a language is more successful in a younger age. Grade 5 subjects are more difficult and add on top of that learning them in french for the first time.

Learning a second language from an earlier age would benefit any individual much more than later.

Learning a second language is 100 times more effective at younger ages.

learning a second language is a good tool for life. 1260 hours by grade 8 are not sufficient since after grade 8 some children might not be able to have the opportunity to continue French

Learning french at an early is key to getting fluency and the teachers of tomorrow

Learning French in grade 5 and then being expected to be successful in subjects like science and geography isn't realistic for most students

Living in a bilingual country, I think French proficiency is important

Longer term success of students continuing French

Main motivation is the exposure to French EARLY. Grade 4 for core and Grade 5 for EF is too late.

more beneficial in the long run and provide more opportunities for young adults who are bilingual.

More comprehensive program



## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

More exposure for french language from early age is more beneficial in order to get children becoming bilingual

More extensive french language instruction, opportunity to learn french at an earlier age

More french exposure at a young age is critical to the child's learning of french. The language is canada's official second language, why would you want to limit a child's access to it?

More French hours each year

More French instruction and earlier introduction provide the best opportunity for these students to be bilingual, many studies have proven this. The Grade 5 program is inferior.

More French instruction time, kids in pilot program have done well

More hours & can work towards certificate for french

More hours = greater proficiency, content with public board offerings

More hours in french bring more opportunity to learn

More hours of French instruction by the completion of grade 8

More hours of French means stronger Quality French education being imparted

More hours to perfect the language

more opportunity to learn French at a young age; more proficient by Grade 5 and ready for Extended French; better base when starting younger; absorb like a sponge; fluency will flow easier

More practice will help with language proficiency

More students will be able to use French once they graduate and will be more confident in the language.

My Children's age

My daughter has absorbed so much in the first month of Early French Immersion. I am amazed at her progress. This is the time to learn a language. Their brains are little sponges and it's incredible

My daughter is a benefactor of this program with zero initial knowledge. Current in grade 7 with the intention to continue in high school. Early french eases the acquisition of french with better

My daughter is in grade 2 immersion. I'd like her brother to follow the same path. I'd like him to start in grade 1, at a young age as well. I firmly believe this will help in the bilingual process.

My daughter is the first one in the family to start this program, I have younger children and would like them to have the same opportunity to start the EFI program in grade 1 (rather than grade 5).

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

My daughter just started JK and I was really looking forward to the possibility of having her do early French immersion. I have researched and feel this is the best option for kids to learn.

My eldest child has just begun the early French immersion program and so far we have been very pleased with the amount of progress he has made in learning French and believe this is the best scenario.

My son has been in EFI since grade 1 and is now in grade 4. My daughter is in SK in the same school, with intention of starting her in EFI in grade 1. I would like her to have the same opportunities.

My son is bilingual already so I believe having a 3rd language will help him in the future.

My son is currently in Early French Immersion.

My son join the early French program and we are very happy about his French level

My understanding is that the earlier the children get exposed to a new language, the better. That takes into consideration only my understanding of the language learning from the student perspective.

My youngest daughter has benefitted more from EFI then my oldest has in Extended French

N/A

Na

New Brunswick is a Bilingual province and International Job Fair exist with France and Canada, many Immigrants are certified French teachers and are unemployed, French Newspapers for recruitment

no use in starting later in life...they offer F/I in daycare...why would you stop it for 4 years only to start again???

Opportunity to learn a second language at an early age

Opportunity to learn a second language at an early age. I believe it would harder to convince my child to start French immersion in grade 5.

Option 2 is solving the current problem, not considering the future of the students. How will they compete in the workforce if all public kids are coming out fluent. Starting in grade 5 is not enough. oral language is learned the best at a young age. Same reason you teach mathematical literacy at a young age etc,.

Other Boards' optional FSL programs start between JK & grade 2 = more than double the hours of EF. Our students' "functional proficiency" will surely be inferior to other students in the province.

Other school boards (peel, Toronto) are expanding EFI and adding it to more schools.how can this board contemplate eliminating it?it will definitely affect our future with this board.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Our daughter has gained so much from this program, vocabulary already beyond my grade 9 French skills and we want to give our son the same opportunities as she has

Our daughter participated in the EFI pilot and it has been great for both her learning but also our family as a whole.

Our family values the early intervention afforded by the Gr 1 program. You have also changed a program that you heavily promoted just 18 mths prior. Our children are now separated. Help families.

Our neighbouring Catholic boards all provide an EFI start including: Dufferin Peel and Hamilton. The TCDSB has open 5 new EFI sites for 2017 and 5 more for 2018 school year

Over the time we will have more and more prepared French speaking professionals even teacher and we will be able to expand the programs as right now there a large amount of students in the waiting list

Phase out both options and create French Immersion schools/sites that start in grade 4, this lines up with the Ont. Curriculum Documents.

Phase out EF in 4 years and reallocated staff to open another EFI site in each city in the HCDSB

Phasing out extended program would produce enough teachers for early program and take less time to phase out. More hours of french at early age are invaluable.

Please do not cancel this program so that my siblings can be given the same opportunities as I was. I am in Grade 5 and know so much french already!

Pls keep the EFI (Gr 1) program. Exposure and learning French early in age is crucial. Resources currently used for Extended French can be utilized to strengthen our EFI and Core French programs.

Pour le bien des enfants

Preference for an introduction of a second language at an earlier age and more exposure based on the number of hours provided in the chart above.

Progressive learning

Providing exposure to a different language at the earliest possible age provides an opportunity for better long term retention and uptake of the language.

Public schools have several French immersions in Milton, but Catholic only has Benedict. If you guys stop this program I'll probably move my JK kid to public just so he can get grade 1 French education

Public schools offer early french immersion programs and the catholic system would lose all students who's parents want a total elementary school french program. That would include me.

Puts children in a better position to succeed in French

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Quantity and quality: if the children are exposed to and encouraged to learn the French language throughout their entire elementary school years than their personal quality (proficiency) improves.

Recent studies show to be bilingual(not fluent) requires learning the languages from an early age. Other school boards offer EFI and some are expanding, clearly they agree with this rationale.

Removing this program make the Public education system program much more desirable. We need to keep or Catholic school competitive an example of excellence.

Sad to see the early FI go, much better program then EF, I am a parent with both kids in the programs I can see the BIG difference. Early FI will continue more kids in HS 100%. Teachers EFI from EF !

Second language research shows that the earlier the child is exposed to a second language the easier it is to learn the language. Age 6 is an ideal age as the brain is more receptive to new info.

Since Canada recognizes that both main languages English and French are spoken in the Country, I believe that French must be taught as a mandatory subject in all the schools.

So basically the committee took a year plus to say the same thing but in a dumbed down version. Well done. By the way that webinar was painful to "watch".

So few kids move to Extended French program in grade 5. In addition, this would make our board more appealing as the public board offers Fr immersion starting in grade 1.

Staffing with non catholic teachers needs to be an option

Start French immersion as early as possible or don't do it at all

Start learning French from grade 5 is too late for most of the students, they simply will not know the French in acceptable level after graduating the school.

start young to ensure success

Starting at a younger age I have seen my children excel in French. They are absorbing so much. It also gives more time and exposure to the language for the children

Starting at a younger age will prove beneficial

Starting french at a younger age (gr.1) is easier for the children.its much more benefecial

Starting kids in languages at an earlier age provides kids more opportunity to succeed and retain the language.

Starting the children at a younger age is more beneficial to the child's development with regards to French as a second language. Program also offered by the PSB and has just been expanded.

Statistically speaking there is greater functional proficiency retention among graduates of early french immersion programs through grade 12 and beyond whereas extended french graduates do not.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Stronger oral and written skills for High School, if the student decides to take this route, because of the increased hours. Having more than one core language is a must in today's world.

Students adopt the language and understanding better at a young age

Students are better able and equipped developmentally to learn another language at an earlier age. Needs to be more room in comment section!

Students benefit more from learning French at an earlier age. If we want our students to be successful second language learners, they need to have instruction beginning in grade 1.

Students in our french immersion programs in high school do not have the same level of proficiencies as their counterparts in other boards who offer only early immersion.

Students learn from the get go how to learn in a multi lingual environment.

Students will be more prepared to be future teachers 3800 vs 2150~ hrs it very clear

Students will benefit much more because at a younger age they absorb the material much better and the language sinks in stronger

Studies have proved the benefits of early immersion into the french program.

The be benefits of the EFI program are much greater than EF. We have to think about the children and the skills and competencies that they gain from thes programs. kids' best interests are not even me

The benefits EFI are well-documented and undeniable. The demand in Halton is extremely high. It baffles me that HCDSB seems to be one of the few boards in the province that can't make it work.

The benefits of EFI to Gr 1 students have been proven. Pls look into how other Catholic school boards made EFI sustainable. Pls consider non-Catholic FSL teachers to mitigate current shortage.

The board has been offering the extended french for many years, it's time to go with a new approach with the early french immersion.

The board should create full immersion sites, using our closing PAR schools as immersion sites and keeping the Catholic presence alive in those neighbourhoods.

The board should provide data on how many of our EF students continue studies into our high schools....maybe give EFI a chance.

The chdren benefit greatly from learning a new lanuage at an earlier age. The transition in grade 5 is very difficult.

The children are younger to start and therefor easier and more willing to learn at early ages than later in grade 5.

The committee's recommendation is very frustrating to say the least. So keep doing what worked for the past 30 yrs because there's nothing better/updated we can do? So going back ground zero..?

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

The earlier a child begins to learn a new lang. the better it is. That's a fact. Waiting until gr.5 for possibility of getting into the program is too late. Harder for a child 2 move to new sch then

The earlier a child is exposed to another language the faster they will learn and absorb it. No other board starts their French Immersion so late.

The earlier a language is introduced the better,....should be introduced in grade 1

The earlier a language is introduced, the better

The earlier children are exposed to language and literacy the more likely they are to do well at school. If the HCDSB does not expand the program I will seek it in the public system.

The earlier children start learning French the better

The earlier exposure to the French language, the better

The earlier our children start the French program the better. They are like sponges at a young age and are more likely to maintain the language the earlier they learn.

The earlier our kids can learn French the better! It's a great program and most other school boards have it so why not us?

The earlier the child gets exposed to the new French language the better and less chances for dropping out of the program

The earlier the child is immersed in the language the better chance for a longtude development of a second language

the earlier the exposure to french the better

The earlier the introduction of an additional language the better for acquisition.

The earlier the kids get expose to another language the easier to learn it

The earlier the kids start to learn another language the better.

The earlier the language is introduced, the better

the earlier they are exposed to the language the better it is for the children

The earlier they learn the language , the better

The earlier they start,,the more they learn. Younger kids absorb at a faster paste.

The earlier to start learning French the better!

The earlier we start students to more students will get to learn. Grade 1 sounds like a perfect grade to start!

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

The earlier we the kids start learning the language the better and easier they will get use to it

The earlier you start teaching a language the better. Later makes it very hard. I am a French teacher and have been for over 10 years. I teach kids - ages 5-9.

The early a child is exposed to a second language the higher likelihood the the child will become fluent

The Early French Immersion - start children early.

The early french immersion gets the kids learning the french language at an earlier age where at such young age their brains are like sponges and absorbs more and easily.

The Early French Immersion is a great program that is gaining a lot of attention. Canada is bilingual and it would be great to provide the opportunity for our kids to learn both languages early.

The Early French Immersion is a much better way to teach a language. We, the parents and tax payers, will need to get the resources the Board needs to provide a successful Early French Immersion prog

The Early French Immersion is offered at 4 sites and the Extended is offered at 9. If you keep Early French Immeion, you will have fewer sites and can use the teachers from the Extended French sites

The Early French Immersion is way more beneficial to the students and thus should be maintained.

The Early French Immersion program can give younger students more class time learning in French and parents can practice English at home with their kids to keep them on top of their English too.

The Early French Immersion Program offers much more hours of exposure to French and definitely more advantages to the kids enrolled in this program. My suggestion: keep the EFIP and cancel the EFP.

The Early French Immersion program offers the opportunity to expose kids to the French language at an age where studies have shown is the best age to learn a new language whicis at or before 6 years.

The Early French Immersion Program would be most beneficial for my children's future

The Early French Immersion programme gives students a higher level of French Learning.

The erlier you start, the more effective it will be.

The extended French creates a two tier class system. 2) disruptive of friendships etc 3) leaves unbalanced classes at a key age in development

The French Immersion program provides the children a strong foundation in speaking the French Language.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

The functional French proficiency success rate is 88% with EFI and less than 49% with EF.

The hours of exposure say it all, keep early french immersion!

The key of french immersion is to become fluent in the language. French language training is pretty bad in Canada, so the more immersive the more likely our child will actually become fluent.

The kids must understand and speak French fluently

The kids need to understand and speak French fluently

The language will be picked up quicker this way

The level of french learned at an earlier age far exceeds a later start

The needs to eliminate extended and place value on early language acquisition!

The optimum time to learn a new language is between birth and age 7. It would be a shame to lose this opportunity for our kids.

The problem is the lack of qualified teachers. Even with the teachers who are qualified, some are not in teaching for the right reasons, and the children suffer.

The public schools start French immersion in grade 1, starting in grade 4/5 makes catholic schools uncompetitive and you will lose most of the catholic kids whose parents want early start French.

The results of this program are amazing for the students.

The student will benefit immensely from early exposure to and more hours over the 8 years.

The students are able to better use French in the "real world" with more exposure and practice.

The younger the children the more they will absorb and adapt into everyday life. The proof lies in the exposure time.

There are two EF sites for example Oakville has 4 and 1 early immersion. Consider having one EF and one EFI site.

There is a higher success rate of learning a second language the younger you are. Children need to be introduced and exposed to the French language as young as possible.

There is research that supports the benefits of learning a second language early in brain development. I also think it is important to maintain the french language since it is an official language

There is significant evidence to that the earlier languages are introduced to a child the better their ability to pick up and use the language long term.

there's not enough room to explain. We wanted our child in French immersion. We will pull him out of your board before he starts grade 1 and change our taxes to the public board.



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

This decision is not in the best interest of student achievement. My children should have the same opportunities to learn French as others across the province. I will be enrolling my son in Pinegrove.

This forum is insufficient to provide such an in depth explanation. Must really be done in a more comprehensive way.

This is a very important program that is gaining momentum, keeping students bilingual. All the other regions are running this program, please keep this program in Halton and scrap the extended french.

This program is important....my child loves learning French and I am pleased that he is challenged more in school learning a second language. We have committed a lot of time and energy to help him.

This program should be immersive and it should start early.

To keep the Halton Catholic board relevant and competitive with the surrounding boards. Students in pilot group will potentially leave the Catholic board to go to a public Secondary FI programs

To maintain competitive edge as a school board where we lose students to public schools. Students cannot graduate with a French diploma due to the lack of hours in the current Extended french program

To truly learn and speak a second language it needs to be taught at an early age

Unless you have this program in place so the current students can become future teachers, you will continue to have this problem. Extended french was made for the 90's. Leave it there!

Very important to start children early when learning a new language

Voting to keep EFI (Grade 1) because studies have shown that the earlier they are exposed to a second language, the more adaptable and more successful they can be in learning a different language.

We are loosing students from the Catholic schools to the Public school system due to the limited space in the current French programs. Why are there no staffing issues in other Catholic boards nearby?

We can get non-FSL-certified teachers to teach the younger grades.

We feel the earlier a child could start the better thier success would be.

We have seen amazing progress with this program and feel it is of greater benefit to the children of our school

we should be offering more - not less

We switched school boards to access early French Immersion. Finding good candidates is difficult but imperative in Canada.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

We went with both our kids to the public school system just because they always have had the EFI. We just came back with our daughter back to Catholic School because of the FI  
We would like to have our child be more familiar with French starting at early age.

What you are doing is disgraceful. The best time to teach a second language is when a child is young. Perhaps all kids should go to public school - where they receive a quality education.  
When investing in this type and level of education, I believe that the success rate of students coming through the program will be higher when a child has the opportunity for more exposure to French.

when kids are young they learn new languages easier. socially it's harder to move a kid when they're in grade 5. the grade 1 transition is much easier (i've done the grade 1 move twice now).  
when The younger kids have exposure of a different language in earliest years of school, the learning process is easier through the years

While I understand that there are challenges, it is dissapointing that we cannot figure this out and find a solution. Bilingualism at the early stage is offered all over the world. Why not HCDSB kids?

While this is give way more exposure it also enables student that early decision if its what they may be interested in or not

Why can every other board solve this problem? Wake up Halton and think long term!

Why do Catholic kids have less options?

Why was there not an option to consider starting Core French earlier if EF is the proposed route. Key issue is that children should be starting languages as young as possible. Grade 4 is too late.  
With early French program kids will get more French by grade 8. If only one program can exist then let it be the one with more French hours. Also young kids are easier to pick up a new language.

With the higher number of hours students become very proficient in the French language and will pursue careers that likely will include teaching French. Immersion students become immersion teachers.

You are missing the most critical time for a child to fully grasp and learn the language.

You as a board don't understand that you are doing a disservice to Halton parents - parents will chose french over a catholic school.

Young brains are able to pick up languages more easily. It is better to teach students a new language when they are young. Move from a lottery to a entry test, might be unpopular but fair.

Young kids are more open and enthusiastic to learn new things, try new things. We as parents and providers must make sure that are kids are offered best possible education that will benefit them for

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION**

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Young minds are like sponges and learn languages easier.

Younger children develop an ear for the pronunciation and cadence of the language much more readily than older students. Also, younger children are less reserved about using new language skills.

Younger children learn a lot faster. It is sad that the public board is able to make this program work and that our children might have to leave the Catholic education system to enter EFI program.

Younger students respond and learn a new language much better than older students. Students will truly become immersed in the french language, thereby building a stronger foundation.

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

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at 4 sites and the Extended is offered at 9. If you keep Early French Immersion, you will have fewer sites and can use the teachers from the Extended French sites

Extended French will improve in a better way kids french knowledge

I intend to enroll my youngest child in it

My child didn't get in EFI this year. I would like to go to the Extended French in Gr5. Did you consider changing the extended french to start in Gr 3 or 4 ? To increase the French hrs.

While I do believe that early immersion is actually the best, If the ext-Fr. is taken away many students will lose out on the opportunity to join. Also enrollment may decline.

- difficulty finding teaching with appropriate qualifications - quality of teaching/learning - difficulty providing intervention to those young students struggling in reading

30 Years. Why change what isn't broken?

45 minutes a day is more than enough to learn a second language. French is not required in most jobs in Canada except for 2 provinces. Also the kids miss a strong instruction of english grammar and

Ability to sustain and grow extended and core programs

able to offer more locations to more students

Additional time for parents to determine child's success in French by leaning in grade 4.

All children have and will continue to benefit from the extended French program whereas the early french immersion program was geared towards already french speaking households

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## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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all the multiple thousands you spend on early immersion can be used for extended and core French resources. The program worked already. Put the money to better use!

Allows for more time for parents to decide whether immersion is a suitable choice for their child, I think starting core french in grade one would be an excellent introduction to the language

Allows more time for children to get comfortable in basic reading and writing skills in English. I do however think that core French should be introduced in Grade 1 to expose all kids to French sooner

Allows students to become involved in French learning after literacy and numeracy skills in English are established. Students have also had one year of French to learn that they are interested in con

Allows students to decide if they enjoy the French language before entering the program.

Amazing , keep it up

As a parent I don't know if my child will succeed in french in grade one,however being exposed to core french in grade four,I the parent&teachers involved will have an idea if EF will be beneficial

As it is presented, I rather support a program that may be accesible to more kids. Currently is very difficult to register a kid in the early french inmersion. If possible add more sites with Extended

Assistance for extra help in English reading has not been available or offered to EFI students :( By grade 5 students will have strong English foundations

At this age children are more interested in school abd learning. They also have a say in wanting to be in the program.

Available at my home school. One daughter in grade 6 loves it and I want her sister in grade 4 to have the opportunity. Available to more students at more sites makes it less elitist.

Balance between resources and time required by students

Based on the forecast presented about getting Catholic French teachers and also the fact that it is offered at more sites

Because extra English reading and writing is not available in the early French program while there I see lots of support to English classes. By grade 5, students will have English foundations.

Because so many families will miss out and they need time to see if their child has any interest

Because we want my daughter to enroll in it.

Being that Ontario is primarily English, I believe a good understanding of the English language would be the priority.

Believing learning French is important, I feel that children should learn the basics in English first. These are usually taught in the first few years of school.

Best for kids - program choice based on learning ability in grade 4.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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Better education for children moving forward. Greater opportunities.

better grasp of basic reading and writing skills first

Better use of resources.

Board's effort is too big for the results we saw in French learning at younger levels

Both kids have graduated Gr. 8 with extended french with success and are continuing it in high school.

Brazilian

But it should become available in more schools so students shouldn't have to go outside their boundary

By Gr5 kids and parents will understand what the child's skills are and whether he/she is willing to put the effort in studying French. It will be mostly based on child decision.

By grade 4, children will know if they are interested, BUT I really believe core french should start in grade 1 in order to know if by grade 5, children are ready for immersion for 1/2 day french.

By grade 5 children are able to be part of the decision and know if they are able to be successful.

By grade four a parent has a good sense if their child would be a good candidate to learn French. If there is no extended French option the Catholic school board will loose more students.

By offering an extended program in more sites you would be providing more student opportunities for french instruction & promoting bilingualism through future potential for increasing the core program

by the older grades, students know if the program is right for them. less students dropping out.

By the time the students reach this age, they can help make a decision about whether or not they want to pursue French.

Can likely accommodate more children overall

Child make own decision and I heard that students are more successful starting later

Children establish themselves in English first, then enhance their knowledge & skills by adding the 2nd language. My 3 children all completed this program. It is excellent.

Children need to be able to speak English well before taking on a new language and starting extended French in Gr 5 allows that process

Choosing French later allows students and parents to fully understand their strengths and needs as a learner.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Clearly understand staffing issues, program has been very successful for multiple years, we don't need to compete with the public board for early French as they have it in Gr. 1 but now moving it to g

Considering the lack of french teachers - I think more students can be exposed to French as a second language in the Extended program with less teachers required

Core French first in Grade 4 to see how your child does, then option for Grade 5 EF. Child learns all subjects first in English.

Core french is for all students equally and deserves more respect than it gets.

Core French only starts in GR4. gives chance for student to see if they have the aptitude and interest to learn a 2nd language

Did not send my daughter to Sunningdale (Immersion) because I believe in Extended's value. My daughter goes next year! I will be VERY upset if it is cancelled without a grandfather clause for next yr.

Do not believe in this program.

Due to shortage of teachers and wouldn't want my child to be taught by non qualified FSL teacher

Early emersion programs strain limited FR sraff resources and do not hagd proper screening processes.

Early FI will be too difficult to staff

Early French Immersion is creating a premises problem for many schools that don't have enough classrooms,lockers for students living withi the school borders

Early french immersion is wasteful and elitist

Early french immersion puts a lot of pressure on children at a young age when children may struggle with english. There are too many young kids in Halton and not enough teachers.

Early French immersion should be at a school with low student population...with the French immersion classes portables are inevitable and it seems like students in the mainstream are in portables..

Early French is ripping apart our SK next year with families moving to enter another school. Sub-par recruiting impacts kids' education. Expand the second program to before gr. 5 and in our schools.

Early is too young

Easier to maintain staffing for this program long-term (providing more stability for student options and maintaining expectations for parents).

Easier to staff

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

English classes have too many split grades and are in portables due to EFI!! Not an ideal learning situation for English classes!!

English language skills, foundations are more established. Translation between two languages is more efficient because maternal language is internalized.

Enrolment for the Early French Immersion program is not sustainable for many reasons, including equity & staffing problems.

Extended French

Extended French allows equality amongst all students and allows children to master their English language skills before mastering their French skills. It also saves money. A win-win-win decision

Extended french allows for a more well rounded and prepared student

Extended French can be offered to more students and a more informed choice can be made. We had our child in early French immersion but put him back in English as he was not the learner to suit EFI.

Extended French has proven to be successful for many years.

Extended French is a great program more accesible to students at any grade, but it needs better teachers.

Extended French is a great program to develop functional use of the French language, and staffing needs would be more easily met for larger population of students.

Extended French is a proven program, not a pilot. It is also easier to staff in the long run.

extended french is available to more students at more locations and has a good track record of success. with a child in extended french, we have experienced the difficulty of finding supply teachers.

Extended French is big advantage from Grade 5 above after The Core French entry in Grade 4. It will allow the students to focus the both languages properly (English and French).

Extended French is enough and we want to concentrate on English and other subjects like Math and science

Extended French is more desirable as the students already have developed academically and teachers & parents will have an accurate understanding if it will be a good fit for the student.

Extended french is more inclusive and allows kids to enter after grade 1.

Extended French is more open to all. Larger class sizes means fewer teachers req'd. More sites so more availability.

Extended French is the better choice. EFI is filled with children who are not equipped to handle instruction in both languages & there is no process to weed them out. Grade 5 Entry is better.

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

Extended french option offers choice and is a good transition for those interested in integrating french into their life at the level they choose.

Extended french reaches more students and maintains the idea that core french kids are people too.

Extended french will reach more kids and is a better way to use resources and teachers

Fewer hours for extended French, so I infer that cost will be less. I think French programs in general are a waste of the taxpayer money as students do not enrol to become bilingual (few are) Fewer teachers are needed and the early French Immersion was only ever touted as a pilot project.

fewer teachers required while still having greater availability than early french immersion.

Finding qualified teachers will not be as difficult. The core program can be expanded down the road if resources allow.

First and foremost, why are we restricting our language choices to French? french is only political choice and not a global language anymore. The three main languages are English, Spanish and Mandarin,

For a given level of staffing, the extended french program can be offered to many more students than the other.

For my husband (a French Canadian) and myself (who took extended French), we value you most having a school close to us offering French programs. Therefore having 9 sites is better than four.

For those interested in early French immersion they can access this through the francophone board

French is a dying language and the less kids learn the better... Now learning Mandarin on the other hand..

French is one the 2 official languages of Canada. It is very important for our children to be fluent in both languages and understand both cultures, in order to grow up as well-rounded individuals.

From what feedback you've provided it is the most successful of the 2 programs for those families who are truly interested in the option

Get better idea if French insertion is right for your child

Given the shortage of catholic french teachers, this appears to be a reasonable option to keep french being taught in an extended manor.

Given the statistics on future teacher resources, it doesn't appear like the Early French Immersion program would be sustainable at this time.

Gives option of extended French instruction to greater amount of students (though less hrs of French instruction) Note, parents may opt for public schools if French immersion isn't offered everywhere.



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Gives parents more time to assess if an optional French program best meets the needs of their child.

Gives pupils the opportunity to major in french at college levels if they so wish but not mandatory

Gives students a good solid foundation in English first and extended French still provides excellent French language learning.

Gives students opportunity to develop English language skills first. Also students get a chance to experience gr 4 Fr before deciding to take on more studies in French based on their interest.

Gives the children a chance to develop their reading skills before taking immersing them in another language.

Good base of French at that tome

Grade 1 entry point is too early for the childrenn and parents to figure out the vocation and interest related to French

Grade 1 is a year of adjustment. To uproot and move schools is a turn off. Allowing exposure to 1 year of french before comitting to extended program is great.

Grade 1 is too early for parents to make an informed decision as to whether their child is ready to study in a second language, and students in EFI are missing out on core learning skills in english.

Grade 1 is too early to determine the pathway to be a French learner. Students should have an option to choose their pathway in latwr grades

Grade 1 is too early.

Grade 1 may be too early to introduce French

Grade 5 entry when children are more prepared

Grade one they need to focus on classroom routine and reading and writing. The foundation of the English language should be mastered before tackling a second language

Great educational asset

Greater sustainability and research indicates there is no difference in French language proficiency between students who complete Extended French as opposed to Early French.

Has a good history over time, less demand for finding fresh teachers for this program and would require fewer teachers hired on letter of permission, meets needs of a great part of the community has sufficient time and more beneficiaries

HAs worked in past as long as this option is available for all students and not a lottery

Have worked at school with both french programs.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Here's some honest criticism. The webinar was really hard to watch. I honestly had to give up half way through. Second bit of advise. This survey needs to be built with a little bit more care.

high costs involved to sustain the early french for very few students per city. This program is taking space and resources at our school. Getting students from any place in Oakville, transport them et

Honestly, I have been told that the quality of French teachers has decreased over the last several years, which now makes sense to me since you are having a difficult time recruiting qualified teacher

I actually prefer early french immersion but am concerned that it will only be offered in 4 sites making it inaccessible for most.

I agree with all points presented for keeping this program over Early FI

I agree with rationale outlined in webinar.

I agree with the Ad hoc committee's views both in a traditional sense of staying with a program that has a high success rate and also the program that best addresses the shortage of teachers.

I agree with the AD hoc committee's rationale

I agree with the findings of the ad hoc committee

I agree with the findings of the ad hoc committee.

I agree with the reasons provided by the Ad Hoc committee.

I agree with the recommendations of the ad hoc committee. It is preferable to discontinue a pilot program rather than cancel a long standing successful program

I am hopeful that with more available French teachers the program can be expanded to have more classes allowing more students the opportunity. We should not deny this opportunity to children.

I am with the kids to have a strong English foundation first then have the Crenshaw as second language

I attended French Immersion during my elementary and highschool years. My program followed the Extended French model. I found it to be a very effective approach to teaching French.

I believe a grade 5 kid can better know if the French program is a good fit then when the kid is grade 1

I believe at this age the students will retain more about the language.

I believe is a good platform for the kids to learn a second language (in some case a 3rd) and will allow not french speaking parents to continue to be involved in their kids education

i believe language is best early - but grade one is too early as kids are still mastering some basic reading, writing and comprehension

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I believe student will be more successful if they learn all their subjects in English only in the primary years. This will help create stronger English fundamentals.

I believe students need to establish a solid foundation in the English language before learning a second language.

I believe that children must learn English well first and foremost, before the French language. For a reduction in dropout rate, for the best help at home from parents, etc.

I believe that children need a strong foundation of writing and reading in English in the primary grades, then one year of core and we knew she was ready for the challenge of extended French.

I believe the English base is key for the kids and the maturity that they expose at grade 5 helps them manage the 2 languages

I believe the French language can be still be mastered over time starting in Gr.5

I believe this to be the more successful path. Students already have a good understanding of English reading & writing by grade 5. They already know what they feel comfortable with.

I believe we can better tell if the child is strong enough to handle 2 languages and if they are interested in doing it themselves. It's also currently at our school and we would love to keep this

I chose not to register my child in Grade 1 because that was too early to establish if she would be a good candidate to take on the extra pressure to learn a second language.

I did the program myself. I think it better for students to have a firm grasp of English before conquering French.

I do not really support this program. The less it impacts the average student the better.

I feel a grade 5 entry point is a good age to begin a more comprehensive French program.

I feel children have a good academic base and it is an easier transition. Grade 1 can be a tough transition even without adding a new language.

I feel grade 1 is too young to start the children and too many classes. May be overwhelming for them

I feel more children will benefit, grade 5 is a good transition year for students and allows for a solid base to have been developed in the basics of education

I feel that making the decision to start immersion just after kindergarten is difficult and children are still learning the basics of reading and writing in English

I feel that my kids will benefit more with more maturity of age

I feel that the current FDK program does not fully prepare children for grade 1. I think delaying entry to the French program gives children adequate time to master the English language and then both

I feel this provides a better opportunity for the kids who really want to advance their French instead of joining for the elite group that it has become.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I feel too much French is taking away English learning at too early an age.

I feel we should keep the extended French Program because it allows the children to get a better understanding of the English language and be trying to learn two languages at the same time.

I grew up going to elementary/ secondary french schools.however i did live in a primary english community) i found it difficult to learn ALL my subjects in french when i attended college.

I had our kids enrolled in early learning French. It seriously stunted my child's English development. I pulled our kids out, and it has taken 2 years for them to rebound their English skills.

I have 3 kids who are in extended french...when they get to grade 5 their brain is ready

I have a 4th grader and I want him to go to the extended French program

I have a child excited to go to EF next year.

I have one daughter in EFP and one in the EFI, I feel my older daughter is learning and retaining more of the French language then my younger daughter.

I have two kids who are currently enrolled in the Extended French program. This program provides a great learning opportunity to have french as a second language. It has been around longer.

I just don't feel that 5 years olds are are mature enough to articulate that they are ready to learn a new language. I feel it's important to allow those students to develop as learners first.

I just think that at the grade 5 age the children are more likely to make the choice on their own to try the French program. As a parent we should be able to know if our child is academically ready

I like he idea of kids getting a strong foundation in core subjects for the first years.

I prefer the Extended French, both my older kids were/are in it; I did not choose to sign up my youngest one into the Early FI as I was worried he might not learn english as well as he should

I prefer to keep both. But this option wasn't provided. I would say extended if I had to choose, to allow all three of my children to have the opportunity to go through the program.

I support the recommendations of the ad hoc committee in regards to staffing issues overtime.

I teach extended French and believe that our students are successful both in elementary and high school. The oral component is improving with the new curriculum.

I think at grade 5 the kids is more prepared to learn a second language and another content area in another language.

I think both programs are beneficial and I see value in each. Ideally I would be in favour of keeping both so that there are two entry points for children interested in French immersion.

I think by maintaining the extended French program this will fix our current problem but I do think it is necessary for student to be exposed to core French at an earlier age.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I think children in the primary grades need to focus more on the core areas of math, reading and writing. Introducing french in grade 1 leads to earlier struggles in english and can affect confidence.

I think French immersion should be made available to all students who want a French education. If there aren't enough qualified teachers to offer early immersion than I think the extended program is

I think grade 4 is early enough to establish another language

I think grade one is too early for French for most kids. Going from play based kindergarten to grade one in English is a challenge in itself.

I think is too early to teach french to the little ones, too much.

I think it is important for children to learn proper English and have strong English foundation before moving onto french

I think it is very important for a child to have a second language to further there employment options!

I think later entry into the immersion program will provide students with greater ownership over their participation in the program. It will also give them time to develop the learning skills needed.

I think that 30 years of a successful program speaks for itself. I also feel that if resources allow the core French program should be enhanced to start at an early grade.

I think that by grade 4, parents and teachers have a better understanding of their child as a learner and better able to gage their child's possible success in the program.

I think the students from grade 5 has a higher level and commitment to learn French and they are still at an impressionable age, also. they can continue learning into high school and University.

I think we should focus on English learning

I took French in elementary school starting at an early age, I can now only remeber how to say the colors in French and basic counting. What a waste of learning time. Should be optional and limited.

I trust that these issues were examined deeply and the rationale for maintaining the extended program is based on proven success and is logical. I'd prefer one quality program with well resourced staf

I understand the challenge to maintain both optional programs but I still think the best option would be keeping both programs. If I need to chose one I would prefer Extended French for personal reas

I understand the challenges and it seems less me the most sensible solution.

I understand the recruiting challenges for French teachers.

I vote neither, let's do well in English first then look at other languages

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I want to have a better idea of my child's strengths in school before deciding to enrol him in another language. I want him to have a firm grasp on English before learning French.

I would be more likely to enrol my child in this. I want her to learn her mother tongue very well before a huge focus on french.

I would love to see core french begin in grade one, children can learn a new language while still mastering the basics of english

I would prefer math, language, and science be taught in the English language.

I would prefer my children learn more in English.

I would privilege proper language mastering from any introduction program

I would want to keep extended french at our school. I feel it's more equitable and accessible for our kids and other students since it is offered at more schools than French Immersion.

I'll be able to take advantage of the extended French at my kids school rather than applying to a cross boundary school which they might not get in to and bussing is not provided.

I'm from Montreal and went to french immersion in grade 5. It worked well as it didn't interfere with my education and ability to learn in English first and then learn a new language.

Ideally I would like to see CORE French begin in Grade 1 INSTEAD of Extended or French Immersion Programs as in other school boards, therefore ALL grade 1-8 students receive daily French instruction

If my children begin core french in grade 4 they have the ability to continue throughout their school curriculum and into grade 9. My daughter currently grade 1 I want grade 4-9+

If staffing is an issue, it's a difficult battle to fight and need to be more realistic using the facts.

If staffing issues continue to persist, then in order to maintain the quality of the French instruction, extended would have to be the option.

If the board wants the EFI program, it should designate a school to be strictly EFI like the public board does.

Immersion not offered at enough sites so it is less accessible to students. We only have one french immersion school in Burlington and it is extremely competitive to get in.

Immersive language education is best left to the immersive language boards.

Important for some jobs to know French

In an extended French program the students are usually there because they want to be. Parents have a better idea of whether their child is well suited to the dual language program

In earlier grades all students should be fully integrated with their peers.

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

in ext french you can still learn crucial skills in the english language while still having a french education from grade 5

In grade 1 with focus on reading and writing not sure whether an additional language would be beneficial. Grades 5 and up would take more advantage on a french programm

It allows a strong foundation in English before learning French

it allows more kids to be exposed to french.

it became too difficult to get into the program.

It can be available to more students PROVIDED we channel resources and begin core french at grade 3 instead of 4 to give students a better base

It can be offered in more schools.

It gives parents and kids an more open conversation between them to decide if the FSL program is right for them both

It has become increasingly difficult to find qualified and available French teachers.

It has been successful for many years

It has worked well for both of my children

It is already an established program that has worked for many years with success whereas that FI program is a pilot program.

It is difficult in grade 1 to determine whether my child can handle instruction in two languages. By grade 5 I know what type of student he/she is

It is disruptive to childrens learning.

It is enough as a second language

It is quite apparent that EFI cannot be sustained.

It makes the most sense as it can be expanded if the situation improves.

It requires less teachers, less total hours and has been working for 30+ years already

It seems it is more sustainable in time

It seems that is the most sustainable option over the long term. HOWEVER I believe that the schools that currently offer the early FI pilot program should be granted the extended french program

It will be easier to staff.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

It will be offered to more children at more sites making it more equitable for more children. It considers the staffing challenges that are experienced at the board and the province.

It would seem that the Extended programme costs less and has a defined program which is considered successful.

It would seem that the Extended programme gives students a higher level of French learning, while they are still at an impressionable age. This program has proved to be successful for 3 decades.

It's a proven program.

It's the least costly option for a low demand skill.

It's too late for my kids to start early french immersion!!

It's very important

It's important to focus on a foundation of English and add french in grade 5

Its great to learn more French. Especially in Canada where French is our second language

its too early in grade 1 to start french

Just as beneficial to start in Grade 5 as kids can learn a language quickly at that age too.

Kids already speak the English by this age

Kids are entering the French program after they learn to read and write English

Kids are settlrd in a school, masterd already learning methods, know what they want, ESL kids have fixed english already

Kids at grade 1 are not nature enough to understand both language

Kids can have the time to focus learning english and then chose to add french

kids can make the decision themselves if French interests them, vs parents making the decision for them at an earlier age

Kids to learn second official language as much as possible and Extended french gives more opportunity to kids.

Kids would have had an "introduction" in grade 4, therefore would have an idea if they would like to try the extended program

Lack of qualified teachers to teach French immersion



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Lack of teachers to support early years and students need a strong foundation in English in the primary years before parents can know if French is a good option for their child.

Lack of the Catholic French Teacher

Language can be effectively picked up in latter grades

Larger impact since Extended French is offered at more schools and therefore provides benefit to more children

Learning language should be made possible whenever you can, whether at Gr 1 or Gr 5 entry. I wish I could choose both. This French learning would definitely help a student until far beyond university

less resources and would like to give older children an option to decide if they want more french

Less resources needed while maintaining more benefit than Core French

Long term lack of trained catholic staff to fill all the open positions

Long term, I believe it is more sustainable and cost effective.

Longer term sustainability. It also gives time to see what kind of learner your child is to see if French is the best route.

Makes more sense

more cost effective for extended French. Plus the program has been really successful for many years! You won't be using unqualified people to teach it.

More effective since we would know better if our kids would success in FSL

More flexible and likely to keep.hhigher enrollment. Also has been a long-term program and successful.

more likely to have the qualified teachers with FSL qualifications to teach quality instructions as the Early programming is phased out

More locations means more students could potentially benefit. Also by grade 5 they have a solid foundation in English and teachers and parents can better determine suitability for the program.

More opportunity for extended French as it is in more schools.early years needs a strong focus on language skills.

More realistic to have enough properly qualified teachers for this program.

more sensible option

More students can take part in the program - greater equity.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

More students will be able to express interest in expanding their French learning. Grade 1 is too early to make that decision and for Parents to know if it would be appropriate for their child.

more sustainable

More sustainable and has a wider appeal for parents/students.

More teachers to continue the program when it starts in grade 5

More time to identify exceptionalities, better grounding in English, less requirement for scarce FSL teachers

More viable option and equity for more students

most homes in SW Ontario do not speak French...introducing curriculum in a different language at a young age where children are still finessing English is a lot of pressure

most sustainable option

Muni spouse and I are from Quebec

My child is past the early French immersion grade

My child learns two languages already, English and Mandrin as both mother tonge. While I think she can grasp French as well, early French immersion is too extensive. Also we do not speak French.

My child missed out on the lottery system for the Early French Immersion program. I hope my child will have the opportunity to take the extended french program down the road

My children are currently enrolled in the Extended French program and it proves to be quite successful. However, I do think that an earlier immersion would be more beneficial.

My children went through it and we found it beneficial and were able to request being in program.

My concern is over the quality of teachers available who are both Catholic and proficient to teach French.

my conversation with high school teahcers indicates that they feel students who enter early verses late are really no differnet by the time they reach high school; as well, were are the French teacher

my daughter enjoys extended French program and I don't think I would have put her in full French program and hard to get good French teachers. Won't compete with halton as extended is different

My daughter is in the extended french program - she would not have been ready in grade one - and I fear we would have missed out on an amazing opportunity- the extended french program has helped her w

My daughter wants to go to EF next year.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

My girls are already in grade 2 and 4. My oldest had trouble with reading in FDK and i was told that French wouldn't be a good option. Now that she is much better with reading and writing I may opti

My intention was to place my children in the Extended French program as I was concerned that I could not provide them the necessary support needed with the Early French Immersion program.

My son has been in the early french immersion program and I have not been happy with the quality of French instructors. In addition, when. He has had a supply teacher for French, the teacher rarely i

My son is currently in grade 4 and willing to be included in the extended french program next year

My son is going into grade 5 next year . I tried to enroll him in early French immersion program back in 2014 but there was a long waiting list .

My son is grade 1 and early Emerson isn't offered at his school thus we didn't register him. As a early Emerson graduate myself I think the program is superior based on the almost triple the hours

My son is in grade 6 extended and my daughter has been looking forward to starting it in grade 5 next year. Canceling it now would take away my daughters opportunity to have extended French.

My son was declined the early program as there was no room

My two daughters are in an extended french program - one in halton board, and the other in duferin-peel. My youngest daughter will transfer to Halton in 2018. I find greater value in extended progr

My two sons took extended French. It was good that they established competency in English first. My older son is completely bilingual after participating in an exchange program. The younger is still i

No comment

Not enough qualified french teachers in public or catholic boards in the province, existing program works very well

Not enough teachers to do early French.

Older children may be more interested in learning a second language.

ONTARIO IS NOT FRENCH SPEAKING ENVIRONMENT, THEN IT IS MORE DIFFICULT FOR CHILDREN TO LEARN, GET TIRED, AND DESERTION LEVEL RISES

Opting for extended French may be the more realistic option

Our older daughter is in the extended French program and we intend on enrolling our younger daughter.

Program is available to a broader group and provides children with the opportunity to master one language first.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Program is enough to introduce French as a second language. Enabling students to further learn the language is so they wish or need

Proven to be more successful

Proven to be more successful

Reaches more children

Requires fewer qualified French teachers over time. Has proven successful, and is not currently a pilot project.

requires less hours and would require less teachers

Requires less staff and is more impactful at an older age.

research shows that children need strong foundations in their environmental language (friends, school) before successfully learning and mastering a second language

Resources can be used more efficiently.

Schools are overcrowded

seemed more balanced

seems like a reasonable choice given the shortage in qualified teachers

Several of my children's FI teachers demonstrate a complete lack of empathy and unsavoury bully-like tactics. No wonder 30% drop out rate in FI! Who would want to work in a toxic environment?

Should keep both - start core in grade one - or extended French at more sites for students who can't fake it and commit to it with teacher recommendation

since the early French immersion was a pilot and also requires more teacher

Since this is not to provide bilingual ability, I think grade 1 is premature compared to grade 5 considering the intent of FSL program. Extended French will still allow students to attain FSL.

Smaller children should focus on their literacy skills in English prior to learning French.

So kids are old enough to know if they are interested in it

some kids do not have a good grasp of the English language at grade 1, I feel that French should not be prioritized over English that early one in child's development.

Specific focus/improved attention

Start core French earlier and retain students in the program longer and students have a solid understanding of English reading, grammar et.....

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

Starting in grade 5 allows for you to know your child as a student to see if program a good fit. All day french overwhelming and less accessible to general population. Excellent program.

students are better prepared in grade 5

Student learning profiles vary, as does intrinsic motivation. With a later start, a better understanding of these support effective enrolment decisions. Consider: increasing hrs in an ext. prgm.

Student Maturity and learning capacity

Student's preference can be considered by parents before enrollment.

Students are better able to manage the transitions from French to English when they are older.

Students can focus on literacy skills in English first and try out Gr 4 French first to see their ability and interest levels in another language.

students cannot continue in French Immersion beyond grade 8 (no immersion highschoools in HCDSB)

Students entering the extended French program in grade 5 often have a personal interest in the French language as they have already been exposed to it in grade 4, and they are ready for the challenge.

students have more say in signing up students (and their parents) have a better understanding of their personal learning needs

Students have the opportunity to choose to join the program and parents are better informed of the academic abilities, learning skills and motivation of their son or daughter.

Students have the opportunity to first gain a solid foundation of the English language, but are still offered the opportunity to pursue French should they wish.

Students need solid English Literacy skills first, rather than providing Spec. Ed support for FI students. A better decision about FI can be made when the child is older.

Students need to establish a solid foundation of the English language first. The location and model of the immersion program does not make it equitable for all.

Students need to learn the basics in english first so that they have a solid foundation in math and language.

Students old enough to choose to participate. Early immersion only at a limited number of schools.

Students should have English foundation first anyway . So the extended french offers a better time to begin french language. I do believe beginning with an option of grade 4 would be best.

Studn. are already fluent in Engl and will start Fren at an age when are still capable of retaining well a second lang. Even more, I sugest that the FE program to start to start in gr 3 instead of 1!.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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success history in the board

Sustainability

sustainability more certain as requires fewer teachers. More established program

Teacher recommendation for a student to apply for this program, after english language has been well established.

The children may adapt better since they are older and have had one full year of french language already

the cost is too high for early immersion, plus not enough teachers! Stick to extended because it's good and works.

The Early French Immersion brings to students a language barrier to develop student's learning skills for specific subjects, especially science. French is enough for second language program.

The Early French Immersion program is limit to fewer students. I would rather see that resource are used to expand the Core French and Extended French (eg.start earlier) and make it available for more

The Early French Immersion program is most successful if there is a French speaking parent at home. Many Early French families do not have this.

The early french immersion program may not be as beneficial as the extended program and also 9 classes compared to 4 would allow for more french speaking students

The enrolment is extremely low for what it costs. Better core French starting G1

The Extended French program has been succesfully in place for over 30 years and requires less amount of resources/logistics and budget to support

The Extended French program is a better option but I think we need to ensure any child/family interested, should have it available.

The Extended French program is sustainable with the FSL staffing resources available.

Participating in the Extended French program does foster French language proficiency.

The extended French program would be a good second option to the core french program. Both starting after grade 4 and would provide children and parents comparable options of enrollment.

The extended French will be more impactful in later ages of children.

The Extended French will help any kids with their French. More all because of the extended French offer only my kids have joined BR.

The extended program teaches content relevant to the student that can be applied in high school.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

The extended programme costs less. Please develop a clear and consistent program and Text throughout the board for all children to have access to basic French education in preparation for Secondary ed

The goal should be to expose the greatest number of students to french as early as possible. It would be ideal to offer core french to all students from grade one!

The Grade 5 entry point for Extended French is a more suitable level for language studies. The student is more mature and the teachers can instruct them on more practical items.

The lack of qualified French teachers is concerning.

The more sustainable program of the two.

The options for French classes in High School are very limited. I'm not convinced it is beneficial to the students to be learning French from Grade 1 onwards as the transition will be very difficult. the other program was only a pilot and evidently cannot be sustained based on info provided

The pilot should have been thought through more thoroughly as it is causing a shortage of teachers in the extended French program. Our grade 8 students have no french teacher at st Gabriel

The program has been around for 30 years and has been very successful.

The program that is easier to staff with quality teachers is a better choice

The program was great for my children, preparing them in both languages. As an English speaking Canadian who respects both languages, this feel that program is the best he best way to educate in both

The rationale listed in the webinar supports keeping the successful Extended French program

There are not enough qualified teachers to sustain an early FSL program long term and highly unlikely there ever will be.

There are too many other variables interfering with French acquisition in the early years. There is a large transition period between jk/sk and getting 1.

There is a greater chance of success for students and fewer staff required

There is already a french school in the area, so full immersion is not necessary. Extended French gives students enough to learn what they need to get by with French. It should be offered earlier tho

There is only one school per regional site that offers early immersion. By Gr. 5 you know who is a good fit for the program and students have a say on whether or not they want to learn French.

This gives students in grade 4 a chance to try French to determine interest. As well, this gives Primary students a chance to go to school in their neighbourhood and begin local friendships.

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

This is a much more flexible program which can offer value to more students and seems reasonable to continue given the staffing and cost limitations

This is a tried and true program.

This option makes the most sense, especially if this program will have the ability to be expanded.

this options gives more children the chance to learn french.

This program gives students a chance to build a stronger English foundation.

This program has a long history of success and is easier to staff. It is not a pilot program.

This program has been around for many years and has been successful and sustainable. The issues started when we started the pilot project.

This program has existed for 30 years and produced known results.

this program is longer standing and is available in more locations which makes it more accessible for students and parents

This program is more equal to the population, because it covers more children than the another. For example if I have children with ages 7 and 9 they can not to get the early program, but they could

This program is not sustainable, out of my son 33 kids only 2 continued EF in HS More than half of those students don't like the Fch anymore because of complexity, they are not prepared to deal  
This program will be easier to staff and has proven to be effective over many years.

This program will keep the students already enrolled and complete Grade 8.

This seems to be the most sustainable option

This will allow more of our schools to have the French program and therefore allow more kids to be a part of it. Also gives the kids time to see if french is for them to continue in depth. gr 1 too soon  
This will follow the core french

This will give the student a good balance of French and English while allowing them to focus on developing their reading and writing skills in English first! Makes learning a second language easier.  
This will help students fully comprehend french and see benefits throughout their lifetime.

To be honest, could not care less about FSL program.

To offer a sustainable French program with qualified teachers and preventing staff shortage

To sustain the strong fundamental of the extended program giving the limited French teachers



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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Too competitive to get into early french. Offered at more sites

Trying to decide if a child is ready to learn French at such a young age is not easy. waiting until gr5 gives parents more time to decide if it's right for their child.

Unless teachers are qualified for teaching there will not be a reason for teaching French .

Use limited pool of French teachers to select the best French teachers for Core. I find the level of core french in elementary school is lacking.

use qualified teachers to teach core and extended. Students struggle more with reading, writing when begin in gr 1

Various developmental studies have proven the advantage of extended immersion in the second language. The undeniable value and advantage in the diverse Western World

Want to send my kids to EF.

We agree to one program. We hope the quality of teaching will allow our son to become fluent in French.

We need the extended french program to stay! Our grade 6 daughter is in the extended French Program and we intend on enrolling our grade 3 daughter in the program as well.

We prefer it because it has good deal with French fairly mixed with good deal of English rather than the French immersion wich lots of people found it hard due to their English second language back

We would want a balance of English and French language instruction for our son. We want him to be exposed to both of Canada's official languages.

While the desire to have FSL introduced at an early level, if the resources are not available, it makes sense to focus on the option that still allows for more hours than Core.

Why are you asking for parents' opinions if you have already made a decision and clearly stated that parent input will not change the option going forward to trustees.

With a lack of qualified teachers I don't see the benefit of full immersion, nor the benefit of immersion for future economic prospects

with many students coming from non French speaking families it may be easier for students to adjust once they are older and have taken a year of French previously.

With the lack of French teachers, the FI program is losing its effectiveness

With the small pool of French Catholic Teachers, this is the only logical option that will maintain quality of education from both a Catholic and academic perspective.

Without Early French Immersion I hope that the Core French program can be expanded to start in Grade 2 or 3 and thereby reach more students. If you are keeping EFI it should be at all 9 schools.

would like older children to decide if they would like more french or not

## **French Program Review 2017 Feedback Received Through Online Survey**

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

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Would prefer for EFI but given rationale, extended french sounds more logical. Pls expand to more schools in Burlington!!!

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You give kids who couldn't have entered in the Program during the firts years the oportunity to enter on Grade 5.

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You will know better if your child can handle it

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Younger students need to spend more time on language and ath which get cut for French

**Approved School Educational Trips**

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

Dated: Tuesday, October 17, 2017

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Benedict CES, Milton, ON	8	80	Quebec City, QC	This Trip will serve as the gr. 8 graduation trip. Through visiting sites such as Quebec City's old town, and National Assembly, students will deepen their understanding of the gr. 8 History curriculum. Students will re-enact the battle at the Plains of Abraham, adding to our drama curriculum, as well as visit a copper art museum where they will create their own art. Students will also be visiting the Basilica of Sainte-Anne-de-Beaupre, to learn about how it has become over the centuries, staff and students will follow with a prayer service as well as saying prayers before eating daily.	Monday, May 28 - Thursday, May 31, 2018	~\$600.00
St. Matthew CES, Oakville, ON	7	58	Camp Muskoka Bracebridge, ON	The St. Matthew CES students will have the opportunity to build on leadership and team building skills, and to deepen their understanding of the gr. 7 Focus on Faith Theme, Human Dignity and Question, "What is our Story?" Students will be asked to reflect on their personal faith journey; and will also learn about First Nations People and their traditions. Staff and students will participate in daily prayers.	Wednesday, January 17 - Friday, January 19, 2018	~\$305.00
St. Dominic CES, Oakville, ON	7	56	Camp Tanamakoon Huntsville, ON	This trip supports the Focus on Faith theme for Grade 7 by allowing students to connect to and explore the sub-questions of our Focus on Faith theme of Human Dignity. Students will explore and demonstrate the main tenets of community and responsibility towards each other and the environment through the lens of an outdoor, experiential education setting. Team –building and leadership activities emphasize community and responsibility to self, others and the environment. Daily prayers, journal reflection and group activities support our goal to reach all students.	Monday, May 28 – Thursday, May 31, 2018	~\$395.00

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Christ the King CSS, Georgetown, ON	11-12	30	Niagara Falls, ON	During the Ontario Student Leadership Conference students will attend workshops to further develop leadership skills and peer mentorship qualities. This program aligns with the focus on Developmental Assets by empowering the students to become active leaders in their community, as well as our Catholic Values by modeling Philippians 4:9. Staff and students will participate in daily prayers. Parents have been notified of evening Mass on Saturday and morning Mass on Sunday.	Sunday, November 5 - Tuesday, November 7, 2017	~ \$300.00

<b>Listed by Destination</b>						
<b>SCHOOL</b>	<b>GRADE(S)</b>	<b># OF STUDENTS</b>	<b>DESTINATION</b>	<b>PURPOSE</b>	<b>DATES</b>	<b>COST PER PUPIL</b>
<b>Secondary</b>						
Corpus Christi CSS, Burlington, ON	11-12	4	Kingsville, Ontario	Student participation (boys) in the OFSAA Golf Championship meets the Catholic Graduate Expectations. Students are formed in the Catholic faith community and a responsible citizen who give witness to Catholic social teachings. Daily prayer will be conducted.	Tuesday, October 10 - Thursday, October 12, 2017	~\$100.00
Assumption CSS, Burlington, ON	9-12	40	Yale Model United Nations Yale University New Haven, CT USA	The model UN conference is an excellent opportunity for students of all grades to learn about the United Nations and its purpose and operation. Students will practice their research skills and have the opportunity to debate about issues ranging from cultural to political to economic to environmental. These debates or conversations all students the opportunity to exercise their Catholic Christian faith and values. Staff and Students will attend Sunday Mass at St. Mary's Church (Hillhouse Ave., New Haven, CT USA)	Thursday, January 18 - Sunday January 21, 2018	~\$670.00
Assumption CSS, Burlington, ON	9-10	14	Kawartha Classic Basketball Tournament Peterborough, ON	The Junior Boys Basketball Team will be participating in the Kawartha Classic Basketball Tournament. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students will participate in a teacher led liturgy on Friday morning prior to departure.	Friday, February 9 - Saturday, February 10, 2018	~\$60.00

**INFORMATION REPORT**

**ITEM 10.3**

**2017 FACILITY RENEWAL PROJECTS COST RECONCILIATION**

**PURPOSE:**

To update Trustees on the 2017 Facility Renewal Projects.

**BACKGROUND INFORMATION:**

At the Regular Meeting of the Board on November 15, 2016, staff presented the Proposed 2017 Facility Renewal Projects, Staff Report Item 9.2. The staff report outlined the major school renewal areas that needed to be addressed and a description of the proposed school renewal projects. Staff Report Item 9.2 from the Regular Meeting of the Board on November 15, 2016, is attached for reference (Appendix "B").

At the February 21, 2017, Regular Meeting of the Board, staff presented the Proposed 2017 Facility Renewal Projects, as Action Report Item 8.8. The report outlined the proposed scope of work for the school renewal projects and provided updated budget pricing for each project. The Board of Trustees resolved a motion to expense funds from the Facility Renewal Project Reserves for the Proposed 2017 Facility Renewal Projects and that the expenditures would not exceed \$14,300,000. Action Report Item 8.8 from the Regular Board Meeting on February 21, 2017, is attached for reference (Appendix "C").

**COMMENTS:**

Upon approval of the Action Report, staff proceeded to prepare competitive tender packages and the subsequent award of the projects to general and sub-contractors to complete the work during the summer break. The table below summarizes the facility renewal projects costs for each facility renewal project by school.

	School	Budgeted Price	Contingency	Budgeted Total	Actual Expenses	Available Balance
<b>BURLINGTON</b>						
1	Notre Dame	\$560,000	\$50,000	\$610,000	\$490,375	\$119,625
2	Sacred Heart of Jesus	\$330,000	\$30,000	\$360,000	\$218,165	\$141,835
3	St. John, Burlington	\$700,000	\$70,000	\$770,000	\$564,300	\$205,700
4	St. Timothy	\$2,000,000	\$180,000	\$2,180,000	\$1,805,055	\$374,945
<b>HALTON HILLS</b>						
5	Holy Cross	<del>\$1,000,000</del>	<del>-\$100,000</del>	<del>\$1,100,000</del>	<del>\$</del>	<del>-\$1,100,000</del>
6	St. Brigid	\$1,825,000	\$180,000	\$2,005,000	\$1,280,663	\$724,337
<b>MILTON</b>						
7	Bishop Reding	\$300,000	\$30,000	\$330,000	\$582,135	(\$252,135)
<b>OAKVILLE</b>						
8	Mother Teresa	\$285,000	\$25,000	\$310,000	\$356,484	(\$46,484)
9	St. Andrew	\$465,000	\$40,000	\$505,000	\$449,985	\$55,015
10	St. Marguerite d'Youville	\$1,615,000	\$160,000	\$1,775,000	\$1,553,707	\$221,293
11	St. Matthew	\$1,065,000	\$100,000	\$1,165,000	\$804,468	\$360,532
12	St. Luke	\$1,570,000	\$150,000	\$1,720,000	\$1,217,775	\$502,225

<b>Subtotal</b>	<b>\$10,715,000</b>	<b>\$1,015,000</b>	<b>\$11,730,000</b>	<b>\$9,323,111</b>	<b>\$2,406,889</b>
<b>Professional Fees</b>			<b>\$1,160,000</b>	<b>\$1,280,420</b>	<b>(\$120,420)</b>
<b>Net HST (2.21%)</b>			<b>\$310,000</b>	<b>\$206,041</b>	<b>\$103,959</b>
<b>Total</b>			<b>\$13,200,000</b>	<b>\$10,809,571</b>	<b>\$2,390,429</b>

A summary of the facility renewal work completed at each school is outlined below:

**1. Notre Dame Catholic Secondary School, Burlington:**

- The hot water piping system, which distributes heat throughout the school, was a constant source of leaks and needed to be replaced. The majority of the circulation pipes were replaced and steps were taken to aid in the maintenance of the new pipes.

**2. Sacred Heart of Jesus Catholic Elementary School:**

- A school refresh upgrade of both the interior and exterior components of the school site was completed. The exterior upgrades consisted of the replacement of deteriorated concrete curbs and sidewalks. The interior upgrades included the painting of common areas, rubberized stair treads and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms on the main floor were reconfigured to remove doored entries to provide a more accessible space. In addition, wall tiles were installed in the student washrooms as they provide an easier surface to clean and maintain.

**3. St. John Catholic Elementary School, Burlington:**

- The majority of the current roof was replaced as various sections were past their lifespan, causing leaks and water damage. The previous 2-ply modified bitumen roofing system was removed and replaced.

#### **4. St. Timothy Catholic Elementary School:**

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The entirety of the current roof was replaced as it had passed its lifespan, causing leaks and water damage. The previous Built-up roofing system was replaced with a more modern 2-ply modified bitumen roofing system.

#### **5. Holy Cross Catholic Elementary School:**

- Originally, staff intended to replace the roofing system at Holy Cross. However, due to higher than expected tendered pricing and an ongoing capital priorities business case submission proposing a new building at the Holy Cross site, staff decided to defer this project until a later date.

#### **6. St. Brigid Catholic Elementary School:**

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1996, and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The original boiler, installed in 1996, had surpassed its expected life span and needed replacement. The school's boilers were replaced with two high-efficiency boilers to meet current standards and help reduce energy costs. In addition, new heating circulation pumps with variable speed drives were installed to help reduce hydro-electric consumption.
- The interior architectural upgrades included the painting of common areas, installation of wall tiles and new toilet partitions in the student washrooms. Additionally, the computer room was converted into a classroom to help ease requirements for portables.
- The majority of the current roof was replaced as various sections were past their lifespan, causing leaks and water damage. The previous 2-ply modified bitumen roofing system was removed and replaced.

#### **7. Bishop P.F. Reding Catholic Secondary School:**

- The skylight above the main lobby was very costly to maintain and frequently leaked. Repairs to the skylight were prohibitive as it was difficult to access and past repairs had varying levels of success. The skylight was eliminated and a flat roof with a lighting system was installed.
- The stair feature in the lobby was removed to create a more open and accessible space.

## **8. St. Andrew Catholic Elementary School:**

- A school refresh upgrade of both the interior and exterior components of the school site was completed. The exterior upgrades consisted of the replacement of the rear play area sod. The interior upgrades included the painting of common areas, rubberized stair treads and installation of resilient flooring in the kindergarten classrooms. Additionally, the computer room was converted into a classroom to help ease requirements for portables.
- The student washrooms on the main floor were reconfigured to remove doored entries to provide a more accessible space. In addition, wall tiles were installed in the student washrooms as they provide an easier surface to clean and maintain.
- Two of the schools four change rooms were converted into two storage rooms and a Food & Nutrition room.
- The lighting in the gymnasium was replaced with LED lighting to improve energy efficiency and lighting quality.

## **9. St. Luke Catholic Elementary School:**

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The original boiler, installed in 1993, had surpassed its expected life span and needed replacement. The single boiler system was replaced with two boilers to meet current standards, which protects the school if one of the boilers fails. In addition, new heating circulation pumps with variable speed drives were installed to help reduce hydro-electric consumption.
- The exterior architectural upgrades consisted of painting of flashing and window frames, and the replacement of deteriorated asphalt at the front of the building and the east parking lot.
- The interior architectural upgrades included the new lockers, vinyl flooring in the Library and the installation of a Food & Nutrition room.

## **10. St. Marguerite d'Youville Catholic Elementary School:**

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The original boiler, installed in 1993, had surpassed its expected life span and needed replacement. The single boiler system was replaced with two boilers to meet current standards,



which protects the school if one of the boilers fails. In addition, new heating circulation pumps with variable speed drives were installed to help reduce hydro-electric consumption.

- The exterior architectural upgrades consisted of painting of flashing and window frames, and the replacement of deteriorated asphalt at the front of the building.
- The interior architectural upgrades included the new lockers, resilient flooring in the kindergarten classrooms, rubberized stair treads and installation of wall tiles and new toilet partitions in the student washrooms.

#### **11. St. Matthew Catholic Elementary School:**

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1986, and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The exterior architectural upgrades consisted of replacement of deteriorated asphalt at the front of the building.
- The interior architectural upgrades included the new lockers, resilient flooring in the kindergarten classrooms and installation of wall tiles and new toilet partitions in the student washrooms.

#### **12. St. Teresa of Calcutta Catholic Elementary School:**

- A school refresh upgrade of both the interior and exterior components of the school site was completed. The interior upgrades included the painting of common areas, rubberized stair treads and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms on the main floor were reconfigured to remove doored entries to provide a more accessible space. In addition, wall tiles were installed in the student washrooms as they provide an easier surface to clean and maintain.
- Two of the schools four change rooms were converted into two storage rooms and a Food & Nutrition room.
- The lighting in the gymnasium was replaced with LED lighting to improve energy efficiency and lighting quality.

#### **FUNDING:**

The Board used various capital funding sources available either in deferred revenues or reserves to finance the 2017 Facility Renewal Projects. At the time of approval, the Board had approximately \$16.6 million available to fund school renewal projects. The 2017 Facility Renewal Projects are now 98% completed, with only a few minor items and invoices outstanding. The projects were executed for a total expense of \$10,809,571 to date, which is within the allocated budget funding approved by the Board. Staff will continue to work to close out the remaining items on the projects in the coming weeks.

## **CONCLUSION:**

Staff completed several Facility Renewal Projects during the 2017 summer break period. The cost to complete the proposed 2017 Facility Renewal Projects was approximately \$10.8 million. Funding to complete the projects was allocated from capital funding sources in various deferred revenues or reserves. The projects will help to maintain the Board's facility condition index (FCI) as one of the best in the province and ensure a safe and comfortable learning environment for students and staff.

**REPORT PREPARED BY:** J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

**REPORT SUBMITTED BY:** R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

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

## APPENDIX A



Figure 1. Typical Kindergarten Flooring Replacement



Figure 2. New lockers and LED lighting at St Matthew CES



Figure 3. New school signage and HCDSB logo.



Figure 4. New Gym floor at St Marguerite d'Youville CES



**Figure 5. Replaced sod play area at St. Andrew CES**



**Figure 6. Typical student washroom wall tiles.**



**Figure 7. New Food and Nutrition room at St. Andrew CES**



**Figure 8. New flooring and LED lighting at St. Luke CES**

**STAFF REPORT**
**ITEM 9.2**
**PROPOSED 2017 FACILITY RENEWAL PROJECTS**
**PURPOSE:**

To introduce the proposed 2017 Facility Renewal Projects.

**BACKGROUND INFORMATION:**

Staff presented the Learning Environment Enhancement Program (LEEP) as Information Report Item 10.3 at the January 5, 2016, Regular Meeting of the Board. The goal of the LEEP is to upgrade the Board's existing school facilities so that all schools offer equitable learning conditions and opportunities for all students. In addition to the enhancement of the Board's learning environments, school facilities require ongoing renewal to maintain the quality of the Board's current learning spaces. For 2017, it is proposed that renewal needs be addressed in the following five categories:

- **Energy Efficient Lighting Systems**

The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the energy efficiency of a school's lighting system while providing an enhanced level of lighting for a school's learning spaces. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.

- **Mechanical System**

Heating, ventilating and air-conditioning (HVAC) systems are a vital component to a school's learning environment. A number of HVAC systems throughout the Board are nearing the end of their useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor learning environment for students and staff. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.

- **Roof Replacement**

A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations will be considered in identifying roof replacement projects.

- **School Refresh**

The Board has many schools which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they approach the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the typical items addressed by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school.

- **Kindergarten Natural Outdoor Learning Playspace**

Outdoor play is an integral and essential part of the Full Day Kindergarten Program. There is a growing amount of evidence that supports the connection between healthy child development and exposure to nature. School boards and municipalities have taken the direction to install natural outdoor playspaces and are also choosing to replace their current plastic and metal play structures with playspaces constructed of natural materials. To provide children with engaging and meaningful play and learning experiences, the Board has a plan in place to remove its existing traditional metal and plastic play structures in favour of creating outdoor learning playspaces constructed of natural earth elements. All kindergarten outdoor learning playspaces are scheduled to be upgraded by the end of 2020.

#### **COMMENTS:**

Board staff has identified several facility renewal projects that need to be completed in 2017. The renewal projects to be completed in 2017, and the corresponding school locations where the renewal work will be completed is summarized in a table found in Appendix 'A'. Also, a description of the respective facility renewal projects at each identified school can be found in Appendix 'A'.

Staff are at various stages of completing the scope of work and preparing the 2017 Facility Renewal Projects for competitive tenders. The preliminary estimate cost to complete these projects is approximately \$14 million. The accuracy of this cost estimate will improve once competitive tenders for the projects are received. An Action Item Report, complete with more detailed plans and tender pricing, will be presented for Trustees consideration and approval at a future Board Meeting.

Other facility renewal needs may be identified during the current school year that need to be addressed in 2017. If so, those facility renewal projects will be presented to the Board for Trustee approval.

#### **FUNDING:**

The Board has sufficient funds to finance the proposed 2017 Facility Renewal Projects through the Board's Facilities Capital Reserve. The Board currently has approximately \$24.2 million in its Facilities Capital Reserve to fund school renewal projects. Upon completion of the proposed 2017 Facility Renewal Projects, the total funds remaining in the Facilities Capital Reserve for future school renewal projects is estimated at approximately \$10.2 million. Furthermore, an estimated \$1.9 million is expected to be allocated to the Board for facility renewal projects by the Ministry as part of 2017-18 school year grants. This will result in a Facilities Capital Reserve funding balance of approximately \$12.1 million, effective September 2017, being available for future facility renewal projects



**CONCLUSION:**

Staff has identified a number of Facility Renewal Projects that need to be completed in 2017. The estimated preliminary budget for the proposed 2017 Facility Renewal Projects is \$14 million. There is funding available in the Facilities Capital Reserve to cover the proposed 2017 Facility Renewal Projects expenditures. Staff is in the process of completing the project's scope of work and preparing the project construction documents for competitive construction tenders. An Action Item Report, complete with detailed project descriptions and tender pricing, will be presented for Trustees consideration and approval at a future Board Meeting.

**REPORT PREPARED BY:** J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:** G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

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

Proposed 2017 Facility Renewal Projects

School	Lighting Upgrade	Mechanical Systems	Roof Replacement	School Refresh	Natural Playspace	Other	Estimated Preliminary Budget
Bishop Reding						X	\$ 250,000
Lumen Christi					X		\$ 150,000
Mother Teresa				X	X		\$ 520,000
Our Lady of Fatima					X		\$ 150,000
Sacred Heart of Jesus				X	X		\$ 605,000
St. Andrew				X			\$ 321,000
St. Bernadette					X		\$ 150,000
St. Brigid		X	X	X			\$ 1,926,000
St. Elizabeth of Seton					X		\$ 150,000
St. Ignatius of Loyola		X				X	\$ 350,000
St. Joan of Arc					X		\$ 150,000
St. John Paul II					X		\$ 150,000
St. John, Burlington			X				\$ 700,000
St. Luke	X	X		X			\$ 1,160,000
St. Marguerite d'Youville	X	X		X			\$ 1,617,000
St. Mary					X		\$ 150,000
St. Matthew	X	X		X	X		\$ 1,148,000
St. Peter					X		\$ 150,000
St. Thomas Aquinas						X	\$ 40,000
St. Timothy	X	X	X		X		\$ 1,950,000
St. Vincent					X		\$ 150,000
<b>Sub Total</b>							<b>\$ 11,937,000</b>
<b>Contingencies (10%)</b>							<b>\$ 1,193,700</b>
<b>Professional Fees</b>							<b>\$ 835,600</b>
<b>Total</b>							<b>\$ 13,966,300</b>

### **Bishop Reding Catholic Secondary School:**

- The skylight above the main lobby is very costly to maintain and prove leaks. Repairs to the skylight are prohibitive as it is difficult to access and past repairs have had varying levels of success. The skylight would be replaced with a clear story structure that would continue to provide outside light but would also be easier to repair and maintain.
- The stair feature in the lobby would be removed to create a more open and accessible space.

### **Mother Teresa Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **Sacred Heart of Jesus Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Andrew Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of sod in the grass field. The interior upgrades will include the painting of common areas and resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

- The old lights in the gym will be replaced with more energy efficient T5 lighting to improve lighting quality and reduce hydro-electric consumption.

#### **St. Brigid Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1996, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The school's boilers were installed in 1996, have surpassed their expected life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The majority of the current roof was installed in 1996, and has met its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

#### **St. Ignatius of Loyola Catholic Secondary School:**

- The millwork in the science rooms is in need of replacement.
- The HVAC plumbing currently causes some of the air conditioning units to fail due to low water flow. A study would be done to determine the causes and to fix the issues.

#### **St. John Catholic Elementary School, Burlington:**

- The majority of the current roof was installed in 1995, and has surpassed its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

### **St. Luke Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Marguerite d'Youville Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.

- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

#### **St. Matthew Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1986, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

#### **St. Thomas Aquinas Catholic Secondary School:**

- A field storage unit will be installed next to the sports field.

#### **St. Timothy Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

## **Natural Playspaces:**

At the following thirteen (13) elementary schools the board will replace their current plastic and metal play structures with playspaces constructed of natural materials.

### **Burlington**

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

### **Milton**

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

### **Oakville**

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

**ACTION REPORT**
**ITEM 8.8**

## PROPOSED 2017 FACILITY RENEWAL PROJECTS

### PURPOSE:

To update Trustees on the proposed 2017 Facility Renewal Projects and to seek approval to proceed with the 2017 projects.

### BACKGROUND INFORMATION:

At the Regular Meeting of the Board on November 15, 2016, staff presented the Proposed 2017 Facility Renewal Projects, Staff Report Item 9.2. The staff report outlined the major renewal areas, which need to be addressed, a description of the respective facility renewal projects and the school locations where renewal work is required. Please refer to Staff Report Item 9.2 from the Regular Board Meeting of November 15, 2016 for additional information.

The goal of the facility renewal projects is to upgrade the Board's existing school facilities so that all schools offer equitable learning conditions and opportunities for students. In addition to the enhancement of the Board's learning environments, school facilities require ongoing renewal to maintain the quality of the Board's current learning spaces. For 2017, it is proposed that renewal needs be addressed in the following four categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting system in certain schools is nearing the end of its useful life cycle and will be upgraded to the more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school's lighting system by lowering operating costs and energy consumption.
- **Mechanical System** – The Heating, ventilating and air-conditioning (HVAC) system is a vital component to a school's learning environment. A number of HVAC systems throughout the Board are nearing the end of its useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor environment for staff and students. Wherever possible, the new HVAC systems are to be upgraded with more energy efficient equipment to help reduce operating expenses.
- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations will be considered in identifying roof replacement projects.



- **School Refresh** - The Board has many schools, which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of its useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school and its site.

**COMMENTS:**

Board staff has identified several facility renewal projects that need to be completed in 2017. The table in Appendix 'B' summarizes the renewal projects, and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'B'.

Note that other facility renewal needs may arise during the remainder of the school year that may require attention in 2017. In the event significant facility renewal projects are required to be added for 2017, the projects will be presented to the Board for approval.

Staff are at various stages of completing the scope of work and preparing the projects for competitive construction tenders for the 2017 Facility Renewal Projects. The preliminary estimate cost for these projects is approximately \$14.3 million. This cost estimate will be more accurate once the competitive tenders are received. An updated report, including all project reconciliation costs, will be presented to Trustees at a future Board Meeting once the 2017 projects are complete.

Refer to Appendix 'A' for the Proposed 2017 Facility Renewal Projects Preliminary Budget Estimate.

**FUNDING:**

The Board has sufficient funds to finance the 2017 Facility Renewal Projects through the Board's Facility School Capital and Renewal Reserves. Currently, the Board has approximately \$25.2 million in its School Capital and Renewal Reserves to fund the Proposed 2017 School Renewal Projects. Upon completion of the 2017 Facility Renewal Projects, the total funds available for future school renewal projects will be approximately \$10.9 million. Furthermore, an estimated \$1.9 million is expected to be allocated to the Board for facility renewal projects by the Ministry as part of the 2017-18 school year grants. This will bring the available funding balance for future renewal projects, as of September 1, 2017, to approximately \$12.8 million.

The \$14.3 million expenditures for the Proposed 2017 Facility Renewal Projects will be funded from three sources and in the following priority:

1) Proceeds of Distribution (P.O.D.)	\$ 3,695,000
2) School Condition Improvement	\$ 6,230,000
3) School Renewal Reserve	\$ <u>4,375,000</u>
Total	\$ <u>14,300,000</u>

There is \$3.9 million set aside in the P.O.D. account for the current St. James and St. Joseph Schools Consolidation Project Submission. In the event the Board is not successful in acquiring Ministry approval for this school consolidation submission proposal, the \$3.9 million P.O.D. amount will be allocated to the Proposed 2017 Facility Renewal Projects and the same corresponding amount will be reduced from the above noted School Renewal Reserve portion to fund the Proposed 2017 Facility Renewal Projects.

**CONCLUSION:**

Staff has identified a number of Facility Renewal Projects that need to be completed in 2017. The estimated preliminary budget for the Proposed 2017 Facility Renewal Projects is \$14,300,000. Staff is in the process of preparing these projects for competitive construction tenders. A reconciliation report regarding the 2017 Facility Renewal Projects will be presented to Trustees at a future Board Meeting. Funding to complete the 2017 Projects is allocated and available in the Board's Facility School Capital and Renewal Reserves.

**RECOMMENDATION:**

<b>RESOLUTION: #57/17</b>	<b>Moved by: S. Trites</b> <b>Seconded by: J.M. Rowe</b>
<b>RESOLVED</b> , that the Halton Catholic District School Board authorize staff to complete the Proposed 2017 Facility Renewal Projects.	
The Motion <b>CARRIED</b> .	

<b>RESOLUTION: #58/17</b>	<b>Moved by: A. Danko</b> <b>Seconded by: P. Marai</b>
<b>RESOLVED</b> , that the Halton Catholic District School Board authorize staff to expense funds from the Facility School Capital and Renewal Reserves for the Proposed 2017 Facility Renewal Projects and that the expenditures will not exceed \$14,300,000.	
The Motion <b>CARRIED</b> .	

<b>RESOLUTION: #59/17</b>	<b>Moved by: A. Quinn</b> <b>Seconded by: S. Trites</b>
<b>RESOLVED</b> , that the Proposed 2017 Facility Renewal Projects expenditures be funded from the following three funding sources: P.O.D, \$3,695,000; School Condition Improvement, \$6,230,000; and School Renewal Reserve, \$4,375,000.	
The Motion <b>CARRIED</b> .	

**RESOLUTION: #60/17**

**Moved by: A. Danko**  
**Seconded by: J. Michael**

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

*The Motion **CARRIED.***

**REPORT PREPARED BY:**

J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

A. LOFTS  
SENIOR ADMINISTRATOR, BUSINESS SERVICES

**REPORT SUBMITTED BY:**

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board			
Proposed 2017 Facility Renewal Projects Preliminary Budget Estimate			
School Location	February 3, 2017 Budget Estimate		
<b>Burlington</b>			
Notre Dame	\$560,000		
Sacred Heart of Jesus	\$330,000		
St. John (B)	\$700,000		
St. Timothy	\$2,000,000		
<b>Halton Hills</b>			
Holy Cross	\$1,000,000		
St. Brigid	\$1,825,000		
<b>Milton</b>			
<b>Bishop Reding</b>	\$300,000		
<b>Oakville</b>			
Mother Teresa	\$285,000		
St. Andrew	\$465,000		
St. Luke	\$1,570,000		
St. Marguerite d'Youville	\$1,615,000		
St. Matthew	\$1,065,000		
<b>Sub Total</b>	<b>\$11,715,000</b>		
Professional Fees	\$1,160,000		
Contingencies (10%)	\$1,115,000		
Net HST (2.21%)	\$310,000		
<b>Total Expenses</b>	<b>\$14,300,000</b>		
<b>Funding</b>			
Proceeds of Disposition (POD)	\$3,695,000		
School Condition Improvement	\$6,230,000		
School Renewal Reserve	\$4,375,000		
<b>Total Funding</b>	<b>\$14,300,000</b>		

## Proposed 2017 Facility Renewal Projects

School	Lighting Upgrade	Mechanical Systems	Roof Replacement	School Refresh	Other	Estimated Preliminary Budget
<b>BURLINGTON</b>						
Notre Dame		X				\$ 560,000
Sacred Heart of Jesus				X		\$ 330,000
St. John, Burlington			X			\$ 700,000
St. Timothy	X	X	X			\$ 2,000,000
<b>HALTON HILLS</b>						
Holy Cross			X			\$ 1,000,000
St. Brigid		X	X	X		\$ 1,825,000
<b>MILTON</b>						
Bishop Reding					X	\$ 300,000
<b>OAKVILLE</b>						
Mother Teresa				X		\$ 285,000
St. Andrew	X			X		\$ 465,000
St. Luke	X	X		X		\$ 1,570,000
St. Marguerite d'Youville	X	X		X		\$ 1,615,000
St. Matthew	X	X		X		\$ 1,065,000

<b>Sub Total</b>	<b>\$ 11,715,000</b>
<b>Professional Fees</b>	<b>\$ 1,160,000</b>
<b>Contingencies (10%)</b>	<b>\$ 1,115,000</b>
<b>Net HST (2.21%)</b>	<b>\$ 310,000</b>
<b>Total</b>	<b>\$ 14,300,000</b>

**Notre Dame Catholic Secondary School, Burlington:**

- The hot water piping system, which distributes heat throughout the school, has been a constant source of leaks and needs to be replaced. The majority of the circulation pipes would be replaced and steps would be taken to aid in the maintenance of the new pipes.

**Sacred Heart of Jesus Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas and the installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

**St. John Catholic Elementary School, Burlington:**

- The majority of the current roof was installed in 1995, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

**St. Timothy Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The majority of the current roof was installed in 1992, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. Extra insulation will be added to increase the schools energy efficiency.

## Halton Hills

### **Holy Cross Catholic Elementary School:**

- The majority of the roof sections were installed in 1992 and 1993, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

### **St. Brigid Elementary School:**

- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1996, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The school's boilers were installed in 1996, have surpassed their expected life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The majority of the current roof was installed in 1996, and has met its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

## Milton

### **Bishop Reding Catholic Secondary School:**

- The skylight above the main lobby is very costly to maintain and constantly leaks. Repairs to the skylight are prohibitive as it is difficult to access and past repairs have had varying levels of success. The skylight would be eliminated and replaced with a traditional roof structure.
- The step feature in the lobby would be removed to create a more open and accessible space.

## Oakville

### **Mother Teresa Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The

interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.

- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Andrew Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of sod in the grass field. The interior upgrades will include the painting of common areas and resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The old lights in the gym will be replaced with more energy efficient T5 lighting to improve lighting quality and reduce hydro-electric consumption.

### **St. Luke Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of



common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.

- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Marguerite d'Youville Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

### **St. Matthew Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1986, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the

Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

**INFORMATION REPORT**

**ITEM 10.4**

**2016-2017 SCHOOL YEAR WASTE GENERATION REPORT**

**PURPOSE**

To present the Board's 2017 School Waste Audit Results in accordance with the *Environment Protection Act of Ontario, Regulation 102/94 and 103/94*, and inform the Board on other waste management initiatives and programs.

**BACKGROUND INFORMATION**

The purpose of *Environmental Protection Act of Ontario, Regulation 102/94 & 103/94* is to determine the effectiveness of a facility's waste management program and ensure the findings are communicated to the public.

To comply with the *Act*, the Board must annually satisfy both regulations, at schools with enrolment greater than 350 persons:

- Regulation 102/94 describes how to carry out an audit of a facility's waste diversion (or source separation) program and, furthermore, instructs how to produce and communicate the required post-audit documents: Waste Audit Reports and Waste Reduction Workplans
- Regulation 103/94 outlines the requirements of a waste diversion program for institutional facilities

For further details on the Regulations themselves, please see *Appendix A*.

**COMMENTS**

In May and June 2017, a solid, non-hazardous Waste Audit was conducted by Board personnel at the Catholic Education Centre and at all Halton Catholic elementary and secondary schools, regardless of enrolment. Custodial staff set aside at least one day's worth of school-generated waste from garbage, recycling and organics receptacles located throughout the school. The waste was then sorted and weighed by Board personnel in a designated, sequestered room or area.

The pertinent results of the 2017 Waste Audits are summarized and compared to previous years' in Table 1 below.

**Table 1 – Waste Audit Results – Diversion Rate**

<b>SCHOOL TYPE</b>	<b>2017 Diversion %</b>	<b>2016 Diversion %</b>	<b>2015 Diversion %</b>	<b>2014 Diversion %</b>
<b>Elementary</b>	65%	65%	68%	64%
<b>Secondary</b>	48%	39%	30%	23%
<b>Total (Board-wide)</b>	<b>62%</b>	<b>61%</b>	<b>58%</b>	<b>53%</b>

Diversion Rate is the percentage of total school-generated waste that is diverted away from the landfill, largely via the recycling (Blue Bin) and composting/organics (Greencart) programs. It is the most common indicator of source separation performance.

The Waste Management Division of Halton Region services all Board facilities. One of the foundational priorities of the *Halton Region Strategic Action Plan 2015-2018* “is to reach a Diversion Rate of 62 percent”. As evidenced by the data in Table 1, the Board has achieved this target in 2017 for the first time. However, it is important to note that while striving for a higher Diversion Rate is often cited as the primary waste management objective, it is even more essential to focus on the reduction of waste. Reducing waste is a principle Board purchasing strategy per *Policy V-15: Environmental Stewardship*.

Another useful metric for evaluating waste management effectiveness is by examining the annual weight of garbage disposed, per student. Because garbage hauling weights are provided to the Board by the Halton Region on a monthly basis, tracking this data can be a more accurate evaluation of blue bin and green cart adoption, compared with the results of a single-day Waste Audit. Both the waste Diversion Rate obtained from the Waste Audit and the amount of garbage disposed per student are presented on a school by school basis in *Appendix B*.

Data accumulated during the annual Waste Audits is valuable to Facility Management Services as well. It helps to guide decision-making and make improvements to the Board's waste management systems. For instance, starting in late 2015, infrastructure upgrades have been made at several secondary schools to improve landfill diversion. For a summary of this initiative, please see *Appendix C*.

Additionally, our schools participate in a number of other waste diversion initiatives:

- The Board recycles used fluorescent bulbs and tubes through Recycling Council of Ontario's *Take Back the Light* program.
- At least one (1) water bottle filling station has been installed at every school in the Board, in order to reduce the number of plastic water bottles being disposed of in our schools.
- Electronic waste (computers, displays, A/V equipment) is recycled via a joint program between the Facility Management Services and IT Departments.
- Printer ink/toner cartridges are recycled at our facilities through various programs
- Battery recycling from school devices and equipment is available at all facilities

- The energy dashboard televisions located at each school display tips and reminders pertaining to reducing, reusing and recycling waste

The 2017 Waste Audit Reports and Waste Audit Workplans for each school are available to view on the Board's public website. Copies of the reports will remain on file for a minimum of five (5) years, per the Regulations. Moreover, in hopes of fostering a greater awareness of waste diversion principles, as well as encouraging future improvement, the results of the Waste Audits are being displayed on the school's energy dashboard TV, along with helpful "3R" (reduce, reuse, recycle) tips and information.

## **CONCLUSION**

In May and June 2017, a solid, non-hazardous waste audit was conducted at each of the Board's educational facilities as well as at the Catholic Education Centre.

The 2017 Waste Audits show that the Board's overall Diversion Rate is 62%, which is an improvement of 1% compared to last year, and 9% over the last three years. The Board is meeting the Halton Region's target for waste diversion, which is also 62%.

Throughout the 2017-18 school year, the Board will continue to upgrade waste management infrastructure, promote the proper waste diversion practices, and focus on the importance of waste reduction when communicating with the schools.

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

## APPENDIX A – ONTARIO REGULATIONS FOR WASTE MANAGEMENT

Under the *Environmental Protection Act*, two regulations are applicable to waste management in educational facilities:

- 1) *Ontario Regulation 102/94* requires that an audit of a school's waste management program must be conducted annually at all educational facilities with a student enrolment of 350 or more.

The output of waste audit are two documents: a Waste Audit Report and a Waste Reduction Workplan. Both documents are prepared on Ministry of Environment provided forms and contain the following information:

**Table A.1 – Document contents per *Ontario Regulation 102/94***

Deliverable	Contents
<b>Waste Audit Report</b>	<ul style="list-style-type: none"> <li>• The amount, nature and composition of the waste generated</li> <li>• The way in which the waste is generated</li> <li>• The method in which the waste is managed after generation</li> </ul> <p><i>Source: O. Reg 102/94 – 2.</i></p>
<b>Waste Reduction Workplan</b>	<ul style="list-style-type: none"> <li>• Plans to reduce, reuse and recycle waste               <ul style="list-style-type: none"> <li>○ Reduce is first objective</li> <li>○ If reduction is not possible, reuse is next objective</li> <li>○ If reduction and reuse are not possible, then recycling is the final objective</li> </ul> </li> <li>• Who will implement each part of the plan</li> <li>• When each part will be implemented</li> <li>• What the expected results are</li> </ul> <p><i>Source: O. Reg 102/94 – 3. (1) &amp; (2)</i></p>

- 2) *Ontario Regulation 103/94* requires that a source separation program be implemented in all educational facilities with a student enrolment of 350 or more.

A source separation program refers to a program that facilitates the separation of waste for either reuse or recycling. Under *O. Reg 103/94*, the following building wastes must be provided for in a source separation program at an educational facility:

- Aluminum food or beverage cans
- Cardboard
- Fine paper
- Glass bottles and jars for food or beverages
- Newsprint
- Steel food or beverage cans

However, due to the adoption of the GreenCart/Organics program at all our schools Board-wide, the categories in *O. Reg 103/94* have been previously expanded upon and approved by the MOECC for the purposes of Halton Catholic DSB Waste Audits:

**Table A.2 – HCDSB Waste Audit Categories**

<b>HCDSB Categories for Waste Audits</b>	
1	Recyclable Plastic
2	Non-Recyclable Plastic
3	Recyclable Paper
4	Organic Paper (ie. Paper Towels)
5	Metal (including aluminum cans)
6	Glass
7	Food and Yard Waste
8	Multi-composite/Other Waste

APPENDIX B – 2017 WASTE AUDIT RESULTS & HALTON REGION GARBAGE HAULING DATA – PER SCHOOL

School Year	2016-17			
Facility	Annual Garbage Weight Disposed per Student (kg) <sup>1</sup>	Rank	Diversion Rate % <sup>2</sup>	Rank
<i>Ascension</i>	32.2	34	64	27
<i>Assumption</i>	29.7	27	50	46
<i>Bishop P.F. Reding</i>	29.1	25	49	48
<i>Canadian Martyrs</i>	22.8	13	64	25
<i>Christ the King</i>	31.9	31	32	57
<i>Corpus Christi</i>	23.5	15	64	28
<i>Catholic Education Centre</i>	69.5	55	61	31
<i>Guardian Angels</i>	22.8	14	51	44
<i>Holy Cross</i>	31.6	29	48	49
<i>Holy Family</i>	46.4	48	79	4
<i>Holy Rosary - B</i>	28.4	22	68	22
<i>Holy Rosary - M</i>	21.1	10	72	13
<i>Holy Trinity</i>	24.2	16	47	50
<i>Jean Vanier</i>	15.5	1	58	39
<i>Lumen Christi</i>	22.5	12	63	29
<i>Notre Dame</i>	43.4	45	59	37
<i>Our Lady of Fatima</i>	31.6	30	74	9
<i>Our Lady of Peace</i>	66.1	54	50	47
<i>Our Lady of Victory</i>	61.7	53	61	33
<i>Queen of Heaven</i>	16.6	2	74	10
<i>Sacred Heart of Jesus</i>	28.5	23	71	16
<i>St. Andrew</i>	18.5	7	77	7
<i>St. Anne</i>	17.8	4	56	41
<i>St. Anthony of Padua</i>	19.0	9	58	38
<i>St. Benedict</i>	18.9	8	83	2
<i>St. Bernadette</i>	32.0	32	77	6
<i>St. Brigid</i>	34.6	39	46	51
<i>St. Catherine of Alexandria</i>	41.6	43	42	54
<i>St. Christopher</i>	46.9	49	46	52
<i>St. Dominic</i>	33.0	36	60	35
<i>St. Elizabeth Seton</i>	28.0	21	68	21
<i>St. Francis of Assisi</i>	33.2	37	64	26
<i>St. Gabriel</i>	29.6	26	76	8
<i>St. Gregory the Great</i>	110.2	56	54	43
<i>St. Ignatius of Loyola</i>	26.3	19	36	55



School Year	2016-17			
Facility	Annual Garbage Weight Disposed per Student (kg) <sup>1</sup>	Rank	Diversion Rate % <sup>2</sup>	Rank
<i>St. James</i>	27.6	20	57	40
<i>St. Joan of Arc</i>	37.0	41	71	17
<i>St. John (Burlington)</i>	33.2	38	90	1
<i>St. John (Oakville)</i>	47.7	50	70	18
<i>St. John Paul II</i>	21.9	11	67	23
<i>St. Joseph (Acton)</i>	34.9	40	55	42
<i>St. Joseph (Oakville)</i>	25.2	17	78	5
<i>St. Luke</i>	54.8	52	66	24
<i>St. Marguerite d'Youville</i>	42.9	44	51	45
<i>St. Mark</i>	39.7	42	70	19
<i>St. Mary</i>	17.2	3	80	3
<i>St. Matthew</i>	26.0	18	73	12
<i>St. Michael</i>	18.0	6	71	14
<i>St. Patrick</i>	45.3	47	59	36
<i>St. Paul</i>	32.1	33	74	11
<i>St. Peter</i>	32.7	35	61	34
<i>St. Raphael</i>	28.6	24	61	32
<i>St. Teresa of Calcutta</i>	52.7	51	69	20
<i>St. Thomas Aquinas</i>	17.9	5	42	53
<i>St. Timothy</i>	43.6	46	71	15
<i>St. Vincent</i>	30.4	28	62	30
<i>Thomas Merton/ALC</i>	137.1	57	34	56
<b>ELEMENTARY ONLY</b>	<b>34.5 kg</b>		<b>65%</b>	
<b>SECONDARY ONLY</b>	<b>26.8 kg</b>		<b>48%</b>	
<b>TOTAL</b>	<b>35.7 kg</b>		<b>62%</b>	

<sup>1</sup>Actual weights from Halton Region Hauling Data

<sup>2</sup>Estimated from 2017 Waste Audits

## APPENDIX C – WASTE SEPARATION IMPROVEMENT PROGRAMS

By the end of 2016-17, waste separation improvement programs have been completed at three secondary schools: Jean Vanier CSS, Holy Trinity CSS and St Thomas Aquinas CSS. These changes were made in order to better capture recyclable materials, and in turn reduce the amount of waste going to landfill. Highlights of the program include:



CAFETERIA – BEFORE

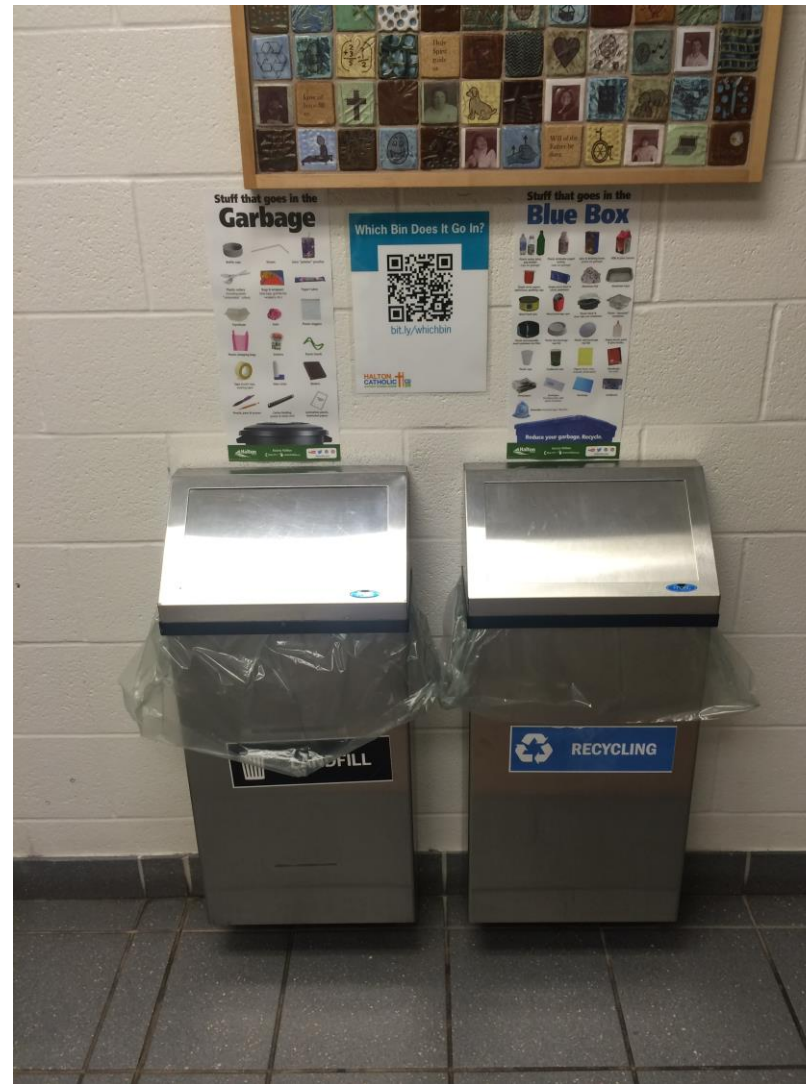


CAFETERIA - AFTER

1. Grouping together of waste receptacles into “recycling depots”
2. “Right-sizing” all receptacles, especially Landfill/garbage



HALLWAYS – BEFORE



HALLWAYS - AFTER

3. Posting clear and consistent signage near all receptacles
4. Providing quick and convenient access to Halton Region's ***Put Waste in its Place*** web tool via QR code



EXTERIOR – BEFORE



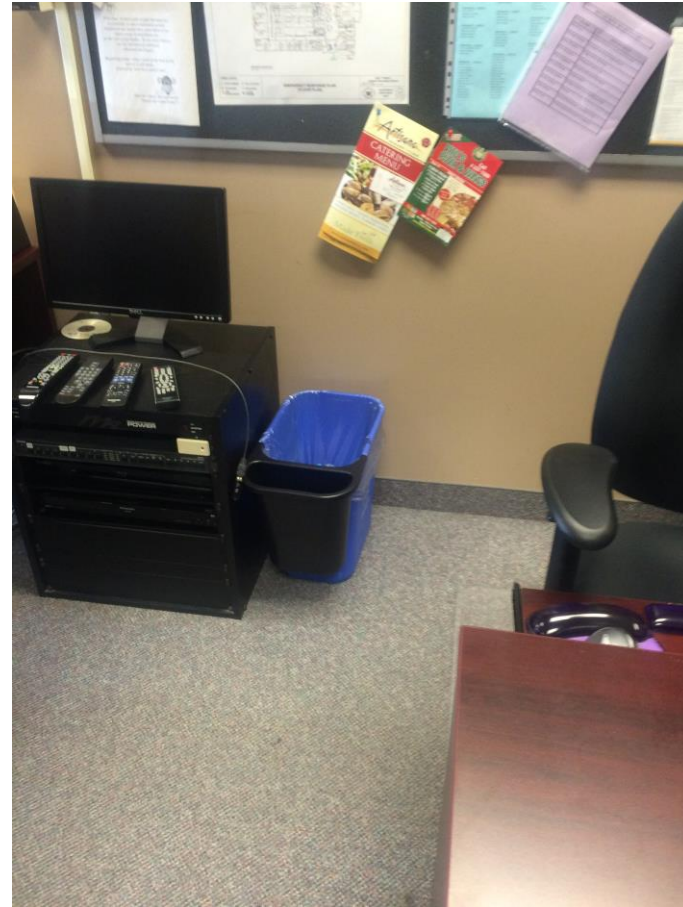
EXTERIOR - AFTER

5. Eliminating all lone or solitary receptacles school-wide

**WASTE MANAGEMENT IMPROVEMENTS WERE ALSO MADE IN...**



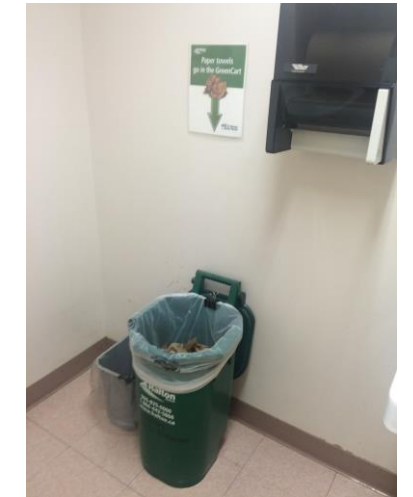
**CLASSROOMS**



**OFFICES**



**ATRIUMS**



**BATHROOMS**

**RESULTS**

SCHOOL	Diversion Rate Pre-Improvement Program	Diversion Rate Post-Improvement Program	Garbage Disposed Per Student Pre-Improvement	Garbage Disposed Per Student Post-Improvement	Estimated Annual Cost Savings – Garbage Hauling
Jean Vanier CSS	30%	58%	22.8 kg	15.5 kg	\$1000
Holy Trinity CSS	27%	47%	26.5 kg	24.1 kg	\$900
St. Thomas Aquinas CSS	40%	TBD	18.5 kg	TBD	TBD
<b>SECONDARY SCHOOL AVERAGE (HISTORICAL)</b>	35%		30.0 kg		N/A

**INFORMATION REPORT****ITEM 10.5****2016-2017 EQAO AND OSSLT RESULTS****WITH A SPECIAL FOCUS ON OUR MATHEMATICS ACTION PLAN****PURPOSE:**

To provide Trustees with a summary of the results on the EQAO Assessment of Reading, Writing and Mathematics in Grade 3 and 6, on the Grade 9 Assessment and on the OSSLT as part of the ongoing monitoring of student achievement. This report also highlights the efforts to date of our *Mathematics Action Plan*, developed in response to the Ministry's Renewed Math Strategy.

**BACKGROUND INFORMATION:**

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

The *Renewed Math Strategy* (RMS) is an Early Years to Grade 12 strategy that is intended to provide math support to all schools, based on school need. The support for schools focused primarily on professional learning opportunities for teachers and school administrators and on topics such as instruction and assessment. The goal is that students develop proficiency in math and at the same time, attain an appreciation for how math is used in everyday life.

**REMARKS:**

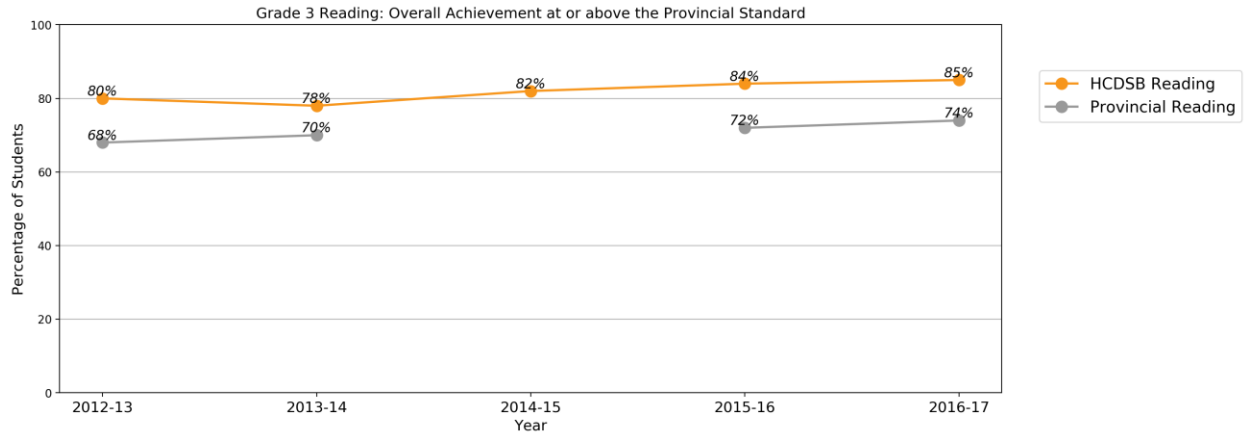
In September 2017, EQAO released the student achievement results on the 2016 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), as well as the Grade 9 Assessment of Mathematics and the results of the OSSLT.

## EQAO Scores

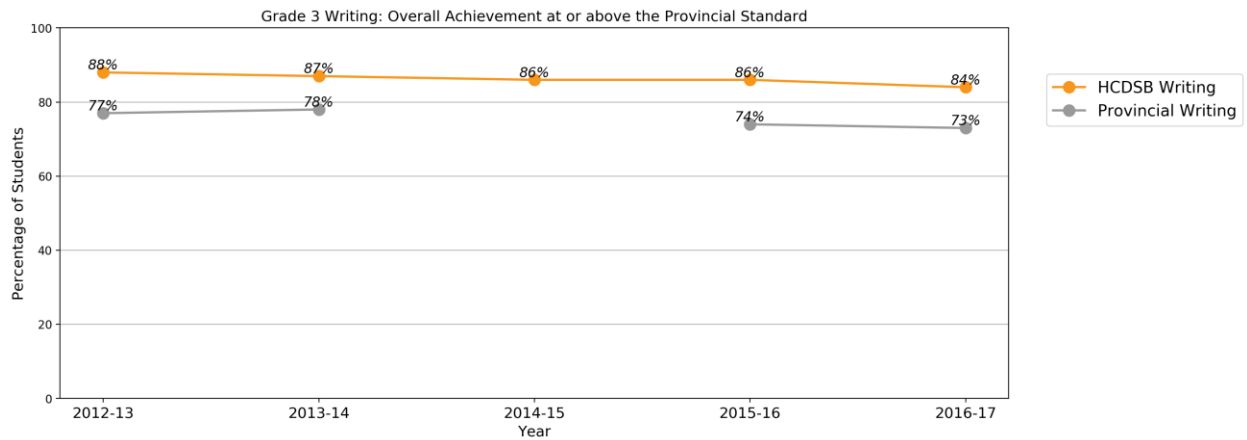
The tables below showcase HCDSB results for 2016-2017, and 5 year trends. They provide evidence that overall our students continue to do better than the province in almost all levels and subject areas.

### GRADE 3 – PERCENT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD

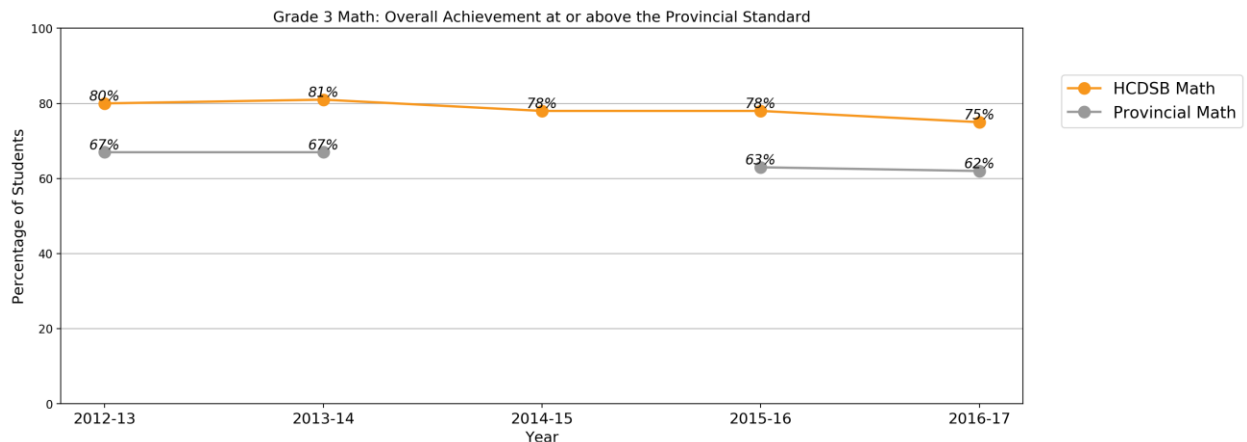
#### READING



#### WRITING

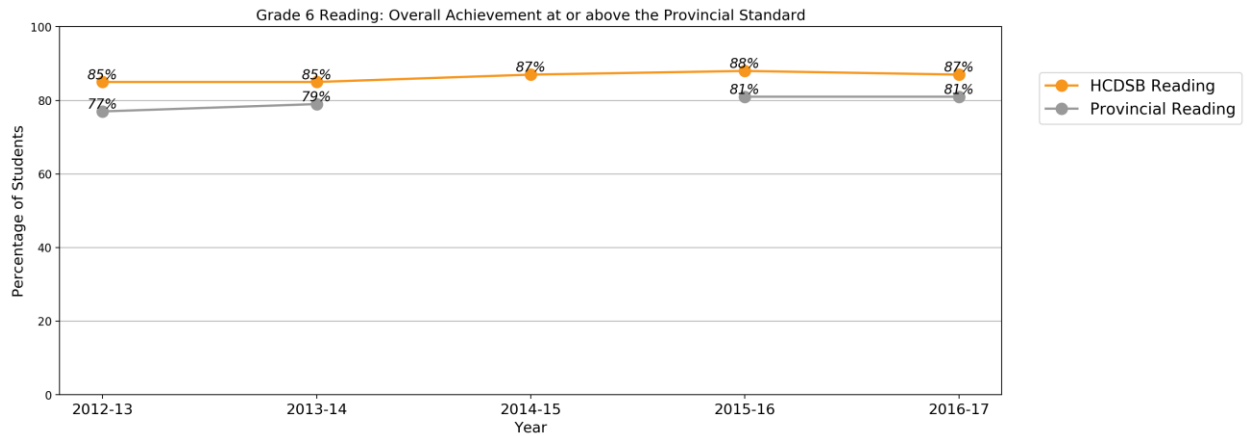


#### MATHEMATICS

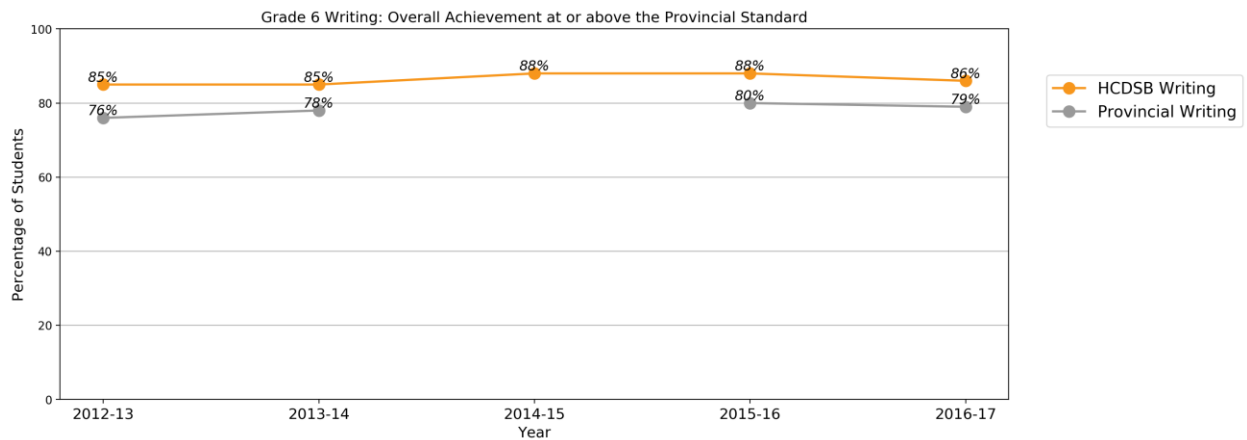


## GRADE 6 – PERCENT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD

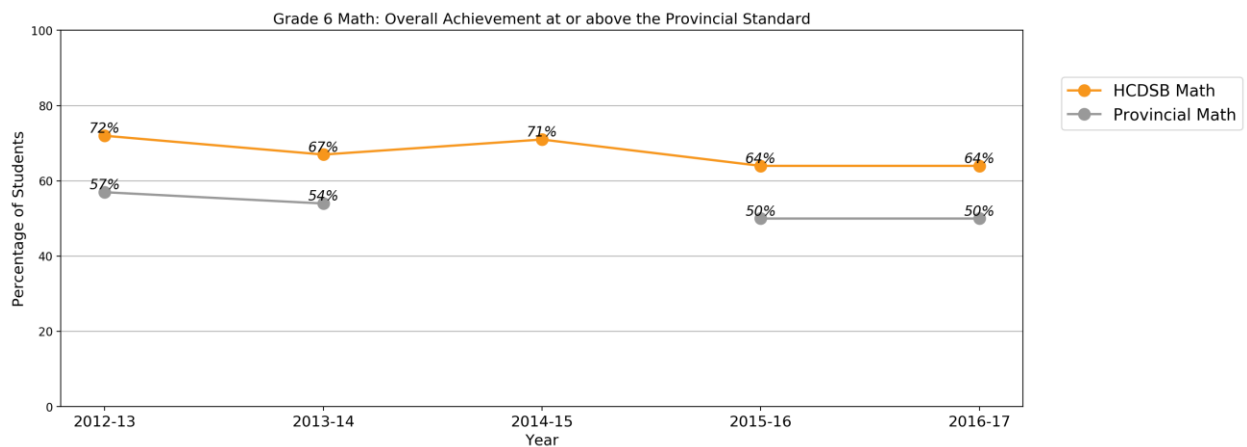
### READING



### WRITING



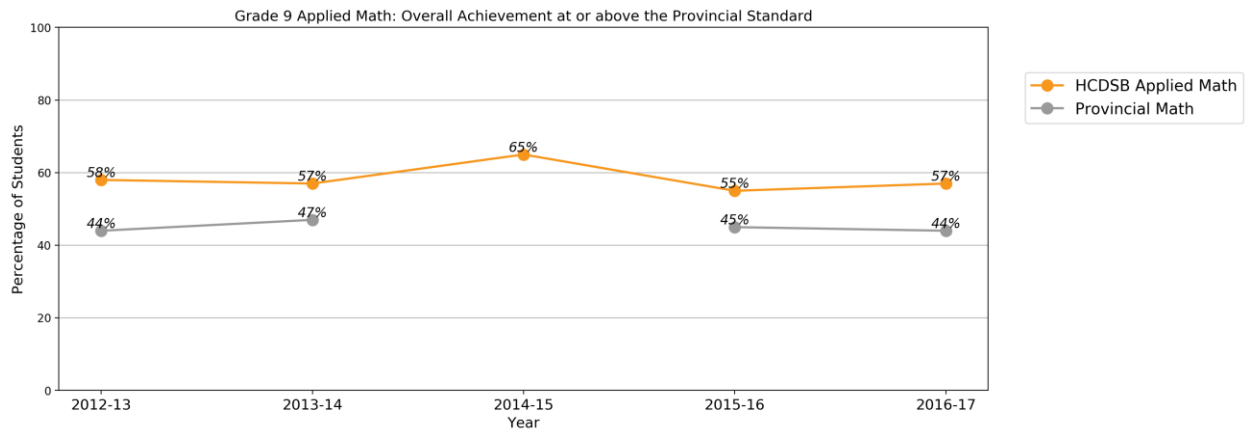
### MATHEMATICS



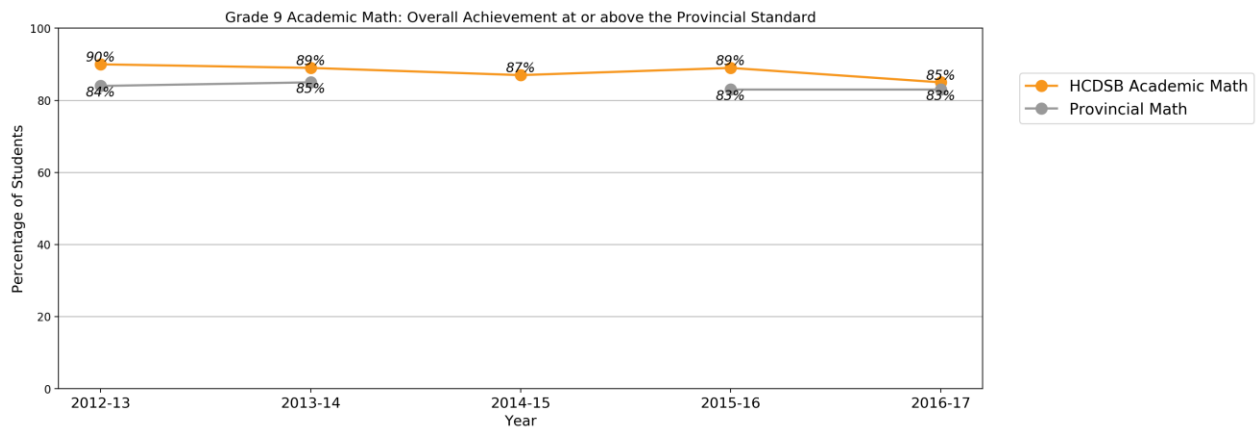


## GRADE 9 EQAO – PERCENT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD

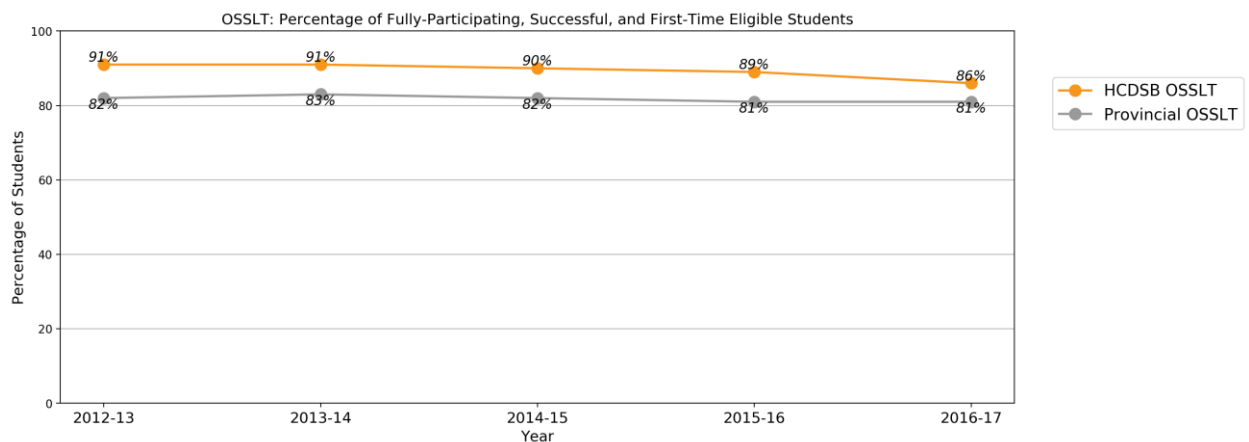
### APPLIED



### ACADEMIC



## OSSLT – PERCENT OF STUDENTS WHO WERE FULLY PARTICIPATING, FIRST-TIME ELIGIBLE, AND SUCCESSFUL



Gender differences on the EQAO assessments and OSSLT:

- In Grade 3, females outperform males in reading by 7% and in writing by 9%. There is no difference between females and males in math.
- In Grade 6, females outperform males in reading by 8%, in writing by 14%, and in math by 1%.
- In Grade 9 applied, males outperform females by 2%.
- In Grade 9 academic, females outperform males by 1%.
- On the OSSLT for fully participating, first-time eligible, females outperform males by 9%.

### EQAO Perceptual Data - Highlights

Grade 3 and Grade 6 students completed a questionnaire about reading, writing and mathematics. Sample items on student engagement are included in the table below. Overall, the majority (or close to the majority) of students in grade 3 and 6 reported feeling quite engaged in all subject areas. There was one exception for writing, with 37% of Grade 6s reporting that they liked writing most of the time.

A selection of student engagement items:	% of students who answered <i>most of the time</i>			
	GRADE 3	Province	GRADE 6	Province
<i>I like to read</i>	<b>47%</b>	46%	<b>42%</b>	45%
<i>I do my best when I do reading activities in class</i>	<b>75%</b>	73%	<b>75%</b>	73%
<i>I like to write</i>	<b>44%</b>	47%	<b>37%</b>	40%
<i>I do my best when I do writing activities in class</i>	<b>70%</b>	68%	<b>72%</b>	69%
<i>I like mathematics</i>	<b>56%</b>	58%	<b>54%</b>	51%
<i>I do my best when I do math activities in class</i>	<b>79%</b>	77%	<b>81%</b>	77%

Students in Grade 3 had less positive attitudes towards writing and math compared to the previous year. Similarly students in Grade 6 had less positive attitudes towards reading and writing compared to the previous year. Research on student achievement says that more positive attitudes are associated with higher achievement levels. The decline in achievement could be partially explained by the decrease in positive attitudes towards these subject areas.

Through intentional support and capacity building via Curriculum staff, the continued integration and implementation of our libraries as integral learning centers, along with the Instructional Rounds process, there will be a concerted focus upon Guided Literacy ensuring that we are differentiating our instructional delivery to address both student interest and learning needs in Reading and Writing. Active and ongoing monitoring, supervision and evaluation by the site Administrative staff, Family of Schools Supervisory Officers along with support from the Research Department, will provide appropriate measures to assess progress and effectiveness of the interventions provided. Collaboration with the Ministry leadership team and the ongoing workshops and training dedicated to Facilitation and Monitoring throughout the year will hone the skills of the leadership team to ensure that the interventions are measurable and effective.

Grade 9 students also completed a questionnaire on their attitudes towards math and their math homework behaviour. Sample items on student attitudes are included in the table below. Overall, students in the academic course had more positive attitudes towards math than students in the applied course. Students in the academic course (72%) also reported a greater tendency to always/often complete their math homework compared to students in the applied course (55%). Research on student achievement says that more positive attitudes and completion of homework are associated with higher achievement levels. The difference between our applied and academic courses could be partially explained by these variables.

A selection of students attitudes towards math items:	% of students who <i>agreed or strongly agreed</i> with the statement			
	Applied	Province	Academic	Province
<i>I like mathematics</i>	<b>37%</b>	36%	<b>58%</b>	58%
<i>I do my best in mathematics class</i>	<b>69%</b>	69%	<b>74%</b>	73%

### OSSLT – Highlights

The failed experiment of the online OSSLT in Fall 2016 had a significant impact on our usual preparation for the March sitting of the test. Time, funds and effort necessary to set up for the October sitting were all lost (since no students in our Board were able to complete the online session; there were areas of the Province where students were able to successfully complete it, resulting in inequity of opportunity from Board to Board and distorting comparisons between individual Boards and the Provincial results). Some of the after-school Literacy initiatives ordinarily undertaken at the schools were disrupted, and the usual timeline for practice test sessions was shortened. We are looking forward to returning to our established best practices for the 2017-2018 school year and anticipate this preparation will be rewarded in higher student achievement.

### Mathematics Action Plan – Highlights

HCDSB has undertaken a number of actions towards the Renewed Math Strategy. Our Mathematics Action plan was developed in 2016 and can be found on the Board website, [here](#).

In 2016, elementary lead teachers were identified and focused sessions were held to build capacity within the schools. We also created Professional Learning Committee/Communities (PLC) within our increased support to secondary schools. Using a Collaborative Inquiry model, teachers, from all disciplines, worked collaboratively to focus on what teaching strategies work best with the Applied learner. Teacher participants learned that working together across disciplines was extremely helpful in helping them identify strategies that worked best, and they felt that their work was more impactful as the same strategies were being used repeatedly across disciplines but with the same student. The work of the PLC continues in 2017-18; an inquiry model approach is going to be used once again to better understand how Applied learners learn.

Also of interest in 2016 was school administrator participation in RMS activities. Elementary principals were involved in RMS-related sessions, while secondary principals were involved in the RMS PLC meetings. All principals were develop their own Problems of Practice keeping Math and Leadership in mind.

We are currently updating our Renewed Math Strategy Plan to achieve our goal of ensuring that all

educators are proficient in offering differentiated instruction and assessment practices in mathematics, so that students' individual learning needs will be met, and achievement gaps will be minimized. Some particular actions to be undertaken in 2017-18 include building capacity with RMS Sessions and collaborative inquiry projects focused on specific areas of need. These professional development actions will be assessed upon completion to measure the knowledge and skills that participants gained from participating in these actions, and to measure whether the new knowledge and skills that participants learned made a difference in their professional practice. Data may be gathered from reflections, portfolios, questionnaires, exit tickets, focus groups, report card data, etc.

## **CONCLUSION:**

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

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**INFORMATION REPORT****ITEM 10.6****PARENT REACHING OUT (PRO) GRANTS FOR SCHOOLS****PURPOSE:**

Strong parent engagement is an important factor and direct link to student achievement. The Ministry of Education provides opportunities for all School Councils to apply for Parent Reaching Out (PRO) Grants each year to enhance and improve Parent Engagement in schools.

**BACKGROUND INFORMATION:**

The Ontario government has offered Parent Councils the opportunity to apply for PRO Grants since 2006. These grants promote parent engagement at the local, regional and provincial levels. The grants are intended to assist parents in finding ways of involving more parents in their own community in supporting student achievement and well-being. There are two types of grants:

- One in which only School Councils can apply \*
- One in which parent organizations, Parent Involvement Committees, publically funded school boards, non-profit organizations and postsecondary institutions operating in Ontario can apply.

\*The maximum grant a school project can be awarded is \$1000.

Over the years, School Councils of the Halton Catholic District School Board have been very successful in securing these PRO Grants.

**REMARKS:**

The 2017-2018 approved PRO Grants have been released by the Parent and Community Engagement Office (PECO) of the Ministry. This year 47 school projects from our Catholic School Councils have been approved for **\$46,255** (*Appendix A*). The projects awarded are varied in topic and based upon school needs. Various topics related to Parent Engagement include Helping Parents Understand and Support Student Mental Health and Well Being, Promoting Resiliency in Children, Engaging Transitioning Parents, Social Media and Parents and Being Mindfully Active in the 21<sup>st</sup> Century to name a few.

School Councils will be required to provide a report back to the Ministry confirming expenditure of grant funds as well as results that were achieved to enhance parent engagement. Funds will need to be expended by June 30, 2018.

**CONCLUSION:**

Attached is a list of the successful School Council Pro Grants for the 2017-2018 school year for the Halton Catholic District School Board.

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**REPORT APPROVED BY:**

PAULA DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

#	SCHOOL NAME	PROJECT TITLE	AMOUNT
1.	Ascension CES	Healthy Eating Workshop	\$1,000
2.	Assumption CSS	Career Path Options	\$1,000
3.	Bishop P.F. Reding CSS	Connecting Families Through Arts and Rhythm	\$1,000
4.	Christ the King CSS	Parent Information Night	\$ 500
5.	Corpus Christi CSS	Learning for Life	\$1,000
6.	Guardian Angels CES	An Evening of STEM	\$1,000
7.	Holy Cross CES	Let's Talk: An Evening Exploring Student Mental Health	\$1,000
8.	Holy Family CES	Mental Health and Wellness – Helping Parents Identify signs of Concern	\$1,000
9.	Holy Rosary (B) CES	Family Math Night	\$1,000
10.	Holy Rosary (M) CES	Connecting Families Through Math, Movement and Arts	\$1,000
11.	Holy Trinity CSS	Parents Art Evening in the Classroom	\$1,000
12.	Jean Vanier CSS	Welcoming Parents to Our School Community	\$ 930
13.	Lumen Christi CES	Healthy Body/Healthy Mind	\$1,000
14.	Our Lady of Fatima CES	Multicultural Parent Involvement	\$1,000
15.	Our Lady of Peace CES	Raising Positive Happy Kids	\$ 825
16.	Our Lady of Victory CES	Developing a Positive School Culture of Equity and Inclusivity	\$1,000
17.	Queen of Heaven CES	Hacks for Healthy Eating Habits	\$1,000
18.	Sacred Heart of Jesus CES	Managing Anxiety in Elementary School Children	\$1,000
19.	St. Andrew CES	Indigenous Education and Culture	\$1,000
20.	St. Anne CES	Support Self-Regulation	\$1,000

#	SCHOOL NAME	PROJECT TITLE	AMOUNT
21.	St. Anthony of Padua CES	Full S.T.E.A.M Ahead Family Night	\$1,000
22.	St. Benedict CES	Student Wellness and Mental Health Related to Social Media	\$1,000
23.	St. Bernadette CES	STEM in our School Community	\$1,000
24.	St. Brigid CES	Family Math Night	\$1,000
25.	St. Catherine of Alexandria CES	Family Wellness Evening	\$1,000
26.	St. Christopher CES	Social Media Fitness	\$1,000
27.	St. Dominic CES	Social Media Fitness	\$1,000
28.	St. Francis of Assisi CES	Renewed Math Strategy	\$1,000
29.	St. Gabriel CES	Resilient Families	\$1,000
30.	St. Joan of Arc CES	Family Math Fun Night	\$1,000
31.	St. John (B) CES	Social Media Workshop	\$1,000
32.	St. John (O) CES	Math and Money Night	\$1,000
33.	St. John Paul II CES	Math and Parent Engagement	\$1,000
34.	St. Joseph (A) CES	Child Development for Success	\$1,000
35.	St. Joseph (O) CES	Healthy Eating	\$1,000
36.	St. Luke CES	Health and Wellness	\$1,000
37.	St. Marguerite d'Youville CES	Parents Renewing Math Strategies	\$1,000
38.	St. Mary CES	Family Mathematics Night	\$1,000
39.	St. Matthew CES	Family Fitness Night	\$1,000
40.	St. Michael CES	Family Fitness Night	\$1,000
41.	St. Patrick CES	Family Math Night - Instilling Growth Mindsets	\$1,000
42.	St. Paul CES	Healthy Living Event	\$1,000



#	SCHOOL NAME	PROJECT TITLE	AMOUNT
43.	St. Peter CES	Bridging the Parent-Student Numeracy Gap	\$1,000
44.	St. Raphael CES	Literacy and Well-Being	\$1,000
45.	St. Teresa of Calcutta CES	Everyday Math Strategies	\$1,000
46.	St. Timothy CES	Family Math Night	\$1,000
47.	St. Vincent CES	Mental Health Awareness	\$1,000
			<b>\$46,255</b>

**INFORMATION REPORT****ITEM 10.7****International Society for Technology in Education (ISTE) Conference****PURPOSE**

The purpose of this report is to share information about Halton Catholic District School Board's representation at *International Society for Technology in Education (ISTE)* held in San Antonio, Texas from June 25<sup>th</sup> to June 28<sup>th</sup>, 2017 through our participation as an attendee to the conference.

**BACKGROUND INFORMATION:**

The *International Society for Technology in Education (ISTE)* is a nonprofit organization that serves educators interested in better use of technology in education. ISTE serves more than 100,000 education stakeholders throughout the world through individual and organizational membership and support services. ISTE provides educational technology resources to support professional learning for educators and education leaders, including the *ISTE Conference & Expo*, a worldwide comprehensive education technology event, and the widely adopted *ISTE Standards for learning, teaching and leading with technology*. ISTE also provides a robust suite of professional learning resources to members, including webinars, online courses, consulting services, books, and peer-reviewed journals and publications.

The ISTE Standards are a framework for implementing digital strategies in education to positively impact learning, teaching and leading. Along with the standards themselves, ISTE offers information and resources to support understanding and implementation of the standards at a variety of levels.

ISTE actively advocates for education technology at the local and national levels to advance the global transformation of education through the application of technology to education. We work with educators and policy makers at all levels to try to ensure that all learners have equal access to tools, connectivity and skills needed for success in using technology.

**REMARKS:**

The annual ISTE conference served as a forum for exploring and exchanging ideas about education technology with educators from around the world. The event attracted more than 18,000 educators and education leaders, and included 3 keynote speakers, hundreds of sessions, and a massive expo where vendors were able to show off the latest education technology products and services. Keynote speakers included: Jad Abumrad, host and creator of public radio's "Radiolab"; Jennie Magiera, Chief Innovation Officer at Des Plaines Public Schools; and Resham Saujani, Founder and CEO of Girls Who Code.

Through attendance at this conference, our Special Equipment Amount (SEA) Lead was selected as a Microsoft Innovative Educator Expert. As part of this exclusive global community, she will continue to receive exclusive professional development opportunities to assist with implementation of continued staff training of Microsoft products.

Our team was also able to experience some of the most up to date and innovative technologies available around the world. Through participation in the Halton Catholic District School Board's 21<sup>st</sup> Century Steering Committee, a sub-committee has been formed to examine current technologies and make decisions around new purchases with the knowledge gained from attendance at this global conference.

## **CONCLUSION:**

The opportunity to attend the ISTE conference on behalf of the Halton Catholic District School Board was an important opportunity to learn about innovation and technology in education and the potential impacts on students in our board, particularly students with special education needs for whom technology would support or enhance their education. This professional development opportunity provided staff with access to new information and educational technology.

**REPORT PREPARED BY:** J. THOMPSON, SEA LEAD, SPECIAL EDUCATION SERVICES  
W. REID-PURCELL, SPECIAL EDUCATION COORDINATOR, SPECIAL EDUCATION SERVICES  
A. BATOR, SPECIAL EDUCATION CONSULTANT, SPECIAL EDUCATION SERVICES  
B. BROWNE, SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

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

**REPORT APPROVED BY:** P. DAWSON  
DIRECTOR OF EDUCATION

**MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)**

Date: September 11, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	C. Cipriano	G. Merritt-Murrell
	H. Karabela	R. Stagg
	D. Garell-Teti	S. Guevara
	Fr. Francis Salasiar	V. Monaco
	K. Bivand	C. Thompson
	R. Alfaro	A. A. LeMay

Regrets M. Fuentes; A. Gonzalez

Chair: R. Stagg  
 Recording Secretary M. Zammit

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**1. Opening Prayer: Fr. Francis Salasiar**

The meeting opened at 7:10 p.m. with a prayer led by Fr. **Francis Salasiar**

**2. Commissioning of CPIC members**

Following the Commissioning, the new members were welcomed and the committee introduced themselves.

**3. Review updated By-laws, attendance and Roles of CPIC Members**

C. Cipriano addressed the updated CPIC By-laws, attendance and the roles of CPIC members. Question was asked regarding the role of the Vice-Chair and if the role has been reviewed in the current By-laws. C. Cipriano responded noting the role has not changed; therefore, no changes have been made to the By-laws. Any suggested changes should be brought forth on the agenda. Discussion followed.

**4. Appointments**

**4.1 Community Representative**

**Moved by:** S. Guevara

**Seconded by:** G. Merritt-Murrell

**RESOLVED,** that, A. A. LeMay be appointed as the CPIC Community Representative.

**CARRIED**

**5. Approval & Revisions**

**5.1 Agenda**

**Moved by:** A. A. LeMay

**Seconded by:** R. Alfaro

**That,** the agenda be approved as amended; added item: Board Update.

**CARRIED**

**5.2 Minutes**

**Moved by:** G. Merritt-Murrell

**Seconded by:** S. Guevara

**That,** the minutes of the June 5, 2017 Catholic Parent Involvement Committee be approved as submitted.

**CARRIED**

## 6. Trustee Update

H. Karabela provided Trustee update on the following:

- A motion regarding the Angelus Prayer was defeated at the June Board Meeting;
- A motion regarding the Secondary School Robotics Program Funding was approved, as well as the 2017-2018 budget without new initiatives;
- Trustees will vote at the September Board meeting that the Halton Catholic District School Board approve an exception to Policy I-15, School Name Selection, and declare that the next newly constructed Halton Catholic Elementary School be named “*Giacomo A. Corbacio Catholic Elementary School*”.

## 7. Recap of CPIC Goals

C. Cipriano reviewed the CPIC Goals with the committee.

## 8. Council of Chairs Agenda

R. Stagg provided information on the Council of Chairs meetings. Discussion followed regarding the setup and the upcoming meeting in October. The chair called for a vote to have S. Kukolic, free of charge, as a speaker at the next meeting. The vote carried.

## 9. Mental Health

C. Cipriano noted Patricia Webber-Callaghan the mental health leader at HCDSB is looking for two parents from CPIC to sit on our Board’s Mental Health Leadership Team. Information was provided regarding the first meeting; C. Thompson and G. Merritt-Murrell volunteered.

## 10. Other Business

**PRO Regional Grant (2016-2017 funds)** – R. Stagg provided information on what the PRO Regionals Grant funds have been used for in the previous years. C. Cipriano explained that since the 2016-2017 funds have not been spent, the Ministry has proposed an extension with the following timeline:

- Project completion and funds spent by December 31, 2017
- Interim report submitted online to the ministry by November 15, 2017
- Final report submitted online to the ministry by January 31, 2018

The Committee was encouraged to make a decision on the 2016-2017 PRO Grant funds. Discussion ensued regarding the different options and outcomes. The Chair called for a vote to proceed with the extension and use the 2016-2017 PRO Grant funds. The vote carried. The Chair asked for members to oversee and start on this project since timing is limited. G. Merritt-Murrell and D. Garell-Teti volunteered.

## 11. OAPCE Information & Update

– D. Garell-Teti provided feedback and information from the Board of Directors Meeting she attended in July. It was noted the OAPCE President and Vice President are requesting the contact information of each school OAPCE representative. C. Cipriano responded noting the Board’s practice of not providing such information, and any

communication should be sent from his office as it has been done in the past. Discussion proceeded regarding the commissioning ceremony.

## 12. Announcements

**WE Day Evening Event – September 28<sup>th</sup>** – Detail information provided; doodle will be sent to the committee;

**OAPCE Conference: October 13 & 14<sup>th</sup>** – Detail information provided; doodle will be sent to committee;

**Halton Alive Gala – October 20<sup>th</sup>** – detail information provided;

**Bishop Dinner – November 1<sup>st</sup>** – Detail information provided; doodle will be sent to the committee.

**People for education conference** – Detail information provided; doodle will be sent to the committee.

**Diocesan Mass** – Detail information provided; doodle will be sent to the committee

**Reboot – Chris Stefanick** - Detail information provided, doodle will be sent to the committee.

## 13. Adjournment

**13.1 Moved by:** G. Merritt-Murrell

**Seconded by:** S. Guevara

**That,** the meeting proceed past 9:00 p.m.

**CARRIED**

## 14. Future Agenda Items:

- Council of Chairs agenda
- PRO Grant funds and details

## 15. Closing Prayer

Fr. Francis Salasiar closed the meeting with a prayer.

**16. Moved by:** R. Alfaro

**Seconded by:** K. Bivand

**That,** the meeting adjourn.

**CARRIED**

The meeting adjourned at 9:10 p.m.

**POLICY COMMITTEE MEETING MINUTES**

Date: September 12, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	A. Danko	A. Quinn
	H. Karabela	D. Rabenda
	P. Marai	J. M. Rowe
	A. Iantomasi	S. Trites
	J. Michael	

Staff Present

- P. Dawson, Director of Education
- T. Overholt, Superintendent of Education, School Services
- R. Negoj, Superintendent, Business Services
- J. O'Hara, Executive Officer, Human Resources
- A. Swinden, Administrator, Strategic Communications
- L. Frees, Senior Administrator, Human Resources
- S. Arya, Administrator, Employee Relations, Human Resources
- C. McGillicuddy, Superintendent of Education, Student Success
- R. Merrick, Senior Administrator, Facility Management

Recording Secretary J. Neuman

**1. Call to Order**

**1.1 Opening Prayer (A. Danko)**

The meeting began at 7:00 p.m. with a prayer led by A. Danko.

**2. Approvals**

**2.1 Approval of Agenda**

**#66/17**

**Moved by:** Paul Marai

**Seconded by:** Arlene Iantomasi

**That,** the agenda be approved.

**UNANIMOUSLY CARRIED**

**2.2 Approval of Minutes**

**#67/17**

**Moved by:** J. Michael

**Seconded by:** S. Trites

**That,** the minutes of the Policy Committee Meeting held on June 13, 2017 be approved, as submitted.

**UNANIMOUSLY CARRIED**

**3. Action Items**

**3.1 I-19 Occupational Health and Safety (J. O'Hara)**

**#68/17**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**THAT**, the Policy Committee recommends that Policy I-19 Occupational Health and Safety be forwarded to the September 19, 2017 Regular Board Meeting for approval.

J. O'Hara noted that this policy is reviewed on an annual basis; and recommended no changes, at this time. Questions regarding data and implementation were asked and answered.

The Chair called for a vote. Recommendation **#68/17 UNANIMOUSLY CARRIED**

### 3.2 III-05 Employee Assault (J. O'Hara)

**#69/17**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**THAT**, the Policy Committee recommends that Policy III-5 Employee Assault be forwarded to the September 19, 2017 Regular Board Meeting for approval.

J. O'Hara noted that this policy is reviewed on an annual basis; and recommended no changes, at this time. A typographical error in the definitions section was noted and will be adjusted. Questions were asked and answered.

The Chair called for a vote. Recommendation **#69/17 UNANIMOUSLY CARRIED**

### 3.3 III-06 Harassment (J. O'Hara)

**#70/17**

**Moved by:** A. Iantomasi

**Seconded by:** J. Michael

**THAT**, the Policy Committee recommends that Policy III-6 Harassment be forwarded to the September 19, 2017 Regular Board Meeting for approval.

J. O'Hara noted that minor changes were made to the policy, which include clarification of harassment and sexual harassment included. Questions regarding specific examples were asked and answered.

It was suggested to reword the Purpose to include: To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free from harassment related to any grounds identified in the Human Rights Code that include, but are not limited to, workplace sexual, racial, and/or ethno-cultural harassment.

The Chair called for a vote. Recommendation **P#70/17 CARRIED.**

In Favor	Opposed
H. Karabela	A. Quinn
J. Michael	
P. Marai	
J. M. Rowe	
A. Iantomasi	
D. Rabenda	
S. Trites	

### 3.4 III-15 Workplace Violence (J. O'Hara)

**#71/17**

**Moved by:** S. Trites

**Seconded by:** D. Rabenda

**THAT**, the Policy Committee recommends that Policy III-15 Workplace Violence be forwarded to the September 19, 2017 Regular Board Meeting for approval.



J. O'Hara noted that this policy is reviewed on an annual basis; and recommended no changes, at this time. A link will be added to the document to include Bill 168 Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace).

The Chair called for a vote. Recommendation **#71/17 UNANIMOUSLY CARRIED.**

### **3.5 I-38 School Board Trustee Elections Guidelines (P. Dawson)**

**#72/17**

**Moved by:** D. Rabenda

**Seconded by:** S. Trites

**THAT,** the Policy Committee recommends that Policy I-38 School Board Trustee Election Guidelines be forwarded for stakeholder input and returned to the October 10, 2017 Policy Committee Meeting for further review.

P. Dawson gave a summary of the changes to the policy and the appendices in the report. Distribution of trustees may not to be included in the policy. Clarification about ratepayer numbers was given.

The Chair called for a vote. Recommendation **P#72/17 was DEFEATED.**

<b>In Favor</b>	<b>Opposed</b>
A. Iantomasi	A. Quinn
D. Rabenda	H. Karabela
J. M. Rowe	J. Michael
	P. Marai
	S. Trites

### **3.6 NEW- I-44 Strategic Planning Policy (R. Negoj, T. Overholt, P. Dawson)**

**#73/17**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**THAT,** the Policy Committee recommends that Policy I-44 Strategic Planning Process, be forwarded to the September 19, 2017 Regular Board Meeting for approval at First Reading.

R. Negoj reviewed Policy I-44 and noted trustee input.

Clarification was given regarding inclusion of certain parties as key stakeholders. The Flow Chart will be modified following trustee feedback.

The Chair called for a vote. Recommendation **#73/17 UNANIMOUSLY CARRIED.**

## **4. Discussion Items**

There were no Discussion Items.

## **5. Information Items**

**5.1 VI-04 Complaints Resolution Process - Workplace Harassment Violence (J. O'Hara)**

**5.2 VI-76 Attendance Support Program (J. O'Hara)**

**5.3 VI-45 Mobile Cellular Device Operating Procedure (R. Negoj)**

**5.4 RESCIND - VI-03 In School Procedures Section Allocations (T. Overholt)**

**5.5 Policy Committee Work Plan - 2016-2017 Completed (T. Overholt)**

**5.6 Policy Committee Work Plan - Review Year 2017-2018 (T. Overholt)**

Changes to the procedures were noted and shared with Trustees.

Procedure VI-03 In School Procedures Section Allocations was rescinded as it is no longer relevant nor required.

T. Overholt presented the completed work plan for the 2016-2017 as a review; and noted the 2017 -2018 Policy Committee Work Plan.

Questions were asked and answered.

**6. Miscellaneous Information**

**6.1 2017-2018 Policy Working Group (T. Overholt)**

The Policy Working Group Chart was presented as information.

**7. Correspondence**

There was no correspondence.

**8. In Camera**

There was no In Camera session.

**9. New Business**

There was no New Business.

**10. Motion to Excuse Absent Committee Members**

All trustees were present.

**11. Motion to Adjourn/ Closing Prayer (A. Iantomasi)  
#74/17**

**Moved by:** P. Marai

**Seconded by:** H. Karabela

**That** the meeting adjourn.

**UNANIMOUSLY CARRIED**

A. Iantomasi closed the meeting with prayer at 8:20 pm