

## REGULAR BOARD MEETING AGENDA

Date: Tuesday, November 7, 2017  
 Time: 6:30 pm  
 Location: Notre Dame Catholic Secondary School  
 2333 Headon Forest Drive, Burlington, ON

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## November – Prayer with our Beloved Dead

*God calls each one by name. Everyone's name is sacred... It demands respect as a sign of the dignity of the one who bears it.  
(Catechism, 2158)*

### Scripture

Do not fear, for I have redeemed you. I have called you by name, you are mine. *(Isaiah 43:1)*

Can a mother forget her nursing child, or show no compassion for the child of her womb? Even these may forget, yet I will never forget you. See, I have inscribed you on the palm of my hands. *(Isaiah 49:15-16)*

You shall be called by a new name that the mouth of the Lord will give. You shall be a crown of beauty in the hand of the Lord... You shall no more be termed 'Forsaken'... but you shall be called 'My delight is in her'. *(Isaiah 62:2-4)*

Rejoice that your names are written in heaven. *(Luke 10:20)*

### Reflect

Take a moment and call to mind the names of those you have known who have died.

## Intercessions

We thank you Lord for those dead who were so dear to us,  
from whom such goodness flowed.

We pray that all they held sacred  
and everything in which they were wonderful  
will continue to mean so much to us  
and go on living in our hearts and lives. *Lord, hear our prayer.*

Let us reach out and pray for all who mourn the death  
of a child or a parent, or a brother or sister, a friend or a relative.  
Let us pray for all who have suffered an unspeakable loss.  
Let us pray for all who are discouraged  
that they may not hate the light of life  
but that they may keep an open heart. *Lord, hear our prayer.*

Let us pray for all who die and are not mourned  
but are ignored in death like a stone by the roadside.  
Let us pray for all who are lost in war and prison,  
for those who have died by suicide  
and for those who are lonely in life or death,  
that God may hear them, and keep them in his heart.  
*Lord, hear our prayer.*

In all our prayers we give thanks to Jesus Christ our brother who died  
our death so that we might live his life.

Amen.

(adapted from *Prayer for Parish Groups*, p. 236,237)



Good evening Madam Chair Rabenda, Trustees to the Board, Members, Parents and Fellow Students,

Thank you for this opportunity for us to speak. My name is Elaina Toomath. I am 10 years old and I have been in the Early French Immersion Program at Sacred Heart of Jesus School in Burlington since I was 6 and in the first year of the program. My friends and I are here tonight to speak with you about our experiences in the EFI program. We hope that after sharing these with you that you will see the benefits of the EFI program as it is right now and the effects on the students as these decisions come before the Board year after year.

I'd like to begin by thanking you all for starting the EFI program, which after 4 years, I consider a success. I am here before you as a representative of my class when I say that we absolutely love our teachers. They make our learning fun and exciting. They challenge us to problem solve and figure things out for ourselves with the tools we are given. This type of learning makes us want to learn French. In fact, my 6 year old brother was lucky enough to get into the program this year. He is in grade one and has said to my parents that "I thought I would think in English and speak in French but I don't. I think in French and I speak in French". I thought that this was pretty neat and showed that he was progressing well. My mom was even more surprised because she completed the core French program and went all through high school French and never felt like she could do that. She said she still thought in English and had to translate everything before it came out in French! This makes me proud to be in the French Immersion program.

With the skills I have learned in the program, I can speak easily and comfortably with my pastor, Father Ed, in French. He knows that I'm in the program and I think it's neat when we can have a mini conversation in front of my isolated mom. It makes me feel more connected to my church and more comfortable speaking with my priest.

Now I will pass the microphone to my friend, Olivia,

My name is Olivia Martins and I am here to represent my school and my friends and all the students in the Early French Immersion program.

Je m'appelle Olivia Martins et je suis ici pour représenter mon école et mes amis et tous les étudiants du programme d'immersion précoce en français.

My brother and I currently attend Sacred Heart of Jesus. I am in grade 5 and I proudly belong to the first batch of students of the Early French Immersion Program.

Five years ago my parents made the decision to enroll me in this program to give me an opportunity to learn a new language, my third one as I also speak Portuguese. Luckily my brother joined our school and is now in grade 2. We really enjoy our school, our friends, our teachers. They are amazing professionals, highly qualified and dedicated people.

Last year for the first time, I heard the Early French Immersion was going to end and that caused a lot of anxiety and uncertainty as I wasn't sure if I would have to go back to my home school and leave my friends and the French language behind.

I really enjoy being able to learn Science, Social Studies, Health and Art in French and I find it is amazing that this opportunity came to me when I was about to start grade 1. I am also

glad that my brother had the same chance that I had and I really wish more children could have the same opportunity as us - to be exposed to a new language half of our school day, since we were six years old. This week I had to go to the Emergency Department at McMaster Children's Hospital for a broken bone and the nurse asked me what I was learning at school. I said I was in the Early French immersion Program and she said that was a very wise decision of me and my parents as she is now trying to learn French and she finds it is more difficult as you get older and that she feels more self-conscious about her language skills – that is one thing that we don't feel at an early age.

I also wouldn't like to see some of our great teachers leaving our school or some of my friends going to other school boards because their siblings couldn't be enrolled in the French Program. I hear that at school sometimes and it makes me sad to think our classes won't be the same if the EFI is phased out.

I am here with my friends Isabella and Elaina to ask you to keep the program as it is and to give the chance we had to more kids who share our Catholic faith. Je suis ici avec mes amies Isabella et Elaina pour vous demander de garder le programme tel qu'il est et de donner la chance à d'autres enfants qui partagent notre foi catholique.

I am sure together we can continue to achieve, believe and especially belong to a School Board who really care for its students.

Merci

(passes the mic to Isabella)

Bonjour, Je m'appelle Isabella Rubatto, je suis en 4e année au Sacré Cœur de Jésus.

Je vais parler de L'immersion français.

You said that there are not enough French Teachers, but in Quebec, there are so many French Teachers, why don't you invite them to come here and ask them to be our French Teachers for our Halton Catholic French Immersion Schools ?

If you cancel French Immersion the younger kids that are in JK and SK won't have an opportunity to learn French, like we do, and I bet they would love to learn French. I have a little brother named Jeremy Rubatto who is in SK , and he would love to learn French, but now, he might not have the chance to learn French anymore, and that's makes me sad.

And what about our friends and Teachers ?, we probably won't get to see them again, because if you cancel the French Immersion some kids will have to move to different Schools and that breaks my heart.

Knowing another language like French, make us smarter because we are able to travel and communicate with people that speak different languages and learn more about them. Last summer I traveled with my family to the East Coast of Canada, and on our way back we stopped in Quebec City, I felt very proud because I was able to communicate in French with Francophone people.

Please don't cancel French Immersion, we love French and we love to learn much more !

Merci de m'avoir écouté j'espère que vous n'annulez pas L'immersion française.

Bonsoir tout le monde.  
(hands mic back to Elaina)

“Merci Isabella”

As you can see, we are very happy with the French Immersion Program. Before we finish, we would like to speak on 2 additional things: Opportunity and Student Stress.

First, opportunity: Learning French gives us the opportunity to go to a French university, get a great job like a flight attendant, author, government official or ultimately prime minister. Wouldn't it be great if someone as a Catholic could be prime minister and speak bilingual and represent the country and live our Faith? We would rule the universe. Continuing the French Immersion Program will provide these opportunities to current and future students.

Second, the stress of the students - Last year I heard that you were thinking of stopping the EFI program. I got really worried and this is why – I was worried that my parents would pull me from the school, that I wouldn't see my friends again, and that I'd lose my teachers. Then I came to the Board meeting. After the delegations were presented, there was a vote to keep the program for 4 more years. This got me very excited. I watched and listened as the Board of Trustees voted. There was this one lady who made a mistake in her vote and tried to correct herself but when the Chair acknowledged it, she said no to the re-vote. This made me worried again but there was hope yet. The board was going to form a committee for the purpose of making the French Immersion Program sustainable. This made me feel good again. A few weeks ago, my parents shared with me that the committee was recommending to cancel the EFI program and all of my worries just came rushing back. How did that happen? I don't understand why the vote didn't count when someone acknowledged their mistake and it was clear that the majority wanted to vote for the extension. I don't understand why the committee who was asked to work at sustaining a programming is now recommending to cancel it. I am now worried that something else will come up next year that will tell me I can't finish my 8 years. My friends say the same things and because of it some of us are having trouble sleeping at night worried about what will happen.

My friends and I would like to conclude by asking the Board to not listen to the recommendation of the committee because they did not do what they said they would do. We would like to see the Board vote to extend the EFI program another 4 years like the majority of trustees voted for last year and we would like to see the committee go back to work to finish what they started and work to keep the EFI program. Don't lose heart. Don't let challenges to find teachers stop you. Make both the French Immersion and the Extended French programs continue.

Merci pour votre attention. Thank you for your attention.

## **Early French Delegation**

**November 7, 2017**

**Tamara Adamo, parent**

Good evening trustees and members of the board,

My name is Tamara Adamo and I'm here today to show my support for the Early French Immersion program and to talk about my family's own experience with this successful program.

I'm a mother to three beautiful girls, my oldest is in grade 4 and my middle one is in grade 1. I'm very lucky to have my two older daughters enrolled in the Early French Immersion program and hope that my baby would be able to join them one day. When my oldest daughter started studying French in grade 1, both my husband and myself had so many doubts on how successful she would be in this program given that neither one of us speak French. To our surprise my daughter excelled in the language and she continues to amaze us day after day. My girl has gone from having a speech therapist at the age of 4 to excelling in and enjoying French as her second language at the age of 8! Thanks to her amazing teachers, she has so much pride in speaking the language and she often brags about how she can say the Lord's prayer, or sing O Canada in French.

Like most average students, my daughter's most favorite subjects in school (according to her agenda) are: art, gym and guess what? French! in the past 3 years, this girl acquired such a level in French and so much confidence to speak it comfortably that during a family vacation last January she would approach any tourists she hears speaking French and start a conversation with them! She would tell them in French all about her amazing school St. Mary in Oakville, ON Canada and all what she learns in it. whether the audience were French Canadians or any other French-speaking nationals, I believe my little girl was putting Oakville on the map, and a living proof of the successful French programs that our board offers. My second daughter has been in the program for hardly 2 months and she is schooling me already on French meanings and pronunciation!

We constantly tell our children to utilize all their God given gifts, to work harder to try and achieve the highest they can. But aren't we as parents and educators supposed to do what we preach? **How are we to tell our kids to do their best in school while letting them know that their Early French Immersion program will be phased out?** Kids ask questions and soon they will realize that something more than (we can't find qualified teachers) can be done. Despite their young ages many of them wouldn't take long to start wondering why can't teachers come from Quebec where everybody speaks French? There is a lot more that can be done to overcome the hiring obstacles and when there is a will there is a way!

I know more than a handful of friends whose kids weren't lucky enough to have the Early French Immersion program as an option when they enrolled in grade 1, and sadly they left our board seeking the program in the public board. By cancelling Early French Immersion our board is going to lose more families and also risk the loss of students who are already enrolled in immersion because the trust in the Board continuing to support the program is very damaged.

The French programs in our board shouldn't become a (one size fits all), we've already taken the French education in our board to the next level by offering both Early French immersion and Extended French, **why are we about to do less for the kids after 5 years of success?**

I will close with an interesting bit of information. In the country of Iraq, the public-school system teaches core English from grade 5. In the year 1990 two gifted level public high schools (grade 7-12) were established and core French teaching was rolled out in them! Initially the percentage of French speaking citizens is almost non-existent and this is a country that never had more than a very small French influence in it's history. Yet, in between wars and sanctions, and when government jobs paid next to nothing, they still managed to hire qualified teachers! this isn't comparing apples to apples, it's more like apples to crème brulee and I'm confident that we have a way better shot here!

Trustees and members of the board, here we are again a year later, urging you to think of our kids- current and future Early French Immersion students, please keep the program and vote against the Ad hoc committee's suggestion to eliminate it.

Thank you for letting me share my family's positive experience with the Early French Immersion program and the great benefits on my children's educational and social development.

## My Story – The Bergeron Family

Thank you trustees and members of the board for allowing me to share my family's story and advocate for permanent Early French Immersion at the Halton Catholic District School Board. My husband Bruno and my eldest son Cole are joining me today to support this amazing program.

We enrolled Cole in the Early French Immersion program in spring of 2016. He is still in the program and currently in Grade 3. I have 2 SK's excited to enroll in Early French Immersion for 2018. We found out we were moving from BC to Ontario in October 2015 and our preferred location was the Halton District. The proximity to my husband's work, location, the people and the schools played a huge roll in our desire to live in this district. I had previously lived in Oakville and knew and appreciated the area. Once we found out there was a Catholic School providing Early French Immersion we were sold. It took 6 months to find a home in the designated area but we refused to settle.

When we enrolled Cole in St. Mary in spring of 2016, we were aware that the Early French Immersion program was a pilot. We were shocked that it was still a pilot but felt confident in the demand and that since it has been in place for 4 years (now 5) that it would turn permanent. I mean the rest of the province already supports and sustains permanent Catholic Early French Immersion. Even other provinces we have lived in such as BC and Alberta have also successfully developed and sustained permanent Catholic Early French Immersion. So, in our minds, we thought why couldn't the Halton Catholic School Board successfully do the same.

That's why we were very disappointed last year -- and again this year -- with the recommendation to cancel the program. We were shocked, frustrated and extremely disappointed when we realized that the ad hoc committee didn't fulfill its mandate as explicitly requested by the trustees. The arguments are weak, and the committee seemed to ignore parents' and trustees' wishes.

I am an Anglophone mom with a Francophone husband and extended family. I was not raised Catholic, but my husband was and we are raising our children in our faith. I pledged to our priest that I would follow, support and provide the Catholic faith to our kids and family, and enrolling my children in the Halton Catholic District School Board was one of the ways my husband and I have planned to teach our children about Catholicism. Though there is a Francophone Catholic board actively recruiting here in Halton, we chose this board because we liked its philosophy, its programming, and largely that I can fully participate and volunteer in my children's education as an Anglophone. It was a loss to the Francophone Catholic board, but I hope you'll agree that it's a gain for Halton Catholic School Board.

As a result, I passionately believe that the Halton Catholic District School Board needs to keep both Early French Immersion and Extended French for our children. As a parent, I want to be able to provide my kids with the best, most equitable, and diverse education possible. Catholic

French Immersion at St. Mary can provide that, but it is now in jeopardy. By voting to phase out the Early French Immersion program, my right and my kids' right to learn our faith and both of our nation's languages in our preferred school system is unjustly under threat. If the program is phased out I am greatly concerned for the continued quality of education that my child and all children currently have in the program. I am also deeply concerned with the lack of equality being given to my other children for not having the opportunity to learn French at an early age within the Halton Catholic system.

As a former HR professional, I believe there are current workable solutions and avenues to explore that would address the staffing shortage, which haven't been mentioned in any of the ad hoc committee's presentations. This includes modifying the board's postings, expanding its recruitment efforts in the province, and re-exploring the hiring of Catholic Quebecois teachers. It was done in 2014, so why can't we try again now? For example, currently our school board postings for Elementary French Teaching Opportunities are in search of "occasional teaching opportunities". Though they mention that there is potential for long term occasional and permanent positions other boards are using more engaging wording. For those Catholic French teachers either new or looking to move schools what looks more appealing for their future; a position request for permanent full time or a position that is occasional with the potential to be permanent. And how many of the well qualified and interested Catholic Quebecois teachers actively looking for jobs would commit to moving to a different province just on an occasional yet potentially permanent position. Making the Early French Immersion program permanent would greatly strengthen the recruitment positions and increase the number of applicants.

I believe this is a question of will not of how, and this Halton Catholic School Board has made it clear that it has no will to support the expanded breadth of opportunity and achievement that an Early French Immersion program provides. Other boards, both Catholic and public, know otherwise and have committed to the Ontario Ministry of Education's, A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 issued in 2013. It is a call to action by the Ontario Ministry of Education which specifically states that French as a Second Language (also known as FSL) starting in kindergarten and ending in Grade 12 is an integral component of education in the English-language school boards in Ontario, it shares in the vision that aligns with the Ministry of Education's policies and initiatives. Boards were to begin this initiative in 2013–14 and extend over a ten-year period. One of the goals of this Framework is to increase student confidence, proficiency and achievement in FSL. Both the curriculum and the Framework documents mentions that research indicates that a student's level of proficiency in French increases with the number of hours of instruction in French. Take a young developing mind and combined that with 3800 hours in French instruction required in the Early French Immersion program and you have momentum towards increasing student confidence, proficiency and achievements. Not to mention the doors it will open for them in their future both academically and professionally. The amazing benefit of this program within the Halton Catholic school system is that our children get equal quality opportunity to learn both French and English. With the information within the curriculum and the Ministries FSL Framework I ask the trustees to consider that we would be the only board in the GTA without an Early French Immersion program, a program which has doubled its enrollment in the past 10 years to more

than 10 per cent of all Ontario children, while Extended French has more or less stayed static at 1.7 per cent. The most comparable boards include Toronto Catholic and Dufferin Peel Catholic. And many of these boards are actually even expanding Early French Immersion and starting it in JK and SK with the additional staffing and resourcing demands that this takes.

If the program is phased out here at Halton Catholic School Board, our family will be forced to make the difficult decision of faith vs. French. It's not a choice I want to make, but it's one this board is forcing upon my family and all the other Catholic families in this community. Faith originates from the home and can be supported by the church but to successfully learn a second language, kids need to be immersed in it on a daily basis and as early as possible to gain the confidence and grasp the complexities of the language.

And very sadly, I'm afraid to say that we would have to pull all 3 of our kids out of Halton Catholic School Board and send them where Early French Immersion is available, teaching them our faith at home and at church. As it would be for others, this would be a terrible situation for our family. We picked our area and even our home just a year and a half ago due to our proximity to the school and the Early French Immersion program. But we'd have no other option, but to pull our children from St Mary if you vote to phase out Early French Immersion. It's a choice I'm asking you as our trustees, to not force upon us.

It's not about which FSL program to phase out or cancel. It is about keeping both The Early French Immersion AND Extended French Immersion, making Early French Immersion permanent so that our kids have the best and equal opportunities. Trustees, I encourage you to make the right and equitable decision for my children and so many others in this community. Please vote to keep both Early French Immersion and Extended French Immersion in our Halton Catholic system permanently. In doing so, you are also supporting our nation's official languages something every Canadian should have access to and continuing an important element of our identity and culture as Canadians.

Thank you for extending me the courtesy to speak on my family's behalf. I look forward to being able to participate in the enrollment system for Early French Immersion for my SK twins next year, while continuing to experience a quality Early French Immersion program for my eldest.

Sincerely,  
Dalyce Bergeron



## **Delegation to the Trustees of the Halton Catholic District School Board in support of Early French Immersion**

Trustees, board members, parents, and students, thank you for allowing me to delegate on the importance of Early French Immersion (or EFI) for the Halton Catholic School Board. Today, I'd like to discuss how the board's recommendation to cancel Early French Immersion demonstrates poor faith in the ratepayers, parents, students, and children that make up this community. In your role as trustees, I'm asking you to help restore good faith to this board and the students you serve by voting to make EFI permanent.

As Halton Catholic's most popular – and arguably most effective – optional academic program for students of all abilities and socioeconomic backgrounds, Early French Immersion is fundamentally important to parents and students. We want our children to achieve, believe, and belong in the Halton Catholic District School Board in both official languages. We also want to give them a chance to achieve a “functional” level of bilingualism, to borrow the HCDSB's own words in its 2012 introduction of EFI.

And why wouldn't we? French speakers have made remarkable contributions to Canadian society, and gaining proficiency in French gives our children a unique perspective on Canada's past and present. In fact, the separate school board in Ontario owes much to Canadian French speakers. If not for the French presence in Lower Canada, there would be little Catholic influence in this country. Furthermore, it was the overwhelming support of French-speaking Catholics in the United Province of Canada that paved the way for two acts that helped establish today's separate school system. Were it not for French-speaking Canadians, there would be no HCDSB. And, yet, the board is trying to cancel the one program that gives its students the best chance to speak French? I believe this is an act of weak faith in the board's past. And by forcing parents to choose between EFI and Catholic education, this act could compromise the board's future.

Of course, the more serious act of poor faith on the part of the board involves the perpetuation of myths about the elitism of EFI, a program intended for all students regardless of socioeconomic status or academic ability. The original French sustainability study, and the work of the ad hoc committee, regularly invoked the subject of equity in its recommendations to scrap EFI. Both in delegations and in their reports, the board and committee uncharitably insinuated that EFI was chosen by parents to give their children an elitist, private-school-like experience apart from English Language Learners and students with disabilities.

To illustrate how hollow these claims of elitism and inequity are, I'd like to draw your attention to the International Baccalaureate programme offered through the HCDSB. Until recently, this programme was offered almost exclusively in private schools across the province. Having gained a certain cachet in the community, it has been offered by publicly-funded boards in the hopes of attracting high-achieving, academically-minded students – those who can both pass the admission test and afford fees that top \$1,000 in Grade 12.

Could there be a better example of an elitist, inequitable program that gives students a private-school-like experience in a public school board? Certainly, French Immersion – a program open to rich and poor students of all academic abilities for decades because they pass the test of living in a bilingual country – pales in comparison. And yet, where is the sustainability study recommending the immediate cancellation of the IB programme after four years as was prepared for EFI after the same length of time? Instead, trustees were treated to a presentation at its November 2016 meeting, extolling IB's virtues.

Unlike the IB programme, EFI requires no admission tests nor additional fees that would exclude children that struggle academically or come from disadvantaged backgrounds. Unfortunately, HCDSB – along with some other boards in Ontario – tends to dissuade parents from enrolling English Language Learners and students with special needs in French Immersion. They do this out of the best intentions, I believe. Nevertheless, the ministry discourages this act. The government's 2015 companion resource to the FSL framework states very clearly that FSL – be it French Immersion, Extended, or Core – is for all. To make FSL more accessible, accommodations and modifications can be made to the curriculum – as is the case for every other subject. Why would this be any different for French? Could you imagine the outcry if boards discouraged English Language Learners and students with special needs from studying math? It's an act of bad faith based on misinformation that limits opportunities for students.

The reality is that starting intensive French language study at a younger age demonstrates a board's belief in the abilities of *all* students to achieve in French. And more time and intensity spent learning French results in increased proficiency as clearly articulated by the Ministry of Education on its website and in its French curriculum documents. In this way, EFI is a publicly-funded program open to all, which promotes achievement and belief, two of the board's three core values.

The other value EFI promotes is belonging, the third core value at HCDSB. Knowing Canada's other official language promotes good citizenship. It helps instill empathy and greater intercultural understanding among our children, who will be leading our country in the years to come. A few weeks ago, our Premier stated publicly that she wished all children in Ontario to learn French *through immersion* so as to reinforce the unity and diversity of Canada. And here we are at HCDSB trying to cancel the program.

I understand that the leaders of this board are currently facing some FSL staffing pressures. It's a situation every other Catholic school board finds itself in. But rather than giving up, they're embracing the challenge – even finding ways to expand Early French Immersion in these trying times. So why can't Halton Catholic? Why is it okay for this board to give up when things get challenging? Where is the faith in that decision?

Of course, this isn't simply a question of poor faith in Halton Catholic ratepayers, parents, and children. It demonstrates a troubling lack of faith in HCDSB itself. This school board – and the children it serves – is just as good as any other board that is making Early French Immersion work. Those other boards aren't superior. They do, however, seem to demonstrate more

confidence – and that confidence extends beyond recruitment to their commitment to parents, students, and academic programming.

That's why I believe the decision to cancel EFI at HCDSB isn't the result of a staffing crisis. It seems to be more like a crisis of faith. And when this happens, it's up to all of us as a community to pull together and help out. We're all in this together. And we want this board to know that we have confidence in you. It's why we're all here. We're not angry, and we certainly have better things to do than research Early French Immersion all the time. But we're doing it because we have faith: in our children, their friends, our neighbours, and you.

As part of this faith, we understand that no teacher, no EFI program, and no board is perfect. So we don't expect a perfect EFI program at HCDSB. But we do expect effort, and we do expect the board to deliver on its commitments. These include promoting achieving, believing, and belonging among its students. They also include a commitment to the strategic priorities promoted in 2012 when the board confirmed the new EFI program.

We want our kids to be HCDSB students even if it means a less than ideal EFI experience. We are committed to this board and our kids. So, I ask you, trustees, why would this board not want loyal families like us to be part of it? Were we not HCDSB supporters, we would have simply pulled our children from the board in 2016 when we first discovered the plan to cancel EFI with no notice or community engagement. Unlike many of our neighbours, we're fortunate to be able to enroll our children in either the public or Catholic board. And Halton public offers Early French Immersion with no punishing caps.

We're here, however, because we care about EFI. And we care about this board. Increasing French proficiency among Halton Catholic students is something to strive for. Bilingualism is not a bad word. Though this board has protested vigorously that it is not in the business of bilingualism – which is to say not interested in fostering high levels of student achievement in French -- the senior leaders present in 2012 felt otherwise. In the board's own media release, it stated that EFI was being rolled out to foster functionally bilingual students. Why was this strategic priority abandoned only four years later? It's another sign that this board lacks faith in itself and its organization's decisions.

Wanting Halton Catholic children to become proficient in French shouldn't make us second-class citizens. It's simply part of being a Canadian citizen. Yes, this is an English-language board. But that does not absolve it from working hard to foster student achievement in French. Nor does it mean that we cannot provide EFI. On the contrary, what it actually means is that we can. French-language boards do not offer French Immersion; they offer French-language education. If you're unconvinced of the difference, check out the current marketing campaign put on by Ontario's French-language school boards. You'll learn about the difference between French Immersion and French-language education. You'll also learn that there appears to be more competition for future HCDSB students than simply Halton public.

As the educators in the room can attest, citizenship is a theme that cuts across the Ontario curriculum. The idea is to cultivate citizens that can contribute to our province, both economically and socially. And learning French – in an officially bilingual country – is a great way to do this. Consider that in the highest branches of political office, business, and – yes – even the clergy – speaking French is an asset. And this extends well beyond Canada. Our current Pope speaks French, as did many of his predecessors. French isn't a niche language. It continues to grow around the world, particularly in Africa. Today, more than 30 million Catholics in the Democratic Republic of the Congo speak French and other languages. Speaking French can help one make a more profound difference all around the world.

So why are we not supporting Halton Catholic students to gain the French skills they need to ascend to the highest levels of government and public service in Canada? The fact is that EFI increases French proficiency. Despite the board's suggestion that there is little difference between studying French for about 1300 hours in an Extended French program (EF) versus 3800 hours in an EFI one, the reality is markedly different. Consider the case of mathematics. Why is the ministry mandating increased time spent studying math each day if not to increase proficiency? And this, by the way, is not an argument against EFI. Every other board with EFI is successfully delivering on this math requirement, as does HCDSB. It's not optional, so for the board to oppose the two seems disingenuous and misleading. It feels like a divide and conquer strategy to weaken support for EFI, much like pitting it against EF. Because I have faith in this board, I'm positive that isn't their intent. But this is how it can feel at times. And it's suggestive of distrust in our decision-making skills.

One decision I hope to not be in the position of making is having to decide between a publicly-funded Catholic education and publicly-funded Early French Immersion program. My children love their school, as do I. It's why I want this board to dig a little deeper to deliver on a permanent and ultimately expanded EFI program. If any board can do it, I have faith that this one can.

Trustees, please help more students to achieve, believe, and belong in the Halton Catholic District School Board by making EFI a permanent program. As parents and students, we're once again putting our faith in you.

Thank you,

S. Dupont

# Early French Immersion

Dr. P Gonzalez MD

# Introduction

- ▶ My name is Dr. Patricia Gonzalez. I have been a family doctor in Burlington
- ▶ Lara age 4 just started JK this year
- ▶ Spanish speaking Home where Lara already understands fully Spanish
- ▶ 70% of my practice is Spanish speaking and I'm able to communicate with Portuguese and Italian as well
- ▶ Language and French is very important to me
- ▶ I moved to Millcroft area 2 years ago because of the schools offering EFI.
- ▶ She has been in Childventures from infant to toddlers/ and could have continued Kindergarten there

I did a lot of research and spoke to many patients that have young kids in my practice and my friends.

### Private vs Public school

- ▶ I went to every private school in the area to make sure I was making the right decision
- ▶ French was number 1 on my list, my priority
- ▶ Private school can't give me French fluency.

### Public Board vs Catholic

- ▶ I live in Millcroft, that was Sacred Heart and CRB.
- ▶ I was thrilled that the catholic Board now offered French Immersion because of my Faith
- ▶ CRB had great recommendations, reviews and better rating

# My Conclusion

Catholic Board: Sacred Heart of Jesus

- ▶ French Immersion
- ▶ Faith
- ▶ Uniforms



# What?? Cancelling my #1 Priority

- ▶ 2 mths in :EFI to be discontinued
- ▶ I reviewed the French Ad Hoc Committee report
- ▶ I participated in the survey
- ▶ I called a member of the trustee to further understand why this recommendation of cancelling the EFI program

# The French Ad Hoc Committee

- ▶ started in December 2016, was for the purpose of:
  1. Preparing a multiyear plan for EFI to address and resolve ongoing issues
  2. Move EFI from pilot to permanent program
- ▶ met on various dates in 2017,
- ▶ And now their recommendation is to cancel this program
- ▶ **Meaning they have failed their purpose**

# Online Survey to vote for Option 1 or 2

- ▶ Invalid when I was told that some people were able to vote multiple times
- ▶ Comments of parents against EFI were:
  1. English is to be established first
  2. Parents didn't know if their child would succeed or were ready
  3. English should be first language then any second should be introduced later
  4. Fear that shortage of teachers that aren't qualified.

# Answers: look at the research!

- ▶ Studies show that if your child develops abilities in French, this will help your child continue to improve in English.
- ▶ Languages serve as tools that allow us to receive information, build knowledge and communicate understanding. When we learn to do this in one language, we can apply it to any language we speak. And I am proof of this.
- ▶ As a parent and a physician I can say a parents know by jk-sk what their child's weaknesses and strengths are
- ▶ Fear of shortage of teachers: Fear means we need to try harder, to not give up
- ▶ Look and study other boards and affiliate with ministries to guide us

# Online Survey Option 1 vs Option 2

So, What about the **OPTION 3**:

- ▶ sustain all 3 programs and focus on the real purpose the Ad Hoc had?

# Trustee phone call Monday October 30

- ▶ I spoke to Trustee Susan Trites on Monday October 30.
- ▶ We discussed that the board is aware that
  1. EFI is the BEST French Program,
  2. Early introduction is BEST.
- ▶ Even when there are speech delays in children, as toddlers and preschooler, where there are multiple languages at home, we still recommend to speak all languages without delaying any introduction. These children eventually catch up and succeed immensely.

# Equity

- ▶ We spoke about the **Equity** of EFI. And fairness towards the community vs the Extended French program. That the Extended French Program can have higher enrollment number. And possibly expand to earlier years.
- ▶ However, the board also understands that the level of French fluency in these programs are not comparable at all
- ▶ What I don't understand is, if we are looking at equity,

How is it fair for my catholic child to not have the option AT ALL of EFI in our catholic board?

# Program Trajectory

- ▶ The EFP has been here for a while, and EFI is a pilot program.
- ▶ A pilot Program that has been for years in other boards and has not only succeeded but has expanded.
- ▶ The fact that this program is new to The Halton catholic board only proves that there is a learning curve for our staff towards this best education
- ▶ The matter isn't about which program is cancelled, but how to manage the obstacles that present, to maintain both programs to fulfill the different needs and interests of ALL Catholic families.



# Other Boards

The Ontario Public School Boards has

- ▶ EFI grade 2 : to be fair for all, not a lottery based spot
- ▶ French Core and
- ▶ Extended French

All 3 Programs functioning. They made changes looking for equity and they succeeded and implemented this new model! Starting September 2018!

## Other Boards

The OPSBA, (Ontario Public School Board Assoc) in March 2016, submitted a proposal to the Ministry of Advanced Education and Skill Development to establish a Labor Market Partnership project to study labor market needs for French as a second language in Ontario. And they did this because of the greater demand of EFI to be able to provide with qualified teachers. This, to continue to provide the program, expand it for the upwards demand. **Not cancel it.**

# Bottom line

- ▶ We know EFI is best for French Programming and not comparable to Extended French if we are looking for bilingualism
- ▶ I'm personally looking for Best, not second best.
- ▶ Canada is a bilingual country and multicultural with hundreds of languages
- Therefor, If EFI is cancelled we not only take away fluency in French but also
  - ❖ learning skills/ tools for other languages
  - ❖ Future education in universities and colleges where French is the language of instruction, example Mc Gill or abroad.
  - ❖ Future employment in which French is the working language, for example future French teachers, Government jobs , journalism, etc.

# Bottom Line

I'm not willing to do that to my child. I will not set a limit for my child  
I want my child to succeed in anything she chooses for her future but I want to make sure I have given her all the tools I can for her to do so.  
I can teach Spanish to my child, I can teach Faith at home.....I cannot teach French.

And so if EFI is cancelled, I'm afraid I will look for other options, and I will no longer contribute my taxes towards a Board that doesn't support or include my interests

I ask the Halton Catholic Board of Trustees that on November 21,  
to please vote

- against the Ad Hoc Committee recommendations of cancelling EFI program, to
- move this program to permanent and to focus on how to open more spots, more classes and hire more teachers in order to expand for equal options for all Catholics.
- to be comparable and offer same opportunities that other boards have with success
- To have our children speaking bilingual having a brilliant future with a strong faith in God

I ask for OPTION 3!

Thank you!

# **EFI & THE HALTON CATHOLIC DISTRICT SCHOOL BOARD**

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**November 7, 2018**

**Concerned Parent:  
Sarah Mesaglio**

# Parental Impact

- Currently have one child enrolled in Sacred Heart of Jesus Christ in the EFI program
- We have a second child who is currently in JK whose educational opportunities *may* be at risk given the discussions this evening regarding the future of EFI
- Currently we pay our taxes to the Catholic District School Board, but feel the educational opportunities that may not be offered to our youngest child is not acceptable
- If the EFI program is terminated we will consider what is the best educational opportunity for our entire family
- Having our two children go to two different schools to get the same educational experience is not an option
- I have put together the following slides to outline the French immersion offerings between the following schools:
  - Halton Catholic District School Board compared to Dufferin-Peel Catholic District School Board
  - Halton Catholic District School Board compared to Halton District School Board (Public)

# Equity

## Comparison within the Catholic School Board

Comparison within the Catholic School Board	Halton Catholic School Board	Dufferin-Peel Catholic School Board	Halton Catholic School Board (Proposal)	Dufferin-Peel Catholic School Board
Lottery / Cap	Yes	Yes	Yes	Yes
EFI Entrance (Grade)	Gr. 1	Gr. 1	<b>Gr. 5</b>	Gr. 1
<b>Percentage in French Language</b>				
Gr. 1	50%	90%	0%	90%
Gr. 2	50%	70%	0%	70%
Gr. 3	50%	50%	0%	50%
Gr. 4	50%	50%	0%	50%
Gr. 5-8	50%	50%	50%	50%

### Sources for Percentage in French Language:

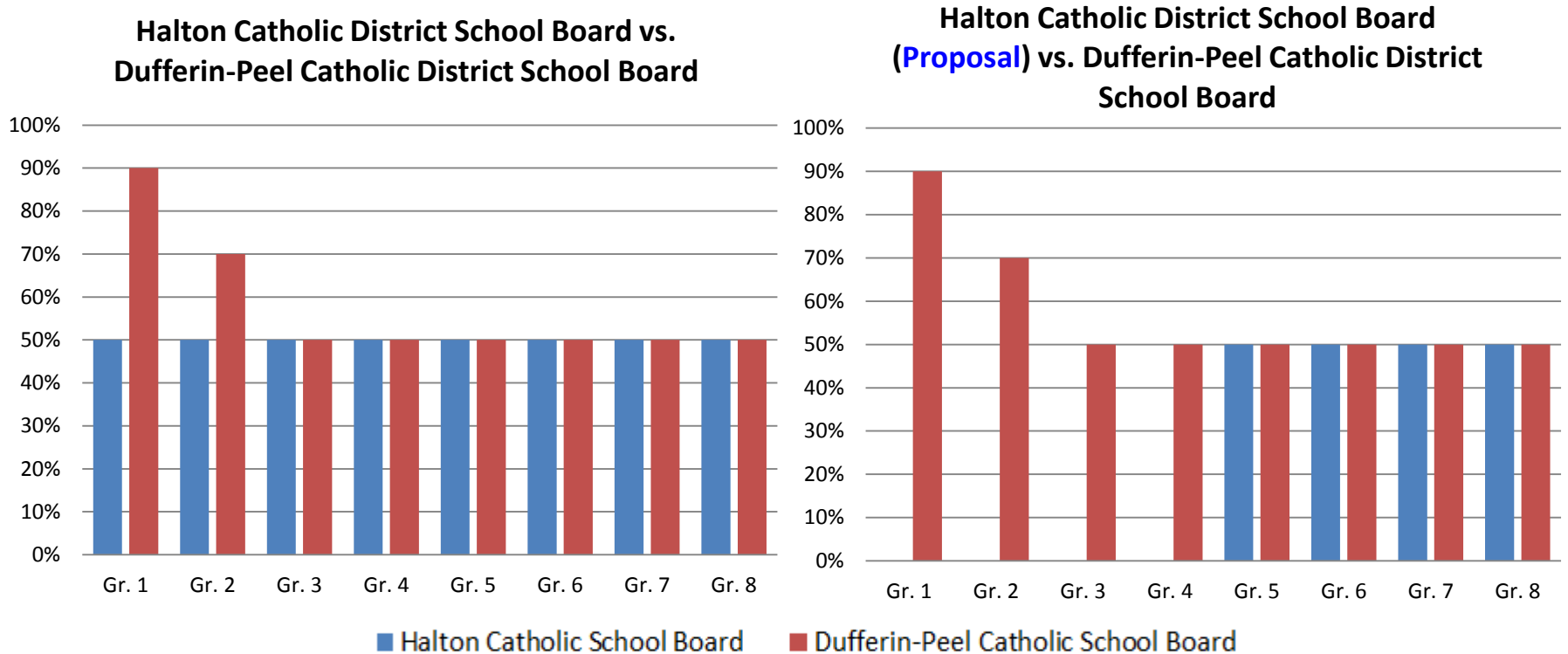
Halton Catholic School Board: <https://www.hcdsb.org/Programs/french/Pages/Early-French-Immersion-Grade-1.aspx>

Dufferin-Peel Catholic School Board: [http://www3.dpcdsb.org/Documents/FI\\_Parent\\_Nite\\_2018%20ppt.pdf](http://www3.dpcdsb.org/Documents/FI_Parent_Nite_2018%20ppt.pdf) (page 8)



# Equity

## Comparison within the Catholic School Board



### Sources for Percentage in French Language:

Halton Catholic School Board: <https://www.hcdsb.org/Programs/french/Pages/Early-French-Immersion-Grade-1.aspx>

Dufferin-Peel Catholic School Board: [http://www3.dpcdsb.org/Documents/FI\\_Parent\\_Nite\\_2018%20ppt.pdf](http://www3.dpcdsb.org/Documents/FI_Parent_Nite_2018%20ppt.pdf) (page 8)

# Equity

## Comparison to the Halton Public School Board

Comparison to Halton Public School Board	Halton Catholic School Board	Halton Public School Board	Halton Catholic School Board (Proposal)	Halton Public School Board
			Yes	No
Lottery / Cap	Yes	No	Yes	No
EFI Entrance (Grade)	Gr. 1	Gr. 2	Gr. 5	Gr. 2
<b>Percentage in French Language</b>				
Gr. 1	50%	0%	0%	0%
Gr. 2	50%	100%	0%	100%
Gr. 3	50%	80%	0%	80%
Gr. 4	50%	50%	0%	50%
Gr. 5-8	50%	50%	50%	50%

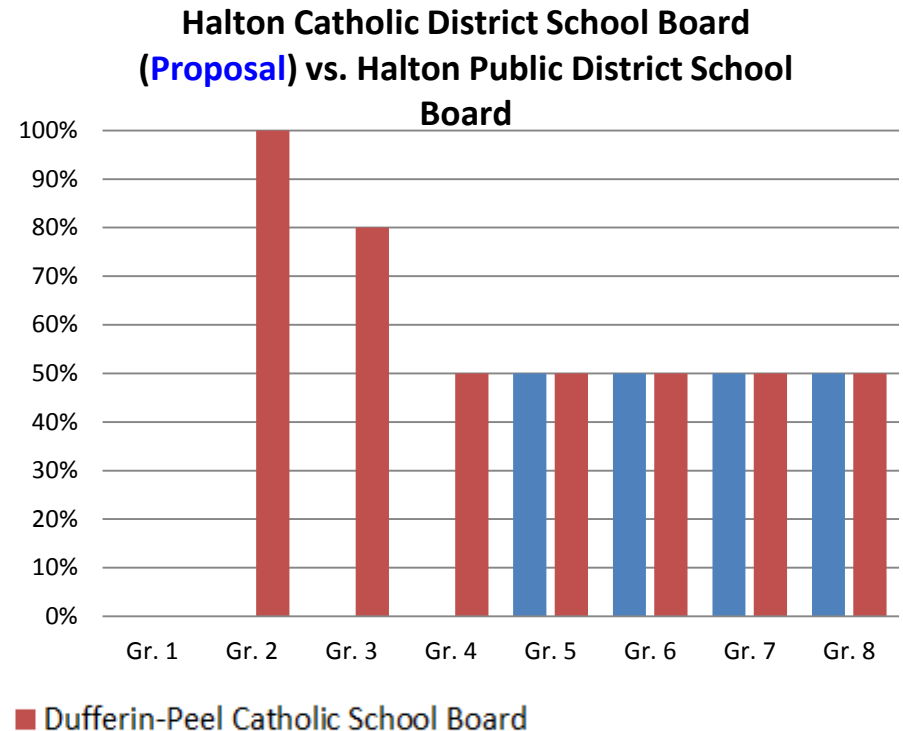
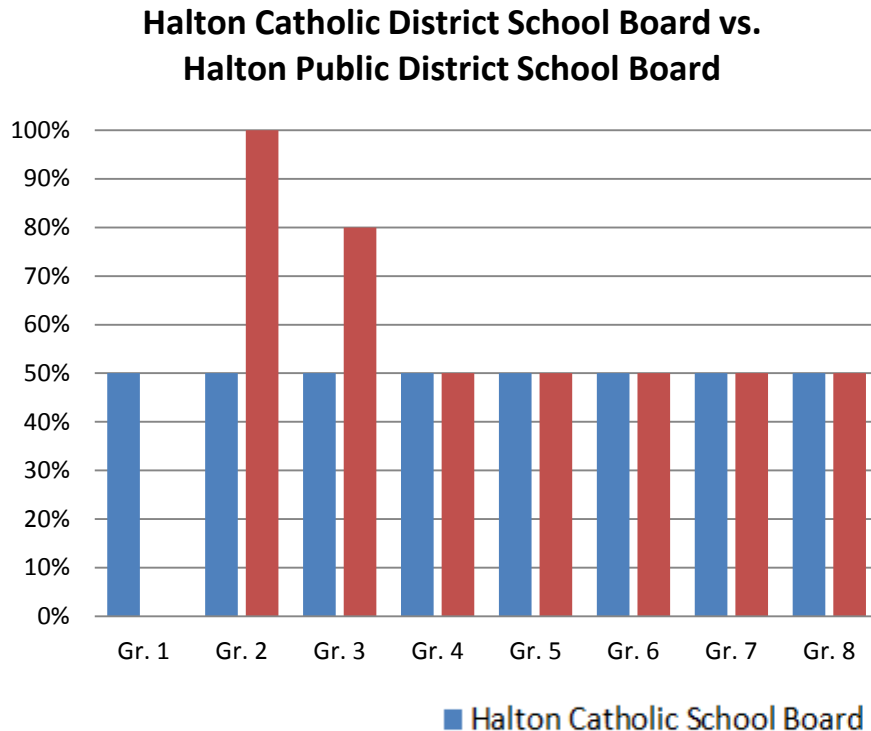
### Sources for Percentage in French Language:

Halton Catholic School Board: <https://www.hcdsb.org/Programs/french/Pages/Early-French-Immersion-Grade-1.aspx>

Halton Public School Board: <https://www.hdsb.ca/learning-and-resources/Pages/French/Immersion.aspx> (2018/2019 School year)

# Equity

## Comparison to the Halton Public School Board



### Sources for Percentage in French Language:

Halton Catholic School Board: <https://www.hcdsb.org/Programs/french/Pages/Early-French-Immersion-Grade-1.aspx>

Halton Public School Board: <https://www.hdsb.ca/learning-and-resources/Pages/French/Immersion.aspx> (2018/2019 School year)

# Consideration

- I hope my presentation this evening has helped shed some light on the concerns I have as a parent who has a child currently in Sacred Heart of Jesus and another in JK who hopefully will be enrolling in EFI in 2019
- If the EFI program is terminated we will consider what is the best educational opportunity for our entire family
- Thank you for your time and consideration this evening

**EFI Delegation**  
**November 7, 2017**  
**Cheryl Neves**



The circle is symbolic of the continuous process of our multi-year plan. There is no beginning and no end, but rather a continuum of development. The center and focal point of the circle is our students. Our multi-year strategic plan and the elements within, focus on our students and their best interests.

Good evening Trustees and Members of the Board. My name is Cheryl Neves and both of my children are currently in the Early French Immersion Program. I strongly believe in the value of Early French Immersion and have experienced firsthand how the investment in French Immersion education reaps lifelong rewards for children.

I sit before you this evening confused, frustrated and disappointed. I placed my trust in the Board to follow through with the mandate of the Ad Hoc Committee -- to find a way to sustain the immersion program and to make it a permanent program.

So I ask you, what happened over the last few months? What new information or solutions were considered at this Committee?

Learning French improves one's ability to read, write, and think – all skills we want a HCDSB graduate to possess, yet our board is looking to eliminate a program that has been proven across the province to produce bilingual children. Other Boards are putting their students first and working together in partnerships with members of their community to tackle obstacles that arise with offering French

Programs. The Halton Catholic Board is at risk -- they are at risk of losing not only a tremendously valuable program, but the students as well. Students need to remain the focal point of the board!

For parents who believe strongly that a good education includes becoming proficient in both of our Official Languages, Early French immersion continues to be the most favourable approach. It provides an early start, high intensity and maximum possible time in French. French immersion Grade 12 graduates achieve the high-intermediate level of proficiency needed to attend a French university while students in core French achieve a basic level of proficiency. Extended graduates fall in the middle. For core and extended French, provincial funding and curriculum are provided starting at Grade 4. Funding is provided for immersion from Junior Kindergarten and the curriculum begins at Grade 1, as it does in the English program.

I attended the board meeting on October 17 and felt as though I was re-living the events of last December. I went home extremely discouraged with the recommendation of the Ad Hoc committee and thought how could this have happened? I wanted to understand why the Committee would recommend to cancel such a sought after effective program.

I began my research and found that in 2010, HCDSB adopted a strategic plan that identified expanding opportunities for students as a system priority. In 2012, HCDSB followed up by starting early French immersion based on an overwhelming level of interest from parents as shown in the graph in Appendix A. The rationale for starting the immersion program is as valid today as it was then when the Board committed to “developing functionally bilingual students through teaching an equitable amount of curriculum with French as the language” of instruction.

During the exploratory phase, as reported in 2012, there were a total of 11 sources consulted, including the Ministry and Canadian Parents for French. Please see appendix B. There is no information from these sources in the Ad Hoc committee information. Why were they not consulted during the subsequent reviews of the program?

In January of 2015, the board agreed that an initial review of the Immersion Program would begin in order to “inform program planning”. The program was to be reviewed using the following framework:

- To improve the effectiveness of delivery and instruction for the EFI Program;
- To ensure that students throughout the school district have equitable access to the EFI Program;
- To ensure that the EFI Program have viable and sustainable enrollments; and
- To ensure that the EFI Program is cost effective.

At the June 2015 Board Meeting, Superintendent Jack Nigro presented the report to the Trustees with the recommendation from staff to proceed with the “status quo” of Early French Immersion. It was also decided that the Early French Immersion Program would next be reviewed during the 2018/2019 school year when more achievement data would be available. Why has so much time and energy been spent on trying to eliminate the Immersion Program over the past two years, rather than developing it to its capacity? The program continues to be labelled a “Pilot”—what’s the definition of a pilot program? Pilot projects are short term and involve a small number of individuals doing something that has never been done before, anywhere. HCDSB is actually in Year 5 of an implementation involving hundreds of students and their parents in a proven approach with years of research to back it up.

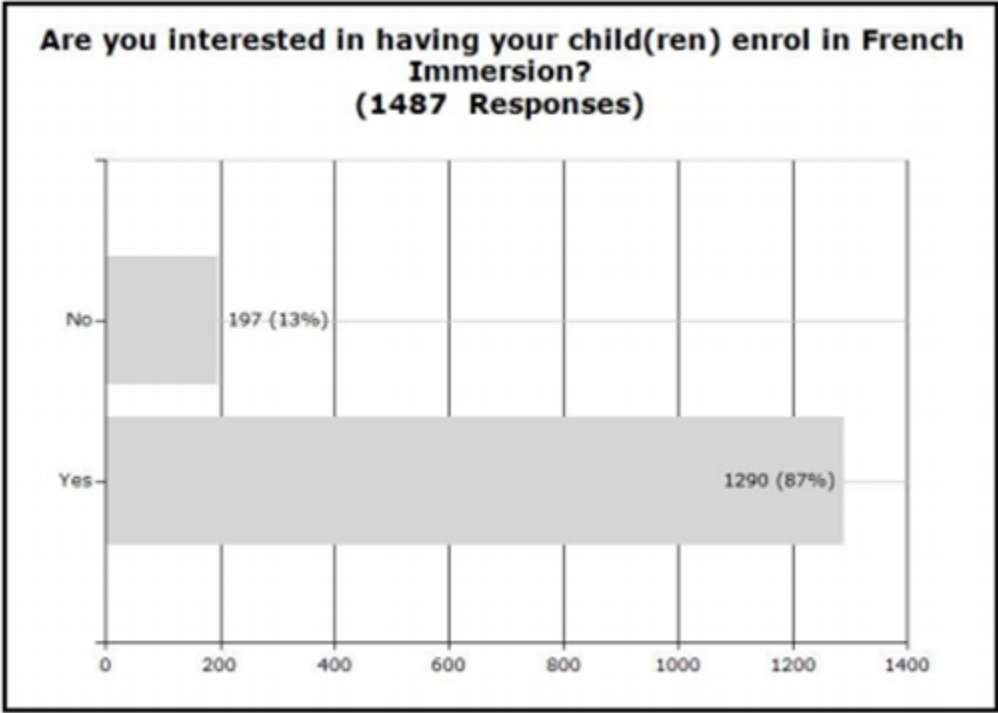
Still confused, I reviewed the values of the Board, specifically, “Excellence in Learning” which is described as “providing opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment”. Should the Board choose to eliminate EFI, will it be upholding this value?

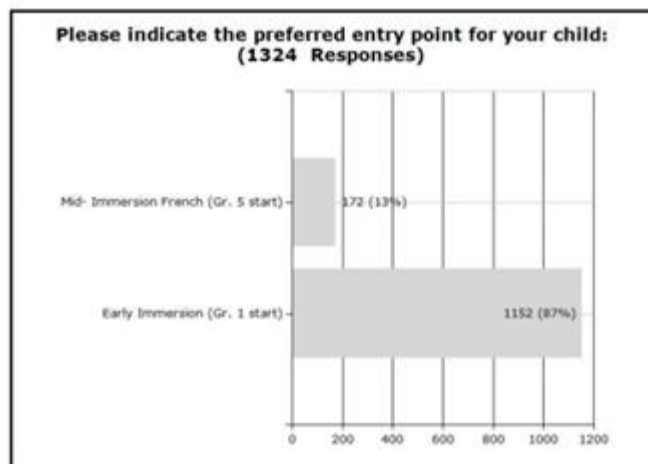
I understand that there are challenges with running the program, but has it been given the right kind of attention? One of the challenges that has been identified is meeting the Ministry mandated 60 minutes of Math Instruction within the EFI program. As an immersion teacher in a dual track school, I know firsthand that this can be achieved. In my grade 1 immersion classroom, we do “clustering”, for example, we study community and structures and do linear measurement. Math processes such as communication, reasoning and connecting can all be covered in a variety of subjects, in French and English. Some schools have Math Planning time teachers; some schools teach religion in French. The possibilities to meet this mandate are endless! Why did the Ad Hoc committee not look to neighbouring boards to learn about their schedules and approaches?

What message are we sending the children of the HCDSB if we decide to throw in the towel on a program that has the potential to be life changing for our students? Don’t we want to model a growth mindset? Like anything new, there will be bumps. Last year Trustee Rowe noted that specialized programming was embraced by the Trustees and said that “the program should be given a chance”. Trustee Marai noted that some of the teacher issues lie with the Province. Did you as Trustees fully participate in the Ad Hoc committee, encouraging the development of solutions?

Thank you for the work that you and HCDSB staff do to support the teaching and learning of French as a Second Language. I hope that the needs and aspirations of French immersion students and their parents will be key in your decision making. I urge you to vote down the recommendation of the Ad Hoc committee and I urge you to make EFI a permanent program fully implemented until Grade 12 at the Halton Catholic District School Board giving our students all of the advantages and possibilities that students across the province have!

Appendix A: Parent Survey





## Appendix B: Information sources consulted during conception of EFI

### *When the program as implemented, the following information sources were consulted:*

- Ministry of Education - to gather information about Legislative Grants as well as the parameters and criteria to consider
- System personnel with other school boards that have recently introduced Early French Immersion within the last three years
- The Assembly of Catholic Bishops of Ontario (ACBO)
- Canadian Parents for French
- Special Education Department - to discuss delivery of services and supports to students
- Research and Development Services - to identify trends and patterns in student enrolment in our current Extended French Program as well as analyze the parent survey completed in Spring 2012

Facility Management Services - for information about available space in schools and most appropriate sites

- Planning, Transportation and Assessment Services - for the estimated cost of transportation
- Information Technology Services - to investigate a variety of registration processes
- Strategic Communication services - to discuss effective and appropriate communication
- Human Resources services - to review teacher issues
- Articles about the implementation of Early Immersion, including French Immersion in Ontario (April, 2011) from the LNS Capacity Building Series ( Special Edition #19)



Early French Immersion Delegation  
November 7<sup>th</sup> 2017  
Colleen Pearl

Good evening Members of the Board and Trustees. Let me start by thanking you for your service and commitment to Catholic education. Being charged with the stewardship of our most important societal assets in a manner that ensures equity, protects against discrimination and upholds our Catholic faith is no easy task. I thank you for hearing my delegation on the proposed elimination of the EFI program in Halton's Catholic Schools.

My name is Colleen Pearl. I have two daughters who attend HCDSB schools. My youngest, Sienna is in SK and her older sister, Ella in Grade 2, in the EFI program. My interest in this issue is rooted in the inequity of programming that Catholic children will experience in the region of Halton if you vote to discontinue this program.

The cancelling of this program will separate families as they move through their elementary schooling. My girls are so excited at the possibility of being in the same school next year. Something they have yet to experience. This may not be a possibility for my daughters and many other families due to the potential discontinuation of the EFI program based on the findings of the Ad Hoc committee that was mandated with finding solutions to sustain the program. Having read the findings of the Ad Hoc committee and not reading one possible solution I was disappointed to say the least.

I was disappointed because I know the Achieving Excellence Ministry document is based on four pillars. One of which is the mandate to increase confidence in the public education system. By returning findings, for the second time, that didn't include a single recommendation around sustaining EFI, this board has once again eroded the confidence of our community that this school board can effectively make decisions that are in the best interests of students and families. Just two years ago over 150 families attended an EFI program presentation from board personnel about the great opportunity this program is for our most prized possessions - our children. Those families heard about research findings that highlight the importance of early intervention in the learning of a new language and how this early support is a key aspect of a child developing true bilingualism. Then 14 months later a new report was revealed by the same board that highlighted everything that was wrong with EFI. Did they not recognize that there are still hundreds of students and families enrolled in this program? Were they declaring that these children were now going to have a subpar education precisely because we believed board personnel just a year prior about what a great program EFI would be? As a Catholic parent I was appalled that my child's school board could so brazenly declare that level of incompetence without fear of censure from the Ministry. Thankfully Trustees, you saw that the process and findings were flawed. You asked for a thorough and transparent process. Unfortunately once again we are faced with a one sided report from a committee that didn't effectively represent the children and families of EFI schools they were charged with reviewing. Instead of working with the community, they positioned themselves to work on the community. A committee whose mandate was

solutions based only found problems and a reason to close the program. Despite the fact many neighbouring boards are able to continually expand their programs. Despite the fact the Minister of Education has advised boards to wait because she is looking to address the staffing shortfall. In spite of all this information - the CDSB personnel have decided to not give Catholic students in Halton an equal chance, equal to those students who live down the street and attend French immersion in the public board. The board has put us in the unenviable position of having to make do with an inferior access to programs, based solely on the fact that our family wants to bring their child up within the Catholic faith.

When I mention this fact to people I am sometimes met with a response of "You could always put them in the public system." This response seems innocuous and is generally made with good intentions. However I find the assertion that faith is something so easily substituted troubling. There is a reason our Constitution lays out the right to educate within our faith. Because our church fought to put it there. There is a reason French is protected within the constitution because our country values their heritage. And now the board is making us choose which of these two constitutional rights are most valued by our Catholic families. It is the board saying to families "You could always put them in the public board". I want Catholic children to have the same opportunities as the children down the street attending HDSB. I want Catholic children to have access to the same level of knowledge and skill as the students attending the Peel DSB. I want Catholic children to be as competitive in the bilingual job market as Toronto Catholic students. Unfortunately, it would appear to me the board does not have these same aspirations for our students, or if they do, they are reluctant to undertake the administrative tasks that so many other boards in the GTA have been able to take on so that their students are not left behind.

Trustees once again you are tasked with upholding the public trust in our Catholic education system. I ask that you support Catholic students in Halton by directing board personnel to heed the advice of the Minister of Education who has advised the board to wait and not make any further decision, to learn from their colleagues in neighbouring GTA boards whose programs continue to expand and most importantly to uphold our board value of Excellence in Learning by continuing to allow Catholic families to have equal access to opportunities that support their aspirational hopes for their children by maintaining the EFL programming in our Catholic schools and expanding it until the end of Grade 12.

I thank you for your time and patience this evening. God bless.

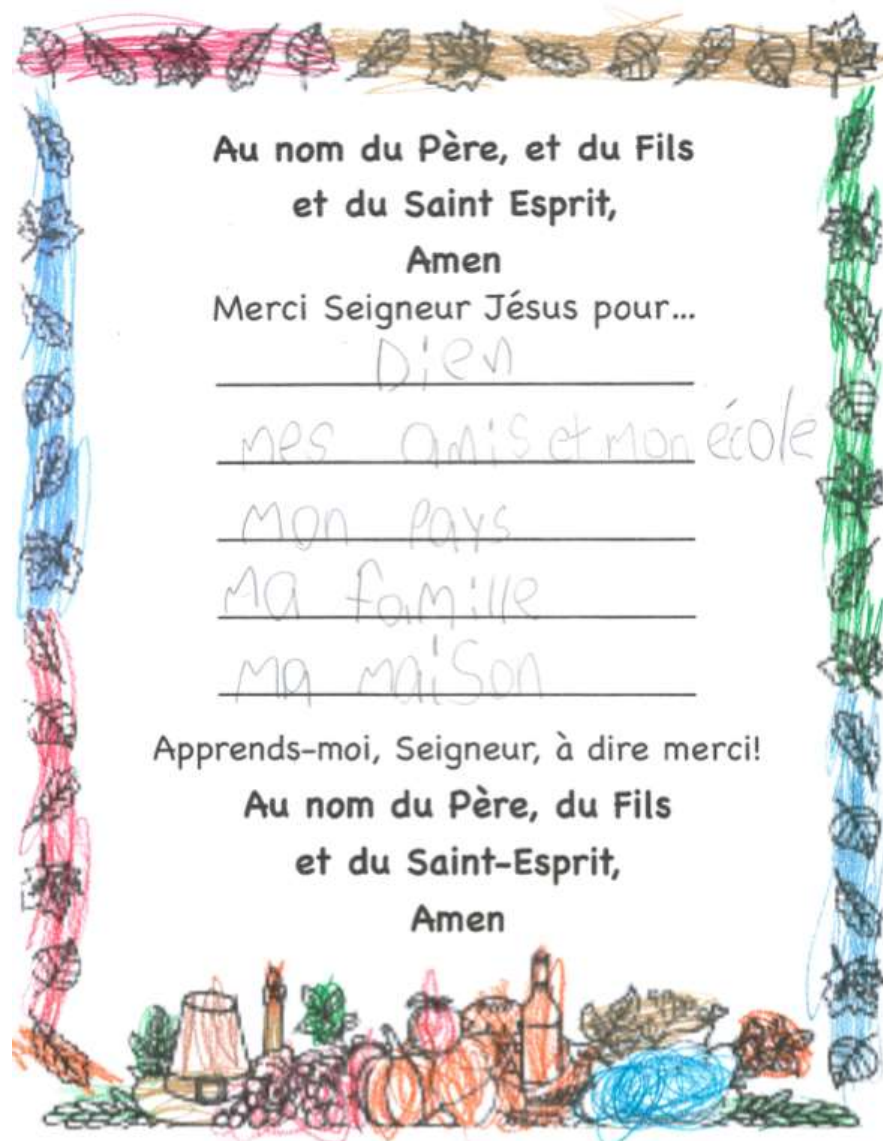
**Halton Catholic District School Board - Board Meeting: November 7th, 2017**  
**Catholic Education EFI Success in Our Neighbouring School Boards**

*Presented and prepared by:*

*Michelle Salvati, Parent*

*Mason Mario Salvati, Grade 2 EFI student at St. Mary*

Hello Everyone. My name is Michelle Salvati and my husband and I have 2 children. Our son is currently and proudly enrolled in EFI at St. Mary and our daughter is currently in pre-school with the hope to join her brother at St. Mary in the future. Today, my son Mason Mario has joined me and before I continue with my presentation he would like to take a minute and start with a prayer he has learned this year at school en Francais.



As a brief introduction, my family and I currently live and have established our roots in Oakville. We love our neighbourhood, our children's schools and amazing Teachers, St. Matthew our Parish and the fabric of our community. Both my husband and I are First Generation Canadians and we both share a passion for the importance of language, specifically French since as Canadians it is one of our official languages. To give you some background, my husband grew up in various small towns outside of Ottawa and he

himself was a French immersion student in the 1980's. My husband has benefited in many ways from being able to communicate in French as an adult with respect to work, travel and establishing friendships. In contrast, I on the other hand have only a core French language background and I do not have the same French language skill set that my husband does. Like most Parents, our aim is to give our children the best opportunities possible and in our family, Early French Immersion is absolutely a program that we want to ensure our children have access too while also receiving an amazing Catholic education. I am here today to ask you to vote against the Ad Hoc committee's recommendation to cancel the Early French Immersion Program.

This leads me to the topic I would like to highlight this evening: ***Why is our EFI program in jeopardy of being cancelled when there is continued success and growth in our Neighbouring Catholic Boards?*** It is very difficult to witness that our Halton Catholic District School Board is at risk of losing EFI. In contrast the Dufferin-Peel Catholic District School Board and the Toronto Catholic District School Board both embrace and are proud to expand EFI which mirrors the demand from Catholic Parents in those respective Boards. I would like to take the time to highlight some key elements of the continued success and growth in our neighbouring Catholic School Boards.

## **1) Toronto Catholic District School Board - Continued Growth & Success of EFI & EF**

### **Mission Statement:**

The aim of the French Immersion and Extended French programs is to provide students with the skills they need to communicate in a second language. Students develop strong fundamental skills in oral communication, reading and writing as well as providing students with an understanding of the cultures of French speaking societies.

### **Overview of Program:**

- ▶ French Immersion (Elementary) was established in 1982 for Senior Kindergarten and has been extended by one grade each year. Instruction is entirely in French until the end of Grade 2; English-language arts are added in Grade 3. From Grade 5 to Grade 8, instruction is given 50% in French and 50% in English.
- ▶ The Toronto Catholic District School Board offers French Immersion and Extended French programs across the City of Toronto to students starting in Junior Kindergarten. The Extended French Program is offered to students beginning in grade 5
- ▶ TCDSB has 17 Extended French schools in addition to their numerous EFI schools.

### **Program Growth & Expansion:**

- ▶ The Toronto Catholic District School Board is pleased to announce the expansion of French Immersion sites, making it possible for more children and their families to take advantage of French Immersion programming.
- ▶ A total of 10 new sites are planned over 2017 & 2018
- ▶ The following new sites have been approved for **September 2017**: Cardinal Leger, St. Benedict, St. Eugene, St. Gerald, St. Jerome
- ▶ More sites are scheduled to open for **September 2018**: St Alphonsus, St Ambrose, St Brigid, St Jane Frances, St Mary

## **2) Dufferin-Peel Catholic District School Board - Continued Growth & Success of EFI**

### **Mission Statement:**

French Immersion is a Canadian educational program designed to give students whose first language is not French the opportunity to learn in the French language. The Dufferin-Peel Catholic District School Board is pleased to offer the French Immersion Program starting in Grade 1 at eight school sites.

### Overview of Program:

- ▶ Students registered in this program will spend 90% of their day learning in the French language. All subjects and activities in the French Immersion classroom, except for Religion and Family Life, will be delivered in French. In Grades 2 and 3, 70% of the instruction will be in French, with the proportion of English increasing to 50% in later years.
- ▶ French Immersion in Dufferin-Peel is open to any child eligible to attend a DPCDSB school.

### Program Growth & Expansion:

- ▶ Dufferin-Peel has 11 extended French schools and they acquire 1900 hours by the end of grade 8 vs. the 1260 hours received in EF.
- ▶ Their class sizes for EFI & EF are 27 students

### Notable mentions in other Catholic and Public Boards:

#### a) **Hamilton-Wentworth Catholic District School Board - Mission Statement:**

“A considerable body of research shows that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages. There is also evidence that learning another language can help in the development of interpersonal and social skills.” (A Framework for French as a Second Language in Ontario Schools K-12, 2013)

#### Overview of Program:

- ▶ With over 30 years of excellence in Catholic education en français this program is currently offered from SK to grade 12 in the board.

#### b) **York Catholic District Board - Mission Statement:**

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, the Board is pleased to offer French Immersion as a **regional program of choice**, based on grade appropriate Ontario Curriculum expectations.

#### Overview of Program:

- ▶ French Immersion is offered from grade 1 -8 and available at 15 elementary schools in the board.

#### Additional Opportunities & Support:

- ▶ French Immersion Summer Camp focuses on curriculum that is specifically designed for YCDSB students entering Grade 1 French Immersion.

c) **Durham Catholic School Board** has EFI which also commences in Grade 1

d) **Toronto District School Board** has **both** optional FSL programs EFI & EF

e) **Halton Public District School Board** offers programs at **34 sites** and the EFI program specifically is **uncapped** starting at grade 2 with 100% instruction in French. There is also the option for EF and core French starting in grade 1.

It is evident that our neighbouring Catholic and even Public School Boards have and continue to embrace EFI. We should not allow Halton Catholic District School Board to fall behind and not offer our children the opportunity of EFI which is a growing segment of Education in our neighbouring School Boards, in this

province and our country. As a very concerned parent I have concerns and questions I would like to share and ask.

### **Concerns & Questions: Lack of will from HCDSB towards keeping EFI as a permanent project?**

#### **Concerns:**

- ▶ These neighbouring boards have chosen EFI as their optional program which commences between JK and Grade 1 since it is the most beneficial time to begin learning a language and program funding begins in JK.
- ▶ HCDSB French Immersion was introduced as a Pilot Program because it was new for Halton. However neighbouring Catholic Boards have strong rooted French Immersion programs going back over 30 years.
- ▶ Our neighbouring School Boards demonstrate the passion for expanding French Immersion and growing these programs to more children in their respective Catholic School Boards instead of facing the threat of cancelling their programs.
- ▶ By cancelling this program in Halton, Catholic students would no longer have any access to Early French Immersion in a Catholic school setting in Halton.

#### **Questions:**

- ▶ Why would HCDSB go against an upward trend and the success of our neighbouring Catholic Boards and not invest in a segment of our children's education that is continually a growing interest for families?
- ▶ Have we looked to our neighbouring boards and their successes or received information as to how they have been able to continually grow their respective EFI & EF programs?
- ▶ How is it possible that our neighbour Boards have been able to avoid staffing issues and continue to grow?
- ▶ Analogy: Would a business survive if it stopped investing in a segment of the business that has been successful and in high demand while the competitors have continued to grow, develop and succeed in the same segment of their business?
- ▶ As a Catholic Anglophone family, our only option would be to move to the public board for EFI; is this the future we want for our Halton Catholic students?

To conclude, I understand that this program began as a Pilot Program many years after our neighbouring Catholic Boards initiated their EFI & EF programs. That said, there was a commitment made by this Board and there was and is a demand for EFI. In my opinion a Pilot Program would run for less time, perhaps 2 years to test the interest. Now we are on our 5<sup>th</sup> year and the concept is obviously proven and in demand. **I ask you as our Trustees for your support to vote against the cancellation of EFI in our Board. Instead I ask that the Halton Catholic School Board move towards a future of permanency for EFI and future plans to support growth for this high-demand program alongside the wonderful Catholic education the Board offers our children.**

Thank you for your time and support,  
Michelle Salvati

## **Robert & Joanna Serpe**

Delegation to the Halton Catholic District School Board Meeting  
RE: Early French Immersion and the Recommendations of the Ad Hoc Committee  
*November 7, 2017*

*Joanna:* Good evening Trustees. My husband, Rob, and I appreciate the opportunity to tell you a bit about our family and why keeping – and ultimately expanding – the Early French Immersion program is so important to us, our son, Joseph, and our new daughter, who's still a work in progress.

Our story starts in Ottawa. As 20-somethings just out of university, both my husband and I moved to Ottawa to serve as political staff in the federal government – that's actually where we met. Like you, we felt a great sense of obligation to our communities and our country, and we wanted to serve. However, as Anglophones who grew up in the GTA, it became increasingly clear that we needed to be functionally bilingual to rise through the ranks of the federal government over the long-term – and that's perfectly reasonable in a country that enshrines bilingualism in its Constitution. Our parents had never considered the value of a French language education for us, and the impact of that only became clear much later in our lives. We committed then to do everything we could to ensure that our kids would be proficient in both official languages so that they, if they chose, could serve their country at the highest levels.

Fast forward to last year, when we decided to enroll our son into Senior Kindergarten for the 2017-18 year. As we started to learn about the local schools, I have to admit that we were disappointed to see that Halton Catholic ranked among the bottom in the province for Early Immersion options. Not only was Halton Catholic still in "pilot project" mode at just 4 sites, but it was also offering only 50% of the day in French from Grades 1-3, when best practice in the province is 80-100% immersion from Junior Kindergarten to Grade 3, because provincial studies have shown that front-end loading makes for better outcomes in language proficiency. Even more disappointing was the fact that we had chosen to move from Peel Region to Halton 3 years ago because of the strength of the school system here, only to find out now that our son would have had a guaranteed spot in Early French Immersion had we stayed in the Dufferin-Peel Catholic District School Board.

Having taken the past few weeks to study the issue from the inception of the program in 2012 to now, we believe that it is far too early to give up on the Early Immersion program. It seems that the same information and conclusions presented to Trustees in the French Sustainability Study in December 2016 formed the knowledge base upon which the Committee made its recommendations in 2017. Put another way, despite explicit direction from Trustees, it seems the Committee did not endeavour to seek out new information, new perspectives, creative solutions or best practices from other jurisdictions that are successfully running both Extended French and Early Immersion programs. This essentially means that the Early Immersion file has not moved forward in any meaningful way for almost a year now. As you can imagine, as parents, community members and tax payers, that is a frustrating situation to find ourselves in.

**Rob:** As Trustees, you are well aware of the provincial Education Act, but for those here who aren't, the purpose of education in Ontario is "to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society." As stewards of our education system, you provide a critical link between local communities and the school board, bringing the issues and concerns of your constituents forward for discussion and, ultimately, decision.

The separation between you, as political representatives of the community, and the administrators at the Board is a fundamental one: you are accountable to your constituents, they are not. Parents across Halton have put their trust in you and given each of you their vote, to ensure decisions are made in the best interests of our children, not of the administration. While the Director of Education and her staff clearly play an instrumental role in delivering education, they are not the decision makers. While they provide staff reports and recommendations, it's up to you to challenge their assumptions, seek new information, and push the boundaries of conventional wisdom.

And I know this first-hand because I am a public servant who reports into a public sector board. As Executive Director of the Peel Police Services Board, I've seen the leadership it takes to challenge the notion that a program or initiative is too complicated, too difficult to administer or too expensive. Most things that are worth doing usually are. But leadership means doing the right thing despite the challenges that need to be overcome. As staff, it is our job to execute on the decisions of the Board and sometimes that means breaking the mould and innovating to find a better path forward. Let's put it this way: I've told my staff that, in our office, there's only unacceptable answer to any problem we face, and that's "But this is the way we've always done it before". How can we possibly progress in our thinking if we only lean on the same information and approaches we've always used?

When you take stock of the 'French as a Second Language' landscape in Ontario, it's clear that Catholic school boards all around us have found a way to make Extended French and Early Immersion work simultaneously, the Toronto Catholic District School Board being a prime example. In fact, 93% of the student population in Ontario has access to Early Immersion. We pay the same provincial taxes as all these communities – why should our children be offered less? Did you know that there are only 7 English boards out of 60 in Ontario that don't offer Early Immersion? Does Halton Catholic really want to become #8? Does this Board want to head back to the electorate next October with the message that we settled for the path of least resistance?



*Joanna:* At the beginning of the meeting on October 17<sup>th</sup>, our Student Trustee, Christina, recited a prayer that carried a stirring message. She said, “guard us against the lure of easy answers and quick fixes. Open our minds to envision the solutions to the problems of our time.” I think that message resonates loudly for those of us here today.

Five years ago, this body made the right decision to support Early French Immersion. The Chair at the time said: “The feedback we’ve received from parents tells us that there is a strong interest in the option of an earlier entry point into the French Immersion Program,” and that “one of our system priorities is to expand the breadth of learning opportunities offered in the Halton Catholic District School Board, and being responsive to the voice of our parents, Trustees have decided to move ahead with a pilot implementation of the Early French Immersion Program.”

Can a single member of this Board argue against any of these points today?

And, with student participation in French immersion growing at an average annual rate of 5.7% over the last 11 years in Ontario, does anyone honestly believe that this will be the end of the debate? As graduates of French as a Second Language programs are now becoming parents themselves, we can only anticipate that public pressure for more French programming will grow – and it’s the job of our Trustees to figure out a way to meet this demand.

So to end, I’ll say ... let’s decide today to reject the lure of easy answers and quick fixes – the quickest fix of all being the complete dismantling of the Early Immersion program. Let’s open our minds to envision solutions for the long-term, that put our children and their learning first. Please vote to do what is right – not what is convenient – and vote down the recommendation of the Ad Hoc Committee.

Every child in the Halton Catholic District School Board has a right to the same opportunities as his or her peers across the province; let’s go back to the drawing board and rethink how we can deliver a better outcome for our kids and our community. We’re willing to roll up our sleeves.

Thank you.

Halton Catholic District School Board

Board Meeting: November 7<sup>th</sup>, 2017

### **Early French Immersion and its importance to our families and the community**

Catherine Theberge-Conner, parent

I'm here today to implore our trustees to vote against the Ad Hoc committee's recommendation to end the Early French Immersion Program in the Halton Catholic School Board.

I am a firm believer in the value of bilingual education and of the impact of early language introduction. I myself am from a French Canadian background and grew up in primarily English speaking communities. I was fortunate that my parents were able to find French language programs for my brother and me (in the suburbs of Edmonton in the early '80s no less!) and have always seamlessly transitioned from the French to the English language: reading, writing, television/movies and conversation; it's all been very easy for me and I will admit that I long took it for granted. I know recognize it as an invaluable life skill that has opened doors for me in my education, employment, and global travel and cultural exploration: it has literally given me the world! ... and of course I want that an so much more for my children.

Throughout my education and career I've met countless Canadians, engineers, lawyers, teachers, doctors... who shared with me their experiences in French Immersion; the diction games and silly songs they still can't get out of their heads and the lifelong language skills they credit with leading them to where they are today. Bilingualism is a foundation of my community and my identity as a Canadian, and I know I'm not alone in saying so.

As a native French speaker, I'm aware I have options for my children's French education; the French school board could also have been accessible to us, just as Public school Boards. But we chose the Halton Catholic Board because:

- a) we wanted to educate our children in our community and in a school associated with our home Parish;
- b) we were aware of the Board's excellent reputation for educational standards and prioritizing the needs of students, and;
- c) we fundamentally believe that French immersion, i.e. placing equal weight on both English and French language during early literacy development is best to give our kids the language skills to capitalize on educational and career opportunities and the sense of community and Canadian identity we're proud to possess.

And here is where I have to admit that I hadn't researched the details of the French immersion program here in the Halton Catholic School Board. I had assumed that Early French Immersion was a given. Furthermore I was shocked when we registered our eldest son for school to learn that French immersion wasn't available in Kindergarten. You see, my eight and ten year old nieces who live in rural Ontario (born to two unilingual Anglophones) started their French immersion experiences in Junior Kindergarten and have flourished with the language. They love to show off new songs they've learned or books they've read for their French Aunt Catherine. Surely if these kinds of French language opportunities were available in Mulmur Township, in the town of Shelburne – a historically homogenously Anglophone town with a population of 5000 – most surely I thought: this is a program we could support here in Halton.

My family is blessed with three children: three curious, book-loving, sing-song'ing children. My eldest is in the Early French Immersion program at Sacred Heart of Jesus in Burlington. He's in grade one. I will share with you that Amy son struggled with his introduction to school in Junior Kindergarten. He's a bright kid, but to our surprise in our first feedback session with his teacher she informed us that she hadn't heard him speak more than two words yet. We were floored! Our son was coming home from school with lots of stories and new phrases he had clearly picked up from his new school environment. He was eager to head off to school every morning; we had no reason to believe he was struggling... but he was. We were fortunate to have access to a fantastic speech pathology team here in Burlington. They worked (and played) with our son and rather quickly identified that his issues with speech weren't physical or even grammatical: his struggle with language was related to confidence. It wasn't that he couldn't speak, he chose not to because he was afraid to. We knew he could be shy and a little anxious, but didn't realize how much it impacted his ability to express himself.

We spent a lot of time (and resources) working with our eldest son to build his confidence with language. You can imagine that we similarly invested a lot of energy debating the merits of French Immersion and what environment would be best for him. And because of the limited Early French Immersion program here in Halton; it also meant switching schools even. We worried about the stress and anxiety of a new school, an additional language. Ultimately we chose the Early French Immersion program in Halton because of the stellar reputation of the board and its teachers. We truly believed he would be supported and nurtured, he would learn a valuable life skill, and gain sense of belonging in our culture and our community.

Our son has now been in the program for two months. Just two months. And I will tell you that I have immense pride in his progress in the French language: but it's nothing compared to the pride he has in himself. He is beaming! He shows off his new skills at every and any occasion. This boy who still very recently struggled to make eye contact when he spoke or would mumble quickly through his words to just "get them over with" now sings boisterously in French. He

loudly recites stories in French. He teaches his two younger brothers about songs and words. He's inquisitive: wants to know how to say words in French; he wants to understand the origin of words and how they differ or are similar to English translations. And he reads in French! My boy who lacked the confidence to speak now tackles books and confidently sounds out new words he's never seen before. He loves the language. And I love the confidence it has unlocked in him.

Earlier I mentioned I have three children. My eldest is in grade one. He has one brother in junior kindergarten and another still in pre-school. I could not possibly imagine not offering them the same opportunity for enrichment. That's why if this Board proceeds with cancelling the Early French Immersion program I will be forced to move my three sons out of our school Board. I really don't want to leave our School Board; but I have other opportunities to participate in our Parish and our Faith at home.

Others, armed with more facts than me, will share with you today strategies and opportunities to address our challenges in operating the Early French Immersion program here in our Board. I wanted to take the opportunity to share with you why I feel this program is important for our children. They deserve this opportunity to discover the French language and to feel the confidence that a mastery of the French language can unlock for them today and in their future endeavors. We owe it to them.

Please save Early French Immersion for our students.

Yours very truly,

Catherine Theberge-Conner

**Delegation to the Halton Catholic District School Board  
Márcio Campos – November 7<sup>th</sup>, 2017**

After reviewing the presentation from the Ad Hoc Committee with its recommendation to phase out Early French Immersion, there is an obvious and inevitable question: WHAT HAPPENED TO THE COMMITTEE MANDATE?

With all due respect for all the people who put a lot of time and effort into the Committee work, the deviation from its mandate is **embarrassing**.

How does a recommendation to phase-out EFI address its mandate "to prepare a multi-year plan for an EFI Program that will endeavor to address and resolve all of the ongoing issues (...) with a view to moving EFI from a pilot to a sustainable and permanent program"?

Having been denied the opportunity to participate or observe the work of the Committee, but after carefully reviewing the meeting minutes that were made public, **it is very evident the Committee took it upon themselves to establish a new mandate**.

Not only the Committee deviated from its mandate, they have done it consciously. The Committee's September 19th meeting minutes reads "A. Prkacin asked the committee to consider a back up plan in the event that the Trustees think the mandate was not met as discussed when the voting took place at the last meeting."

Furthermore, what appalls me the most is that, **despite having identified the challenges in hiring qualified teachers as the key issue , the committee has not presented a single recommendation to address it**. Not a single suggestion to improve our recruitment process and outcomes. Nothing.

Also perplexing is the lack of interest in consulting the parent community, exemplified by running a single-question survey AFTER a decision had already been made; a **survey designed to be inconsequential**. It's crystal clear the Committee couldn't care less about the parent community opinion.

This disregard for community involvement is what I find the most disappointing but logical explanation for the deviation from the Committee's mandate.

Twelve months ago there was a fairly large group of EFI parents who were engaged and ready to contribute. People who were already committed to the mandate of the Committee, willing to examine and challenge information, bring outside expert opinion, call on relevant stakeholders, and work to suggest solutions to the challenges in hiring teachers.

For not being selected in the draw that chose the parent members, these parents (myself included) were left aside, not allowed to participate nor observe.

With the support of Canadian Parents for French Ontario (CPF Ontario), a national organization dedicated to the promotion and creation of French-second-language learning opportunities, we formed a local Chapter of CPF as an attempt to be included in the discussions as an entity, **to serve as a conduit to and from that pool of engaged parents in our community.**

The local CPF Chapter request for a seat on the Committee was denied, twice.

I mean no disrespect to the parents, teacher, staff and trustees that offered their time and talent as volunteers to the Committee. Neither I want to suggest that a work group that doesn't include me or that group of engaged parents is invalid. However, from the meeting minutes and the recommendation I'm left with the impression the mindset of this Committee was to repeat the narrative and assumption it is impossible to overcome the existing hiring challenge, despite the success other boards have been experiencing.

It is evident this Committee has disregarded the community opinion, failed to include those who were already engaged in actually addressing the key issue, and bluntly deviated from its mandate.

Its recommendation is a mistake in many levels.

First, because it is **the opposite of the mandate, the spirit and the intent** of the work assigned to this committee. We should be striving to expand the program, rather than detail a multi-year plan to dismantle it.

Second, because reducing French programming (and particularly French Immersion) would be an alarming disconnect with the policies and efforts from our Ministry and Education and the Province's government, which has been promoting bilingualism and the expansion of French-language learning opportunities.

Premier Wynne recently stated that *"across our province, we encourage all of our children to learn the language through French immersion"*. The Ministry of Education has established as a key goal for FSL in Ontario to *"increase student confidence, proficiency, and achievement in FSL"*, and it is widely accepted that French Immersion is the best tool for that. And, our Ministry of Education has repeatedly expressed its commitment to ensure that every child who wishes to learn French in our Province has access to FSL programming.

The third and most important reason why this recommendation is a mistake, is what it would mean to our Catholic children. The message to our families is that we will be left to make an unfortunate decision: either we will have to accept our children don't have the same opportunities our neighbours across Ontario have; or decide to move to Hamilton, Mississauga or Toronto, where Catholic schools do offer French Immersion; or choose to withdraw from Catholic education and move to the Public Board where EFI is uncapped, accessible to all.

I want to conclude by sharing with you Minister Mitzie Hunter's comments after announcing the actions the Ministry is taking to address the French teacher shortage during the CPF Symposium on FLS Education on October 28<sup>th</sup>. In response to my question, this is the message she left:

<https://youtu.be/f4NnID4ny84>

"(...) with respect to Halton Catholic (...) let's inform them of what was announced here today so that they are aware of the steps being taken by the Ministry to address the short-term crisis in French language teachers supply. Let's get them that news, so that they don't make a decision that they don't have to make, because there is some relief that will be forthcoming."

I trust you will use coherent judgement, reaffirm a commitment to broaden learning opportunities to our children, and reject the recommendation put forward by the Committee.

Alicia DeFreitas – presentation to Board of Trustees

November 7, 2017

Slide 1:

Thank you for the opportunity to delegate. As a parent with one child in SK and another child starting school next year, it is important for me to be here to delegate on behalf of them and all other children in the Halton Catholic District School Board.

Slide 2:

I heard about the results from 2016, and was happy to hear of the trustees decision to appoint an Ad-hoc committee “to make further recommendations to Trustees as to the future of French Immersion with the view to moving Early French Immersion from a pilot to a sustainable and permanent program offering”. When the announcement came out asking for volunteers to be part of this committee I immediately put my name in for consideration and looked forward to the possibility of being part of the team to find solutions to keeping this worthwhile program.

Slide 3:

When the results of the Ad hoc committee were presented, I was completely shocked at the recommendation to cancel the EFI program for a number of reasons.

FIRST, the process;

The committee was selected via a draw – parents who were not selected could not lend expertise or assist with being a part of the solution. Those who asked to attend to understand the process and discussion were denied - thus creating a lack of trust and transparency in the process. There was no additional consultation with parents in the community and no accountability of those selected to be representative of parents in the community.

Slide 4:

SECOND, the committee did not deliver on their mandate.

In reading through the minutes of the Ad Hoc Committee’s meeting of September 19, 2017, a Committee member commented that perhaps they should come up with a “back up plan” if the Trustees question that they did not deliver on their mandate. This further erodes public trust that the Committee actually set out to make the roll-out of Early Immersion a success within the HCDSB.

Slide 5:

Specifically, as an experienced HR professional, I would like to address the issues of recruitment presented by the committee that there is a shortage of French teachers and that the HCDSB cannot sustain the Early French Immersion program.

Slide 6:

Talent Acquisition Strategies need to be innovative to be successful.



Slide 7:

However, these are the two methods currently being used to recruit: job postings and career fairs

In an environment where we are working to attract millennials, we need to communicate to them in an effective manner. My questions are - what other methods are being considered? LinkedIn, Twitter, other social media sites. How are career fairs targeted, is there a comprehensive campus recruitment plan in place, not just focused on attending schools? What is the value proposition for a teacher to consider the HCDSB over other school boards.

There were no experts consulted to help formulate solutions, and if costs were a factor, the ad hoc committee should have engaged with parents to ask if there were experts who would assist in driving collaborative solutions. I know that if I were asked I would have volunteered to consult on my area of expertise - after all, the results will impact the well being and opportunities available for my children and children in the HCDSB - the reason why I am here today.

Slide 8:

Let's take a closer look at the job postings the HCDSB is currently using to attract candidates. On the left – HCDSB, and on the right YRDSB. These postings appear on ApplyToEducation. The HCDSB's job posting is dated Oct 17/17. At the outset it reads "Please be advised that this posting is for occasional teaching opportunities". Compare that to the post from YRDSB Sept 30/17 which embraces its educational community and commitment, explicitly recognizes teacher contributions, makes it clear that French Teacher positions may become available immediately and that teacher education students are welcome to apply prior to qualifications been confirmed.

Why not have a posting that strongly highlights the HCDSB Board's excitement and commitment to the implementation to the Early French Immersion Program. As stated directly on the HCDSB site:

"A provincial leader in student achievement, HCDSB provides exceptional educational experiences and services to over 33,000 students of all ages. God's call to love and to serve is nurtured across our 46 elementary schools, 9 secondary schools, and 3 continuing education facilities, serving the communities of Burlington, Halton Hills, Milton, and Oakville. With a focus on *Achieving, Believing, and Belonging*, we provide our students and staff with the tools for realizing their fullest potential, while also instilling a life-long commitment to the community."

This is not reflected in the posting.

Slide 9:

As is the case with many businesses, there are key positions that may be difficult to recruit for, however, full talent acquisition strategies are developed and executed on. The rationale provided by the board:

- Fewer teachers needed over time: Why is this the goal? The goal should be to recruit quality FSL teachers, and provide them with the opportunity to realize their full potential.
- The Early French Immersion was **always** a pilot program: A pilot program allows for time to assess and improve, but pilots are introduced with intent to move to permanent status. Any other reason to introduce a pilot is a waste of tax payer dollars.

- The Extended French Program has been in existence for almost 30 years: The number of years a program has been in place is not a good reason to keep something. The question at hand is not about the extended French Program, but rather was meant to focus on solutions to overcome potential barriers. None of which were provided.

Making the recommendation to cancel the Early French Immersion program is taking the easy way out, and does not reflect the values of the HCDSB.

Slide 10:

We chose to put our children into the HCDSB for its outstanding reputation and vision. Our children should not be offered less of an opportunity due to the recommendation of the Ad Hoc Committee.

I urge you to vote down the recommendation provided by the ad-hoc committee and work with parents and those with expertise to drive permanent solutions to make the Early French Immersion Program permanent.

# Early French Immersion

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An investment in our children's future

**Alicia DeFreitas**

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# THE AD-HOC COMMITTEE



# Who was on this committee?

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- The committee was made up of 20 parents, 2 school principals, 4 teachers, 1 student, 2 trustees and “board staff”.
- Selected by draw
- Who were the “experts” on dealing with key issues presented?

# The Mandate

## Mandate of the French Ad Hoc Committee

Establish an Ad Hoc Committee 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 Early French Immersion from a pilot to a sustainable and permanent program.**

The committee did not fulfill their mandate.



# KEY FINDINGS

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## RECRUITMENT



# Recruitment

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“

With reduced numbers of new teachers in 2016 and future years, most French-Language qualified new teachers should expect early job success and **Ontario School Boards will likely need to plan for increased FSL and French first language teacher recruitment challenges.**”

- 'Transition to Teaching 2016', (Ontario College of Teachers)

- The key in this quote is the need to plan.
- Where is the talent acquisition strategy for the HDCSB in recruiting qualified Catholic French teachers?



# Recruitment Practices

## How We Find French Teachers



On-going  
External Posting for  
French Teachers



Teacher  
Recruitment Fairs



- What else are you doing to engage with millennials graduating from teachers college?
- These 2 options have been in place for many years, but there are other ways to recruit
- Social media strategies
- Value proposition: Why join the HCDSB

# Job Postings

## Job Description & Requirements

The Halton Catholic District School Board is now accepting applications for **French teaching opportunities**.

Please be advised that this posting is for occasional teaching opportunities (with potential of long-term occasional teaching assignments and permanent elementary teaching assignments) for the following French programs: Core French, Early French Immersion, and Extended French.

### Qualifications:

- Hold a valid Certificate of Registration for Ontario College of Teachers
- Hold qualifications in the Primary, Junior, Intermediate Divisions
- Hold qualifications in FSL

If interested please apply online through Apply To Education. We encourage you to visit the 'Teaching Position Application Process' on the Careers page of our website for further information on the application submission requirements. <http://www.hcdsb.org/Careers/Pages/teachingProcess.aspx>

## Job Description & Requirements



By completing our **Elementary French Teacher** general on-line application, you are taking the first step towards joining an educational community that is committed to ensuring everyone has the opportunity to experience success. Only candidates selected for interviews will be contacted.

The first stage of the process for all teachers interested in teaching French as a Second Language (FSL) with the York region District School Board is our French language assessment. This assessment has an oral and a written component and helps us determine whether a candidate's level of French is appropriate for Core French or for French Immersion. Candidates will be contacted to schedule the oral language screening and written component. **French Teacher Hiring** will be continuous and some positions may be available immediately, while other positions may begin in September 2017. Candidates will be required to be OCT qualified prior to their start date, and also have French as a Second Language (FSL) or equivalent based on OCT qualifications.

**Please be advised that this application is for elementary French teaching opportunities, both occasional and potentially contract.** By applying to this application, candidates are expressing interest in elementary French teaching opportunities. Current **teacher education students** are welcome to apply prior to qualifications being confirmed on the Ontario College of Teachers (OCT) website.

Applicants are advised to review the Conditions of Employment on the Board website for requirements of successful



# Recruitment

## Recommendation of the French Ad Hoc Committee

### OPTION 2

#### MAINTAIN the Extended French Program

Gradually **PHASE OUT** the Early French Immersion Program – this will take 8 years to phase out

Students currently enrolled in Early French Immersion Program would complete the program and graduate in Grade 8

#### Rationale:

- Fewer teachers needed over time
- It will be possible to expand the Extended French Program as well as the Core French Program over time
- The Early French Immersion was always a pilot program
- The Extended French Program has been in existence for almost 30 years

- The rationale provided lacks substance and does not reflect the vision of the HCDSB.

“With a focus on *Achieving, Believing, and Belonging*, we **provide our students and staff with the tools for realizing their fullest potential**, while also instilling a life-long commitment to the community”

# Ask of the Trustees

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- On November 21<sup>st</sup>, 2017 – Vote down the recommendation to eliminate the Early French Immersion Program.
- Do not allow our children to be offered less of an opportunity
- Reflect the vision of the Halton Catholic District School Board.

**Presentation to the Halton Catholic District School Board Regular Board Meeting**  
**November 7, 2017**  
**Dr. Heather Ramey, CYW, PhD**

*I wish to present on the potential changes to French Programs. Specifically, I will address decision between Option 1 (Maintain the Early French Immersion Program) and Option 2 (Maintain the Extended French Immersion Program), discussed in the most recent report (October 2017).*

**Introduction**

I would like to first introduce myself. I have undergraduate and graduate degrees in child and youth care and child and youth studies, and a PhD in developmental psychology. I am a full-time faculty at Humber, in the Bachelor of Child & Youth Care degree program, and an adjunct professor of Child & Youth Studies at Brock University. I am also Director of Research at the national Centre of Excellence for Youth Engagement. I teach courses in infant, child, and adolescent development. This teaching includes topics such as the role of bilingualism and learning a second language in child development. I am also a parent, and I acknowledge my own personal interest in this decision, as one of my children is currently in senior kindergarten at St. Timothy School.

**Goals of French as a Second Language Education in Ontario**

The goals of French as a Second Language education in Ontario are listed in the HCDSB 2016 report. The goals primarily focus on increasing students' ability to learn French (Regular Board Meeting Minutes, Nov. 2016, p. 22).

**Ad Hoc Committee Recommendations**

The French Program Review Ad Hoc Committee presented their recommendations to the Board of Trustees in October, 2017. After exploring Option 1 and Option 2, the Committee recommended Option 2, eliminating Early French Immersion. Their rationale for their recommendation was as follows:

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

Below, I address each of these points, in turn, with supporting research where relevant.

**Point 1. This option would require fewer teachers over time**

Option 2 would require fewer teachers, but *both option 1 and 2 were presented as viable options*. That is, both options would require fewer teachers.

**Point 2. The Early French Immersion Program was always a pilot program.****Point 3. The Extended French Program has been in existence for almost 30 year.**

This point appears to support Option 2, because parents would have been aware that Early French Immersion might be eliminated. However, parents new to the Board were not notified that Early French Immersion was a pilot prior to registering their children for school. Thus, *it is not clear how Points 2 and 3 are relevant to the selection of which program should be discontinued*.

**Point 4. This option makes it possible to expand the Extended French Program as well as the Core French Program over time.**

Again, the goal of FSL education is, essentially, to increase students' French language confidence and abilities. Selecting Option 1, maintaining Early French Immersion, is the best way of reaching this goal. *Early French Immersion is the most effective option for increasing children's competence in the French Language* (Dicks & Kristmanson, 2008). It is not clear how successful the Extended French Program is in meeting this goal, although student who participated in Extended French Programs have much less confidence in their French abilities than students in who participated in Early French Immersion (Rehner, 2014). Researchers are clear that "given the option of just one program, the early immersion option presents the most advantages" (Dicks & Kristmanson, 2008, p. 2).

There are also developmental advantages to learning a second language, beyond the language skills in the second language. Children who are bilingual by middle childhood have better metalinguistic skills (i.e., greater awareness of the underlying structure of language); they are better than single-language children at detecting mistakes in grammar and meaning; and they have better overall cognitive ability (Baker, 2011; Bialystock, 2014; Schwartz et al., 2008; Swanson et al., 2004), than monolingual children. However, there are "sensitive periods", or critical windows of time for many of the benefits of language development. *The positive effects of bilingualism can be reached through immersion, but children need to learn a second language early enough in their development* (Bialystock, 2015; Bialystock, Peets, & Moreno, 2014). As was noted in comments from the recent French Program survey, the earlier children learn French, the better.

**Point 5. The option makes it easier to Catholic schools to meet the Ministry's mandate to provide 60 minutes per day of Math instruction.**

It should be noted that *immersion students need less English-language instruction than non-immersion students* (Gennese, 2015). This is the case for a few reasons. First, students learn in English outside of school. Also, there are common underlying abilities that transfer across languages (Canadian Parents for French, 2017). For example, as immersion students gain

decoding and reading comprehension skills in French, they are also acquiring skills that help them to read English.

**Point 6. This option is more equitable because it allows more students to have access to an optional French Program.**

In their report to the Board of Trustees, the French Program Review Ad Hoc Committee noted that the Extended French Program is more equitable, because it is available to more students than the Early French Immersion Program. Reaching more students in the program, through greater enrolment, does not make this option more equitable. Instead, *researchers are clear that early French Immersion is more equitable, and that later enrolment grade 4 French Immersion is less equitable*. Students with identified learning difficulties or who are at-risk in other ways are less likely to enroll in French programs, when they are offered later, despite the benefits of these programs (Dicks & Kristmanson, 2008). Thus, students who enter later French programs are a more select group. It is also worth noting that, as pointed out in the recent survey responses, eliminating Early French Immersion creates inequity with the Halton District School Board, which begins French in grade 2.

**Additional Resource:**

Dicks, J. (2015). A case for EFI. Retrieved from <https://www.youtube.com/watch?v=I5gbdXFB8Uk&feature=youtu.be>.

Dr. Dicks is the Director of the Second Language Research Institute of Canada at the University of New Brunswick. In this 5-minute video, he explains the research basis for early French Immersion, as the *best option* for French as a Second Language learning.

### References

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- Bialystok, E. (2015). Bilingualism and the development of executive function: The role of attention. *Child Development Perspectives*, 9, 117–121. doi: 10.1111/cdep.12116
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- Genesee, F. (2015). Myths about early childhood bilingualism. *Canadian Psychology*, 56, 6–15. doi: 10.1037/a0038599
- Rehner, K. (2014). French as a Second Language (FSL) Student proficiency and confidence pilot project, 2013-2014: A synopsis of findings. Retrieved from [www.curriculum.org/fsl/wp-content/uploads/2015/12/Synopsis\\_FINAL.pdf](http://www.curriculum.org/fsl/wp-content/uploads/2015/12/Synopsis_FINAL.pdf)
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- Swanson, H., Saez, L., & Gerber, M. (2004). Literacy and cognitive functioning in bilingual and nonbilingual children at or not at risk for reading disabilities. *Journal of Educational Psychology*, 96, 3–18.



November 7<sup>th</sup> delegation by Natalie Cambone

Bonsoir tonight I come to you as a concerned parent, catholic and Canadian. I have been following the work of the parent committee and the board's recommendation this past year. In recent years I have done my own research to assure that I was making the right choice for my children education and future. I will be sharing with you some statistics and an article that I have found on teachers from Quebec.

**Tonight I will review:**

How many teachers are without a permanent position in Quebec?

Do a salary comparison between Ontario and Quebec teachers.

Do an income taxes review between the 2 provinces.

Inform you on how many teachers from Quebec are currently in Ontario?

Which Universities the HCDSB can recruit from in Quebec?

The benefits for someone from Quebec to move to Ontario.

**How many teachers are without a permanent position in Quebec:**

Did you know since 2009 teachers from Quebec are no longer required any additional training or required to do an evaluation to teach in Ontario.

La federation des syndicats de l'enseignement au Quebec confirmed that 45% of teachers in Quebec do not have a permanent position. This would be 46 350 teachers. Did you also know that in Quebec the population of Roman Catholics is 82.23% which would mean that 46 268 catholic teachers in Quebec do not have a permanent position?

Knowing that 46 268 catholic teachers in Quebec do not have a permanent position. Do you really believe we have exhausted all avenues?

### **Salary Comparison:**

Let's compare the salary. On average a teacher in Quebec makes \$62 259 and a teacher in Ontario makes \$80 178, a difference of \$17 919.

Did you know it takes teachers in Quebec 17 years to reach its maximum pay of \$80 752 and it takes Ontario teachers' 10 years to reach \$97 954? A teacher in Ontario reaches the salary cap 7 years earlier and an additional \$17 202.

Don't you think this would be a good enough incentive for a teacher who does not have a permanent position to want to come to Ontario?

### **Income Taxes in Ontario versus Quebec:**

Let's review the income taxes in Ontario and in Quebec.

#### **Ontario Personal Income Tax Brackets and Tax Rates**

Taxable Income	
over \$42,201 up to \$84,404	9.15%
over \$84,404 up to \$150,000	11.16%
over \$150,000 up to \$220,000	12.16%

#### **Quebec Personal Income Tax Brackets and Tax Rates**

Taxable Income	
\$42,390 or less	16%
More than \$42,390, but not more than \$84,780	20%
More than \$84,780, but not more than \$103,150	24%
More than \$103,150	25.75%

Quebecers pay around 10% more in income taxes. As you can see on the board, the income taxes we pay in Ontario are much less. Yes the cost of living in Ontario is higher for purchasing a house, the insurance of a house and car. Regardless you can see that the salary is higher in Ontario and the taxes in Ontario are lower which compensate for these expenses.

### **Teachers from Quebec in Ontario:**

An article in Le Journal de Quebec was published on March 6, 2016: 2900 profs formés au Quebec exilés en Ontario. (2900 trained teachers in Quebec exiles in Ontario). I've included the link in my delegation if you wish to read this at a later time. <http://www.journaldequebec.com/2016/03/22/lontario-attire-les-profs-quebecois>

In this article the Ontario College of Teachers confirmed that in 2014 that 2901 teacher from Quebec were currently in Ontario. The numbers on the last 5 years are as followed on how many teachers we have in Ontario from Quebec:

2012 - had a total of 2636 teachers

2013 – had a total of 2763 teachers

2014 – had a total of 2901 teachers

2015 – had a total of 3007 teachers

2016 - had a total of 3173 teachers

An average growth of 5% every year and this would mean that 2609 teachers who are catholic are currently in Ontario.

Seeing these numbers do you believe people from Quebec aren't moving to Ontario?

### **Other Universities to recruit from other than McGill:**

Has the board considered recruiting from other Universities than McGill in Quebec. There is other renowned University in the neighboring province.

L'Universite de Montreal

L'Universite de Montreal a Quebec

Concordia University

L'Universite de Quebec

L'Universite de Quebec a Montreal

L'Universite de Laval

Bishop University

These are just a few Universities. This solution is a temporary one as more and more Early French Immersion students graduate you will be creating your own teachers of the future.

**What are the benefits to move to Ontario:**

-Teachers would have a Permanent Position

-Higher Salary

-Political: Do you realize every provincial election in Quebec, the subject of separation from the rest of the country returns and pushes people out of the province?

-Economy: The subject of separation of the rest of the country is not of a benefit for Quebec but has created a loss in jobs over the years and in the years to come.

-Health care: The waits in Quebec are much larger than in Ontario

-Weather: Don't we have warmer weather.

Aren't these good enough incentives for people to relocate?

After listening to everything I presented to you tonight, I have one very important question to ask all of you. Do you believe that everything that could have been done for our children in this board and the future children/ students has been done? If any part of you thinks it has not, then I ask you that you make the right choice for our children which represent the future of our Halton Catholic District School Board. Catholic students deserve to be lead and inspired by people who will go the extra mile for them. These children are the future generation and deserve every opportunity to learn French beginning as early as Grade 1 if they choose too. Please keep in mind Early French Immersion is a segment of education that is growing and expanding nationally and in our neighbouring boards. My children, the children of the parents behind me and all other children deserve nothing but the best. Thank you and Merci for listening to me this evening. Our children's future and the future of the growth of our board are in your hands.

# Delegation November 7<sup>th</sup>

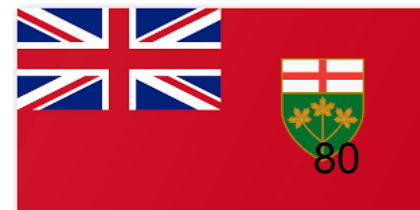
by Natalie Cambone

Statistics on teachers in Quebec



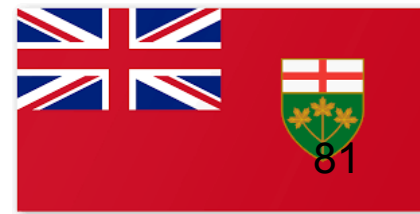
# Key Points

- How many teachers are without a permanent position in Quebec?
- Do a salary comparison between Ontario and Quebec teachers.
- Do an income taxes review between the 2 provinces.
- Inform you on how many teachers from Quebec are currently in Ontario?
- Which Universities the HCDSB can recruit from in Quebec?
- Benefits for someone from Quebec to move to Ontario.



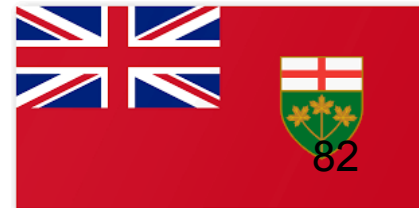
# How many teachers are without a permanent position in Quebec?

- Did you know since 2009 teachers from Quebec are no longer required any additional training or required to do an evaluation to teach in Ontario.
- 45% of teachers in Quebec do not have a permanent position. This would be 46350 teachers out of 103000 teachers.
- Quebec Roman Population is 82.23% which is 46268.



# 46268

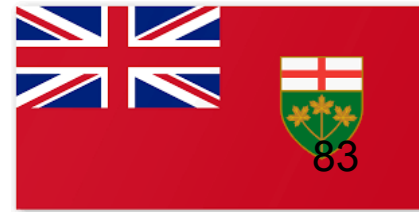
Catholic teachers in Quebec do not have a permanent position.





# Salary Comparison

- On average a teacher in Quebec makes \$62 259
- On average a teacher in Ontario makes \$80 178
- Did you know it takes a teacher in Quebec 17 years to reach its maximum pay of \$80 572
- In Ontario it takes 10 years to reach \$97 954



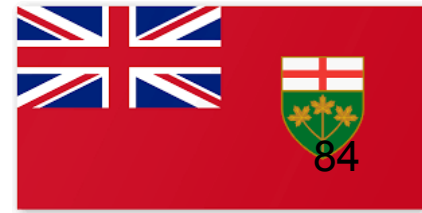
# Income Taxes in Ontario versus Quebec

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Taxable Income	
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More than \$103,150	25.75%



# Teachers from Quebec in Ontario

<http://www.journaldequebec.com/2016/03/22/lontario-attire-les-profs-quebecois>

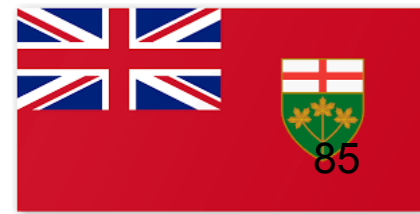
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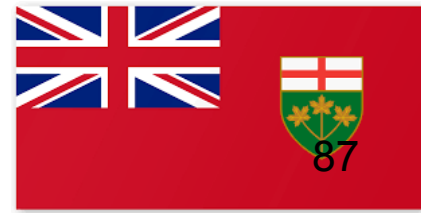
# Other Universities to recruit from other than McGill

- L'Université de Montreal
- L'Université de Montreal a Quebec
- Concordia University
- L'Université de Quebec
- L'Université de Quebec a Montreal
- L'Université de Laval
- Bishop University

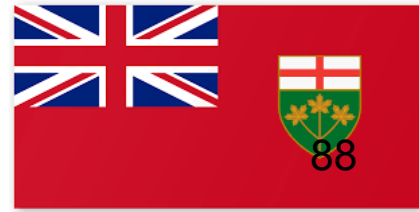


# Benefits to move to Ontario

- Permanent Position
- Higher Salary
- Political:
- Economy
- Health care
- Weather



THANK YOU- MERCI





November 1, 2017

Re: Delegation to HCDSB for November 7, 2017

From: Javier Rubatto, President, Halton Catholic Chapter, Canadian Parents for French

Good evening everyone, Board of Trustees, Senior Board Staff, fellow parents. My name is Javier Rubatto. I am the President of the Halton Catholic Chapter of Canadian Parents for French. Next to me is Mary Cruden, the past president of Canadian Parents for French Ontario and current chair of the CPF Ontario Advocacy Committee.

I am the proud father of two wonderful children. My eldest is in the Early French Immersion program in grade 4 and my youngest is in Senior Kindergarten not in the French Immersion program yet.

My family and I moved to the Burlington community 5 years ago, and chose and still choose the Halton Catholic Board for our children's education for three main reason:

- 1) To learn the Catholic Faith and values in a school environment.
- 2) To have access to the Early French Immersion Program currently being offered.
- 3) For the excellent academic standards that the Halton Catholic Board is known for.

Our Organization **Canadian Parents for French** was created in 1977 by parents across Canada who wanted to create and support opportunities for young people to learn French. We believe that all children in Ontario should have access to programs that provide the best possible achievement in French proficiency. What we are doing here tonight has been repeated at school boards for the last 40 years. Parents coming together, armed with research and the support of French classroom teachers, to convince Boards that they can indeed provide the optimal program and that the challenges administrators face are entirely solvable.

Today I would like to talk to you about the work other levels of government are doing to ensure that Ontario School Boards have an adequate supply of French teachers.

At a provincial level, the Francophone Affairs Minister Marie-France Lalonde, announced January 9<sup>th</sup>, 2017 that Ontario is creating a French-language university – the first of its kind in the province that will offer students a completely French environment, will provide cross-disciplinary programs and will give French immersion graduates a Greater Toronto Area destination to do post-secondary courses in French.

This decision came after former Official Languages Commissioner Ms. Dyane Adam, released an independent study and report recommending the new French University. The report stated that employers are facing challenges recruiting people competent in French, and that there are labour gaps in areas, including education, law, social services and health. “With Central and Southwestern Ontario home to the fastest growing francophone population in Canada, the French University would help address these gaps”. Ms. Adam said.

At the federal level, not only is the government supporting French immersion in Ontario through the Official Languages in Education funding, it is also supporting increased Francophone immigration with **Xpress Entry**. This program expedites immigration for skilled workers that possess a set of skills and/or trades needed in Canada. Due to the supply challenge of French speaking professionals in Canada, all potential French speaking professionals are **Xpress Entry**. This makes it much easier for a French speaking teacher from abroad to come to Canada to live and to work. Canadian Parents for French has confirmed with the Ontario College of Teachers that if a teacher is certified in France, their credentials are suitable for certification in Ontario.

Another Federal government initiative is the **Franco-Canadian Pact**. Enrolment in French Immersion in Canada climbed 41% in the decade to 2014/15. In May of 2017, at the French Embassy in Ottawa, a letter of intent was signed between the three higher education associations in Canada and France to create a single solution to two problems: **a lack of French teachers in Canada and a lack of teaching jobs in France. That simple.** This initiative will encourage students enrolled in French universities to teach in Canada, to help us support growth in student participation in immersion and it will fulfill a need for more professional opportunities for teacher candidates and graduates from France.

In my last example, but certainly not the least of them, I would like to share what our Minister of Education, Mitzie Hunter, said at our Canadian Parents for French Symposium held on Saturday October 28<sup>th</sup>, 2017, in Mississauga. At the Symposium, Minister Hunter spoke about the government’s awareness of the continued growth in enrollment of French Immersion programs in Ontario School Boards, as well as the current supply challenges for French Teachers in Ontario. She laid out details of an immediate and longer-term action plan that will include a working group with Canadian Parents for French at the table. When Minister Hunter was asked directly by one of the members of our Halton Catholic Chapter of Canadian Parents for French about the recommendation to cancel the Early French Immersion program at our Board and the decision that our Trustees are making on November 21<sup>st</sup>, she personally addressed HCDSB, saying:

“Please don’t make a decision that you don’t have to make”

This is the same plea that I am asking you today. Help is on the way. I have mentioned initiatives already undertaken by both provincial and federal governments. Things will get better. At HCDSB, we are implementing immersion slowly, one grade at time with a need for only 4 additional teachers each year.



Let's be resourceful and meet the challenges with faith and optimism, always remembering that ***where there is a will there is a way.***

Let's show our kids that we are not giving up on them. That we don't give up in the face of adversity. That we stand tall and meet challenges with resourcefulness, hope, and optimism, looking out to our community and beyond for support and guidance. Our children, our Board and our community deserve it.

Trustees, on Tuesday November 21<sup>st</sup>, when you are faced with this decision, please vote against the recommendation from the Ad Hoc Committee to cancel Early French Immersion. Instead, let's have both Early French Immersion and Extended French Immersion at the Halton Catholic District School board. They are both excellent programs, suited for differing needs and aspirations and can both benefit our children immensely.

**We ask that the Halton Catholic Board commit to:**

Fully implementing French immersion to Grade 12,

To continue offering and supporting Extended French to Grade 12,

Expanding the Early French Immersion Program and Extended French Immersion Program to meet demand and to make the opportunities accessible and therefore equitable for all,

Creating a permanent French as a Second Language Advisory Committee of parents, selected by their peers, to work together with staff and trustees to support student achievement in all 3 French as a Second Language programs.

I would like to also take this opportunity to offer assistance from Canadian Parents for French to the Halton Catholic Board. Let's be partners and work together to achieve our common goal of improving student achievement in French.

***Together we will achieve our goals and surpass our challenges.***

I know that my recommendations might seem ambitious right now, but I would like to recall the words of Nelson Mandela: "It never seemed possible until it was done."

We can do this together. We are all here to help.

Thank you.

**References:**

Minister Mitzie Hunter, Action Plan on FSL Teacher Supply (video):

[https://www.youtube.com/channel/UCC-arj-NKa4LN\\_CSbHWwzMQ](https://www.youtube.com/channel/UCC-arj-NKa4LN_CSbHWwzMQ)

Dr Joseph Dicks on why Early French Immersion (video):

<https://www.youtube.com/watch?v=I5gbdXFB8Uk&t=9s>

State of FSL Education in Ontario:

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

December 2016 Delegation CPF Ontario:

[http://cpfdata.cpf.ca/uploads/332/1509466057212\\_cpf%20on%20delegation%20to%20hcdsb%20dec%206%202016.pdf](http://cpfdata.cpf.ca/uploads/332/1509466057212_cpf%20on%20delegation%20to%20hcdsb%20dec%206%202016.pdf)

Ontario French Language University

<https://news.ontario.ca/maesd/en/2017/8/province-creating-first-french-language-university-in-ontario.html>

Express Entry French-Speaking Skilled Worker

[http://www.ontarioimmigration.ca/en/pnp/OI\\_PNP\\_EE\\_FRENCH.html](http://www.ontarioimmigration.ca/en/pnp/OI_PNP_EE_FRENCH.html)

Franco-Canadian Pact – teacher mobility

<https://thepienews.com/news/franco-canadian-pact-address-teacher-shortage/>

## **HCDSB Delegation Nov 7, 2017 - Raffaella Profiti**

***We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too. - John F. Kennedy, 1962***

Good evening Trustees, staff, parents and community members.

My name is Raffaella and I'm here tonight to support comprehensive French programming that can include both Early French Immersion and Extended French.

We have 2 children in Early French Immersion. My oldest son was part of the first cohort. We do not have children "trying to get in". I can say unequivocally that had it not been for the introduction of Early Immersion in 2013 we would not be at the Catholic Board. Our son completed kindergarten with Halton Catholic. Our intent was always to move to the public board for French Immersion in Grade 1. We were ecstatic when it was announced that French Immersion would be coming to our Board just as our son was entering Grade 1. Early Immersion has allowed us to give our children the same educational opportunities offered to children in our co-terminus board as well as the vast majority of boards in Ontario - with the added bonus of doing it through a Catholic lens.

We are now at point where we are once again facing the possibility of losing the Early Immersion program. The TCDSB is doubling their Early Immersion program and not at the expense of Extended French (as presented to the Committee). So how is it that other boards can expand during such "challenging times" but HCDSB can't even maintain?

As of 2015-16, 25/29 Catholic boards offer Early Immersion, 9 of which include both Early Immersion and Extended. Only 1 Catholic board offers just Extended. So, while most strive to join the top 5%, with these recommendations our board has aimed for the bottom 5%.

I put my faith in this Board and in the Ad Hoc Committee that over the better part of this year new ideas and real strategies would have been brought forward to address this issue. I trusted that the Ad Hoc Committee would seek outside expertise on how to address this issue and ask those with a broader view of the provincial situation for their input. This was not done. Instead they relied on the same one sided and unbalanced information that was presented last year. Not one new idea, strategy or initiative was presented. There was a lot of scapegoating and no solutions. Not surprisingly, what came of that committee was the same recommendation as presented, and voted down, last year. It seems my trust was misplaced. *And so, what I hope to show tonight is that some approaches taken by this Board may be creating obstacles to effective hiring and to provide examples of what other Boards are doing successfully.*

## **Some HCDSB approaches which may be interfering with recruitment success.**

1. **“Pilot Program”** - The fact that Early Immersion continues to be promoted as a “pilot program” is one self-imposed obstacle. When an FSL teacher has the opportunity to join a pilot program or one that is promoted as strong, established, and permanent which do you think that candidate will choose?
2. **Job Fairs** - There are a number of issues that stand out here:
  - According to the list provided to the Committee (March 28/17 presentation) a large number of job fairs were attending. The 2 largest francophone Faculties of Education in Ontario are at the University of Ottawa and Laurentian. Why was only the anglophone University of Ottawa fair attended? What about the francophone job fair? It is unclear if the francophone Laurentian fair was attended. In Quebec, only McGill was visited (anglophone). Why not the 2 largest francophone Faculties of Education in Quebec - Laval and University of Montreal? Sherbrooke, Bishops, Concordia and University of Quebec were also neglected in Quebec. Shouldn't more resources be directed to Quebec? New Brunswick, the only officially bilingual province in Canada, was not visited.
  - I have heard repeatedly at Board meetings that HCDSB attends the most job fairs and other boards attend only a handful. This is often presented as a point of pride. Rather it should be embarrassing; and the most logical question to follow should be “WHY?” Why is that other boards can maintain or expand their French programs by attending only a handful of job fairs and this Board cannot maintain programming by attending “the most”? What is it about our recruiting efforts and practices that are not as effective as they can be? What I haven't seen from this Board is any evidence of this kind of internal reflection.
  - If it turns out that attending job fairs is of low yield then again one must ask “WHY?” Perhaps, job fairs are not the place to recruit. Perhaps, teacher candidates are still optimistic about finding their choice of full time jobs at that point. Perhaps, it is the teachers languishing on supply lists for a number of years that must be recruited - particularly in Quebec and other French speaking pockets such as New Brunswick, northern Ontario and Manitoba. What are your strategies for targeting these qualified teachers who may be ready to relocate?
3. **Regulation 274** - The Board asserts that Regulation 274 prevents the hiring of external applicants to permanent full time positions. It was stated in the French Sustainability Study report of Dec 2016 ([Appendix A](#)) and re-iterated at the Ad Hoc Committee (March 28 slide presentation) and in an email I received from Superintendent Prkacin. It has been confirmed with a union rep that this is a misinterpretation of Regulation 274. As per the union rep, if there are no teachers on the Board's full time, LTO or OT lists who are qualified or interested in the full time position the Board may post and hire an external applicant to that full time position without having to first be placed on the OT or LTO list. Is this misinterpretation of Regulation 274 why, as the Sept 12 Ad Hoc Committee minutes note, there were 8 qualified French teachers on the supply list while there were 4 unfilled positions?

Among our neighbouring boards Peel DSB and Halton DSB are using this strategy (UGDSB is exploring it). They employ “pool hiring” ([see Appendix B for details](#)), whereby they estimate how many permanent FSL jobs they need to fill in the upcoming year. They then hire a pool of permanent teachers early in the calendar year (“early bird gets the worm”) for known upcoming full time permanent positions in the next school year. In fact, one of our fully fluent Early Immersion moms was hired that very way to the Peel Board as a French Immersion teacher, never having been on the LTO or OT list. (She even obtained her FSL qualifications over her first year teaching permanent full time on a Letter of Approval).

To further illustrate this point [Appendix C](#) (taken from ApplyToEducation) provides an example from Bluewater DSB that makes it clear that their external post is for a permanent FSL position open to external candidates (Oct 20/17)

So again I ask, if an FSL candidate is offered a job at this Board but told they must work their way through the OT and LTO list before being considered for a permanent position and, is simultaneously offered a permanent full time position by another Board, which do you suppose they would choose?

### **What are other boards doing successfully?**

1. **Use of unconventional tools** - It was reported in the Globe and Mail in February 2017 that when a Vancouver area school board found themselves short 9 French Immersion teachers an administrator put out a plea on Facebook through a contact in Quebec. All 9 spots were filled as a result. Quebecois teachers relocated to the most expensive city in Canada, away from their family and friends and flew over Ontario to do so. Millennials live on their phones and are tapped into social media. This is how they have to be reached. Why not use Facebook, Twitter, LinkedIn, Instagram? I receive tweets from this board that my kids bit into an apple. Why not post career opportunities? This can be done while still directing candidates to ApplyToEducation so that they apply through the proper channels. Better yet, provide the direct link to your official job posting! Facebook ads are cheap and can be targeted to your chosen demographic. A great advantage to using social media is the ability to reach out in French - in the milieu of the population you are trying to target. And you don't have to travel the country to do so. Think of the advantage this would give the HCDSB!
2. **Government Outreach** - The Waterloo Board formally asked the province to intervene to help address the French teacher supply issue (Globe and Mail February 2017). Has this Board reached out the provincial government and Ministry of Education as directed by the Mandate? If so, what was their response? If not, why not? If you had, you would have learned that the Ministry of Education is working on addressing this issue. As it turns out, many direct initiatives were revealed in various announcements throughout the year and at a recent CPF symposium.

**3. A productive French Review Committee** - In 2016 the UGDSB's French review Committee provided recommendations that reflect a multi-pronged approach to support and sustain quality French instruction. Their recommendations span the full breadth of FSL programming including specifics to address the FSL teacher supply issue ([Appendix D](#)). I encourage you to review their report (to reinforce an above point - exploration of "pool hiring" was recommended). These are what recommendations coming out of a committee asked to develop strategies to address identified issues should look like. They did what they tasked to do! So, did it work? Yes! In a news report in Guelph Today (Sept 2017) an UGDSB administrator said, "Over the past few months we have had success in hiring many new French qualified teachers to the UGDSB" and further attributed this success to the recruiting enhancements made.

And so, from these limited examples we can see that non-traditional recruiting tools such as the use of social media, the implementation of real, well thought recommendations and quite frankly a commitment to a program with the will to see it succeed do prove successful. The hard reality is that we're going to have to try harder, to innovate, and to do things differently. We are no where close to exhausting all our options.

Our family chose a Catholic education for our kids so that the educational opportunities offered to them would be enhanced when offered through a Catholic lens; not so that those opportunities would be compromised by it.

This Ad Hoc Committee had an opportunity to improve recruiting practices that would have benefitted all 3 French programs. But that opportunity was wasted on some other agenda. Now our kids, in all 3 programs, won't have the benefit of the most robust recruiting practices to ensure an adequate number of the highest quality FSL teacher. And because that job was not done our Halton Catholic children risk losing the Early Immersion program. It would be unconscionable to phase out this valuable program before all recruitment strategies, including the unconventional, have been explored. There is no need to phase out either program. There is a role for both Early Immersion and Extended; it gives parents choice.

So I say to the Trustees, vote against this recommendation and move to make Early French Immersion a permanent program so we can finally get to work to find real solutions to these challenges. Permanency offers stability and goodness knows our kids need it, our families need it, and our teachers need it.....*It may even make hiring that much easier.*

Thank you,

# Appendix A

## FRENCH SUSTAINABILITY STUDY

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

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

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### Closing Remarks:

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

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

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



# Appendix B

“Pool Hiring” - Boards estimate how many permanent FSL jobs they need to fill in the upcoming year (with an understanding of how many qualified and interested teachers exist on their OT/LTO lists). They then hire a pool of teachers early in the calendar year (January or February - because the “early bird gets the worm”). These teachers join the Permanent Pool and get selected from the pool by on-site principals for upcoming full time permanent positions in the next school year. Because the number of qualified/interested teachers already on the OT/LTO list was already taken into account they are guaranteed a full time position at the outset and do not have to work themselves through the OT and LTO lists beforehand.

This practice is well within Regulation 274 as confirmed by an ETFO union rep and Minster Mitzie Hunter — If there are no teachers on the Board’s full time, LTO or OT lists who are qualified or interested in the full time position the Board may post and hire an external applicant to that full time position without having to be first placed on the OT or LTO lists.

**Final Report**

**of the**

**French Immersion**

**Review Committee**

**Elementary**

**September 2012**

### **French Immersion Hiring**

The Peel District School Board is looking for candidates to be able to demonstrate university level spoken and written French. The candidates must hold FSL part 1 or be able to gain entrance into the FSL part 1 AQ in order to be considered for hire to the Board.

Pool hired teachers are guaranteed a full time position if offered a teaching position with the Board.

**Table 3: Elementary French Immersion Pool**

<b>Year</b>	<b>Number Applied</b>	<b>Number Selected to be Interviewed</b>	<b>Number Recommended</b>	<b>Number Hired</b>
2005	App. 300	App.150	50	43
2006/7	App.300	App.150	39	34
2007/8	App. 300	App.150	38	28
2008/9	App. 300	App. 150	58	48
2009/10	No pool	None	None	None
2010/11	327	App. 160	63	55
2011/12	351	App. 170	57	40

# Halton District School Board

## Board Mtg - June 17, 2015

### Appendix 4

#### Number of Permanent and LTO French Teachers hired annually

		LTO French	Permanent French	Total French (Excluding Occasionals)
<i>Projected</i>	2014 - 2015	30	35	65
Historical	2013 - 2014	34	44	78
Historical	2012 - 2013	23	31	54
Historical	2011 - 2012	15	52	67
Historical	2010 - 2011	15	39	54
Historical	2009 - 2010	1	13	14

#### 2014 - 2015 Recruitment Results for 2015 - 2016 School Year

Permanent Pool		Occasional Pool		
Internal	External	Offered Elementary & Secondary	Elementary Only	Secondary Only
23	26	24	87	4

\* External applicants on the Permanent Pool also hold occasional appointments

\*\* Those on the Permanent Pool will be given priority placement for Permanent and LTO positions  
Preference will be given to internal applicants

# Appendix C

Lee Lee Kitchen

Select Language ▼



October 24, 2017



Portfolio Job Postings Administration Purchase Credits Help &amp; Training

## 1.0 Grade 4, Grade 5 Core French, Grade 4 Prep Coverage

Back to search results

◀ Previous Next ▶

Job Code: 2194616

Bluewater District School Board

Closing Date: Oct 24, 2017

4:00 PM EDT

Posted on: Oct 20, 2017

## Job Type:

Full Time

## Job Category:

Teachers, Principals &amp; Superintendents

Openings: 1

Mandatory Document:

## School:

Highpoint Community School

## Start Date: Immediately

## End Date:

## Salary:

## Job Description &amp; Requirements



## EXTERNAL POSTING

BLUEWATER DISTRICT SCHOOL BOARD

INVITES APPLICATIONS FOR THE FOLLOWING

PERMANENT ELEMENTARY TEACHING POSITION(S)

COMMECING AS SOON AS POSSIBLE

## EXTERNAL PERMANENT ELEMENTARY TEACHING POSITION

## Round 3 Eligibility:

1. First consideration – on Bluewater Elementary Occasional Teacher Roster.
2. Second consideration – all other external applicants.
3. Principals will interview a selection of applicants based on qualifications and/or relevant experience.

## HIGHPOINT COMMUNITY SCHOOL (Dundalk)

Principal – Carolyn Dyer

Telephone – 519-923-2336

Email – Carolyn\_Dyer@bwdsb.on.ca

One full-time (1.0 FTE) Teacher required for a Grade 4, Grade 5 Core French, and Grade 4 Prep Coverage position. Junior qualifications preferred. French qualifications required.

Note: Positions that French qualifications are required, Ontario College of Teacher members without French qualifications could be hired on a Temporary letter of Approval. Applicants without French qualifications should be able to demonstrate sufficient French language skills.

## Application Process:

Bluewater employees may apply by submitting a resume directly to Principals email address with subject line indicating a "Brief Description of Position, Your Last Name" no later than 4:00 pm on Tuesday, October 24, 2017.

All other applicants are asked to apply to the principal through the Apply to Education website at [www.applytoeducation.com](http://www.applytoeducation.com) no later than 4:00 pm on Tuesday, October 24, 2017.

# Appendix D



## Planning Department Memo Report of the French Review Committee - 2015

**To:** Martha Rogers, Director of Education  
**From:** Judith Nyman, Nyman Consulting  
Tracey Lindsay, Superintendent of Program  
Jennifer Passy, Manager of Planning  
**Date:** January 12, 2016  
**Report Type:** DECISION

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### **Background**

Growth in the popularity of the French Immersion (FI) program is placing increasing pressure on the ability of the Board's schools to accommodate FI students. In January 2015, the Board endorsed the formation of a French Review Committee.

The Board approved the Terms of Reference for the committee's work on March 31, 2015. The committee has met seven times to review and analyze data on enrolment trends, funding, staff hiring, instructional strategies, and research as well as connected with other school boards regarding their French as a Second Language (FSL) experiences.

In the report the French Review Committee has provided recommendations to the UGDSB that reflect a multi-prong approach to support and sustain quality FSL instruction which has been a hallmark of the UGDSB. The recommendations are integrated and coordinated to support the UGDSB's values, beliefs and strategic planning, and support the highest quality of learning and success for students.

### **Issue**

To present the "Report of the French Review Committee – 2015" and the recommendations resulting from the committee's work to the Board of Trustees for approval.

### **Recommendations**

It is recommended:

*This document is available in alternative formats upon request.*



1. that memo PLN: 15-30 "Report of the French Review Committee – 2015" dated January 12, 2016 be received.
2. that the UGDSB send a written request to the Ontario Public School Boards' Association, (OPSBA), to advocate on behalf of English public school boards for; a comprehensive provincial review of FSL instructional opportunities, qualified French teacher availability, and current funding levels in an effort to alleviate the significant accommodation pressures and more accurately reflect the current reality of parent/guardian choice in a plurilingual society.
3. that the UGDSB explore the concept of starting core French in Grade 1 in conjunction with an FSL review by the Ministry of Education as outlined in Recommendation 1.
4. that once a strategy is approved by the UGDSB for elementary French immersion, the French Review Committee will begin a review of secondary FSL as soon as possible and submit a report with recommendations for consideration by the UGDSB no later than June 30, 2017.
5. that the Human Resources Department review and expand its recruitment practices as it relates to French language teachers and support staff (e.g. ECEs, EAs).
6. that the Human Resources Department advance the dates of the recruitment, posting and interviewing process for French language teachers.
7. that the Human Resources Department actively pursue increasing teacher and ECE practicum placements in the board for candidates with French language proficiency.
8. that the Human Resources Department explore pool hiring to attract and retain qualified French language teachers.
9. that the Human Resources Department work in conjunction with the local teacher unions to explore the potential of newly hired qualified French language teachers committing to 5 years of French language instruction in the Board.
10. that the Human Resources Department hire an individual, on contract (e.g. a retired principal), to work with UGDSB staff to develop a process to support recruitment and the hiring of qualified French language teachers, including occasional teachers and support staff. As part of this work, other school boards

will be canvassed to identify any exemplary practices that could be adapted and incorporated into the UGDSB process.

11. that the UGDSB work with OPSBA to advocate for the Ministry of Education and the Deans of the Faculties of Education and Colleges to assist in addressing the number of teacher and support staff available for French language instruction at both the elementary and secondary level.
12. that effective September 1, 2017, JK be confirmed as the only entry point for new French immersion students into the French immersion program in the Upper Grand District School Board.
13. that a differentially applied JK enrolment cap, based on school capacity and historical enrolment trends together with a reduction in French instructional time to 84% for JK-2, 68% for Grades 3-5, and 50% for Grades 6-8 be placed on JK French immersion programs in the jurisdiction totaling 579 students, effective for the 2017/18 school year.
14. that before November 2016, prior to kindergarten registration, a random selection process be developed as part of the enrolment cap to create a fair and transparent method for student entry into the French immersion program.
15. that there be a regular monitoring of enrolment in all FI programs and reported to the Board via the Elementary Identified Schools Report, and that the balance between English track and French immersion enrolment in dual track schools be monitored through the annual Elementary Identified Schools Report.
16. that the enrolment cap be reviewed no later than December 31, 2019 and every 5 years thereafter, unless significant changes in demographics, enrolment or school utilization would indicate an earlier review.
17. that the French immersion retention rate be monitored and reported through the annual Elementary Identified Schools Report.
18. that future elementary and secondary French immersion accommodation needs and locations be considered during the development of the Board's long term capital and accommodation plan.
19. that appropriate accommodation or boundary review processes be undertaken to address French immersion accommodation needs, as the Board deems appropriate and in accordance with Board policy, to address over-capacity or underutilized schools.

**Rationale**

Refer to attached report.

Good evening trustees, senior staff and guests.

I listened with great interest to the presentation by the committee looking into French programs. They did an excellent job and I do agree with them.

Their mandate was to examine how to keep early French Immersion, and create a plan to increase the number of classes and sites. The exploration of extended French came up as an alternative and since it served more students and sites the committee landed on phasing out early French immersion.

The early French immersion serves very few of the total enrolment of the board as a whole and if expanded will take up a lot of space. By the time it gets to grade 8 it uses 16 classrooms. Then what happens to the English stream? Our co-terminus board is struggling with this as the local English students are being displaced and bussed out of their proper catchment area. The committee wanted to avoid this scenario.

In some cases students will struggle in French perhaps at the grade 2 level. The parents may decide to keep them in French as they don't want them bussed out of the area. The question is if they continue to struggle will they in the future have trouble in other subjects like math or English? Will they become very insecure in their education and are we putting too much stress on them? The other point with early French are they assessed for learning disabilities or do some fall through the cracks? It is so important to reach these children at an early age. Please think carefully about these points.

The extended French seems to be the **option to reach the most students with the least negative affect on the English students**. I believe that in the future it could be offered at grade 4 but that is up to senior staff.

I did look at and forwarded all material to each of you, the programs offered at other Catholic Boards in the GTA and found them very similar to HCDSB. While some start at grade 1, others grade 4 or 5, the key similarity is they are NOT offered in every school. I do hope you had time to examine all the other programs. In one students go to one school for grades 1 to 4 and a different school for grades 5 to 8. That seems less than ideal to me!

In terms of recruitment and hiring, I was very pleased to learn that all interviews for French Teachers are done in French. They are indeed qualified as they can converse in French. Qualified Catholic French teachers are in short supply, and the suggestion of recruiting easily from other Provinces, or the north is not practical or realistic given the difference in the cost of living. I know how hard the team tries over and over to accomplish this and it is the same for other boards.

I have heard comments suggesting that we hire non-Catholic teachers. This is an English Catholic Board and it is the responsibility of all of us to preserve, promote and protect Catholic Education. If we are going to throw away our denominational rights as a Catholic school board, then what have we been fighting for all these 170 years?

I saw the release in the news last week where the Minister promised to “ensure an adequate and growing supply of FSL teachers in English school boards...”

The release did not promise a timeline and it was not clear what the qualifications are. Now you can take 1 university French course and teach French. Does not mean you can speak it? This does not address the question of squeezing out English students from their home schools. Does not talk about Catholic teachers.

Governments make all kinds of promises, especially leading up to elections. This promise, even if it is kept, would involve the cooperation of 3 ministries, and it would take many years before any real changes are evident. Our students cannot wait that long. We have a staffing crisis now. How can this board keep offering programs that we cannot staff?

I trust that those Trustees who say their minds are made up before they have listened to all these presentations, will vote according to what is best for all students and what is best for our English Catholic school system. If you are going to vote based on your own personal opinion, then I ask you - why did ask for a committee to put many, many hours into this, just so you can ignore their recommendation?

Thank you.

## **DELEGATION FROM ST. BERNADETTE CATHOLIC SCHOOL COUNCIL**

Christine and I are here tonight from the St. Bernadette Catholic School community. Between us, we have over 15 years of School Council and Extended French Language program experience. From personal experience and through input from many parents in our community, we can speak to the history of our program, its present and its future.

I have four children who have all participated in the program; two completed the program at St Bernadette, one chose to switch back to the English stream entering Grade 6 and my youngest is currently in the Gr. 7 Extended French class. Quite frankly, I have experienced it all in the Extended French Program. And I speak today as a staunch supporter of the program having watched numerous students at our school master French language acquisition and fluency.

I currently have one child, my daughter, enrolled in the Extended French Program. My daughter is in grade 6, her second year in the program. My son is in grade 3 so we are in the process of deciding whether or not he will be a suitable candidate for the Extended French Program. When the time comes to decide we will take into consideration my son's performance in all his subjects, with a particular focus on feedback from his teachers. As many parents do, I want to set my children up with the best opportunities and tools to succeed in life. It is a huge benefit as a parent to be aware of a child's strengths and aptitude prior to enrolling them in a French enrichment program. The Extended French Program permits this to happen, which is invaluable.

My daughter is thriving within the Extended French Program, and has come to love French so much so that she has said she is thinking of becoming a French teacher in the future.

Looking back when I first made the decision to enroll my daughter into school I struggled with deciding between enrolling her in the Catholic School system rather than the Public School System in Oakville because of Early French Immersion being offered in the Public School System. I knew of the benefits of learning a second language but I was also still worried about whether it was the right decision for my daughter. In the end I am thankful I chose not to enroll my daughter in Early French Immersion within the public system for two main reasons:

- 1) I have valued the Catholic learning environment for my daughter and myself as a parent
- 2) When the time came to enroll my daughter into the Extended French Program, I was much more confident as a parent making the decision, knowing her strengths and aptitude and receiving input from her grade 1 through 4 teachers along the way

I am also thankful that I did not enroll my son in Early French Immersion as he would not have been a good fit, knowing his strengths and weaknesses in the early primary grades. His learning style continues to evolve and he will likely be well suited for the Extended French Program, but we still have time to assess his academic performance to make sure it is a good fit for him when the time comes. As his parent I would like the opportunity, as would most parents within our community, to make an informed decision on whether or not to enroll their child within the Extended French Program. Like many parents in our community I am extremely disappointed that this option may be taken away from us.

We believe in the Extended French Program. We have seen the success the students have achieved over the years. In fact, my daughter's current Extended French language teacher is the product of a similar program during her elementary education; she began Extended French in Grade 5 living in an English-speaking household. This opportunity for an enriched French language education set her on her career path.

We open a world of possibility to our students when we offer an optional language program that is accessible to the greatest number of participants. St. Bernadette School alone has an Extended French program that brings together students from five different schools. Decreasing the opportunity from 540 to 184 students, as noted in the report, does not seem fair or in keeping with our Catholic value of inclusivity nor does removing the choice for those students that are already in Grades 1 through 4.

We support the recommendations of the Ad Hoc Committee that the Extended French Program be continued. Likewise, we agree with the Ad Hoc Committee findings regarding sustainability, more precisely, the inability to offer multiple French optional programs. As Catholic School Council Members, we have not received parent feedback that asks for an Early French Immersion Program. The focus instead has been and continues to be dissatisfaction that our children have been without qualified French Teachers in the classroom for weeks at a time when a staffing shortage occurs.

St. Bernadette School started the current school year with three classes without a qualified French language teacher. Since my children began this program eleven years ago, staffing shortages have been a chronic issue, getting progressively worse in the past few years. In some instances our students have gone weeks without a French teacher. We know that our school is not the only one suffering from a staffing crisis. These shortages are difficult for the entire school community: student moral is affected, parents are concerned that their children are disengaged in their learning and losing precious French language hours, French language teachers at the school have to work above and beyond to cover the shortages, and administration puts in needless hours trying to keep all the pieces together.

We feel that the Board should focus on how to acquire and retain qualified Catholic French teachers to continue a successful Extended French program with a 30 year history. In addition, the research and analysis by the Ad Hoc Committee illustrate the Early French Immersion program requires more teachers and provides fewer students with an opportunity for an enriched French experience. Instead, continuing with the Extended French Program allows three times the number of students to participate and we would have the staffing resources to support it.

With regards to the survey results, we spoke with many parents in our community and have come to the conclusion that most did not participate because they were in agreement with the committee recommendations and, as such, did not feel the need to participate. We believe the survey results reflect a protest view of the committee recommendation and further, the close result reinforces the committee recommendation to maintain the Extended French Program and end the Early French Pilot. The community supports an optional program that serves the greatest number of students possible.

Analyzing the respondent data also reveals that other School Councils were not cognizant of the need to respond. Only sixteen Council members participated; two of whom are sitting right here. If all Councils from the Extended French Program sites had responded, those numbers would be much higher. In fact, the St. Bernadette Council would not have been aware of the stakes if not for the fact that we were experiencing a staffing crisis again in September and had been in direct communication with senior staff and trustees.

Surveys, as used here, are one tool for receiving stakeholder input. We believe, though, that communication amongst all school communities would be much improved if:

- Catholic School Councils were consulted directly when policy and procedures were being reviewed as Councils are the official voice of the parent community
- Catholic School Councils had regular scheduled meetings with trustees so that policy impact on school communities could be communicated effectively

More direct communication needs to occur between the Board and Catholic School Councils.

In summary, we and those parents we represent believe in and support an optional Extended French Program. We want the program to be available to the maximum number of students. The program must be properly staffed and sustainable. Abandoning a program that has been in place for 30 years in our Board which has the backing of the Ad Hoc Committee that was put into place to investigate the very topic in favour of a program that will serve fewer children and which removes the opportunity for French for those children currently in grades 1 through 4, is in our opinion, the wrong decision.



We fully support the recommendation of the Ad Hoc Committee and encourage you, the trustees, to accept the recommendation and implement to guarantee the quality sustainable Extended French program our students deserve. To quote St. Bernadette, “for the greater glory of God, the important thing is not to do many things, but to do all things well.” Halton Catholic District School Board does the Extended French program well; continue to do it well for the greatest number of students.

Christine Phillips  
Jennifer Monte  
St. Bernadette Catholic School Council

## MINUTES OF THE REGULAR BOARD MEETING

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

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

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

Members Excused: S. Trites, Vice Chair of the Board

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

Also Present: K. Boyd, President, OECTA Secondary  
L. Collimore, Chief Officer, Research and Development  
R. Dahdal, Chair, French Ad Hoc Committee  
D. Ilczyna, Senior Administrator, Human Resources Services  
N. March, President, OECTA Elementary  
R. Merrick, Senior Administrator, Facility Management Services  
A. Swinden, Administrator, Strategic Communications

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 (C. Atrach)

The meeting opened at 7:39 p.m. with a prayer led by C. Atrach.

#### 1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

##### Acting Department Head

Natasha Kuzmar appointed as Acting Department Head, Health & Physical Education at Assumption Catholic Secondary School effective October 5, 2017 with an end date of no later than August 31, 2018.

Hiring

Martha Clipperton hired as a probationary teacher effective October 10, 2017. Stefano Giorgio hired as a probationary teacher effective October 6, 2017 and Alessandra Santaguida hired as a probationary teacher effective October 12, 2017.

**2. Approval of the Agenda**

The agenda was amended as follows:

11.3 Trustee Reminders of Upcoming Dates (D. Rabenda)

Staff report 9.1 Recommendation from the French Ad Hoc Committee was moved to 4.1.

**#186/17**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

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

The Chair called for a vote on **#186/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations****4.1 Staff Report - Recommendation from the French Ad Hoc Committee (R. Dahdal, P. Dawson)**

The Chair of the French Ad Hoc Committee, Rudy Dahdal provided information about the work of the French Program Review Ad Hoc Committee.

The recommendation of the French Ad Hoc Committee is to maintain the Extended French Program and implement a gradual phase-out of the Early French Immersion Pilot Program, beginning September 2018.

The following responses were provided to Trustee questions:

- 2/3 of the French Ad Hoc Committee were in support of the recommendation.
- A copy of the presentation will be forwarded to Trustees.
- Recognition that both programs offer great value however unable to maintain both.
- Extended French has been well established and continuous for past 30 years. The Early French Immersion was a pilot program.
- Families that did not apply for Early French Immersion would lose opportunity should Extended French be phased out.
- The committee studied and reviewed the needs of the Board and did not consider the loss of students to coterminous board as part of the mandate.
- Beginning September 2018, programs at the public board will begin in grade 2 and be 100% in French.
- Human Resources Services has gone to every faculty in Ontario as well as McGill University and to Nova Scotia. The search will be expanded to include New Brunswick. Continuous postings and interviews with qualified candidates will continue in order to best meet the needs of the Board.
- The high cost of living in Southern Ontario is one of the reasons in not attracting people.

- If not able to find a qualified, certified teacher an option is to request a temporary letter of approval. Not a desirable solution but at times a required one.
- A minority report will not be submitted.

### **Open Question Period**

#### Question 1

Regarding the French Review Committee Report: On the webinar presented to parents to explain the rationale behind the conclusion, it is stated that the “extended French: is “quite successful” for over 30 years. How is its success measured? How are the measurements of its success compared to the outcomes of the EFI program?

#### Response

Success of the extended French program is measure through the ongoing interest of the program and its growth to nine (9) sites. Academic success is measured through both report card data and EQAO results. Many students from the extended French program background have continued to Advanced Placement program in secondary school. DELF has indicated that extended French students have rated as well or higher as EFI students.

Comparisons of the two programs would be more vibrant if collected data from 5 - 8 and compared the two. There is no question of the quality and value of both programs.

#### Question 2

From the presentation, we are left with the impression the only path to have teachers is to hire into a pool of occasional teachers, rather than into fulltime.

#### Response

Under the Education Act Boards must follow Regulation 274 which controls how new teachers are hired. Any permanent positions must first be posted internally.

Staff clarified that the survey was provided to all parents of the Board.

A phase out of Early French Immersion would be completed by 2025.

Challenge in finding teachers from 1 - 3. Grade 5 - 8 seems to be easier to staff. French qualified teachers are secured to have a job.

There is a commitment from the Board that both programs will continue for students currently enrolled in them.

A request was made for a list of programs offered by neighbouring Boards.

The presentation has given us the same findings as we had last year and the same Board recommendation to discontinue the early French program. However, we have not yet discussed the results if the survey done by parents and that the majority of parents want the Early French Immersion program over the Extended French. How does the Board intend to address this decision with the majority of parents?

Response

The French Ad Hoc Committee did not review the survey. The intent of the committee was to provide a recommendation.

The Chair encouraged everyone to read the full report provided by the French Ad Hoc Committee.

An exception was made to the open question period practice by the Chair. The following two (2) verbal questions were accepted:

- i. What are your sources for proficiency level of EFI student's vs EF students in the common European language framework? I know that there is a variety of DELF examinations A1 A2 B1 B2. I am quite familiar with them myself so wondering which examination that is that the EFI and EF students did just as well on because based on our research and the research of Canadian Parents for French the proficiency levels of EFI students are far higher than those of EF students. That said there is A1 A2 those are really basic levels but to get to B2 generally it's through an EFI program and B2 is the level you need to teach. So if you could clarify that.
- ii. Why is it that this Board has chosen to phase out EFI when other major Boards like TCDSB according to your report have chosen in favour of sun setting the EF program?

The Chair indicated that staff would follow up, and a response would be provided via email, with a copy to all Trustees.

*POST-NOTE: On October 28, 2017, the following response was provided:*

- i. *As noted during the Board Meeting by Superintendent Prkacin, the DELF (Diplome d'Etudes en Langue Francaise) test results attest to the value of the Extended French (EF) program in our Board. Halton Catholic has participated in the Ministry's DELF test over the last 3 years. As the sample sizes are too small, and because of confidentiality, we cannot release the actual results. However, our French consultant was able to see the results of our EF students and of French Immersion (FI) students in other Boards and our results were comparable, and in some cases, exceeded the same. Ministry results have shown that more EF students challenge the B1 DELF. More FI students challenge the B2 level. B1 success rates are higher. The Ministry is unlikely to declare that Early FI is better than EF because there are various structures throughout the province. Our EF structure is more akin to Immersion since we offer 3 periods of French which well exceeds the Ministry requirement.*
- ii. *The committee The Committee discussed both programs at length and did consider phasing out Extended French (EF). The Committee's mandate was to review the EFI pilot program.*  
*What the committee discovered was:*
  - *that EF serves more students at more sites;*
  - *that the demand for EF was nearly always met (i.e. very few waiting lists);*

- that EF staffing was in place for the most part and that EFL would require significant hiring over the next several years;
- that the EF program structure allows for 4 periods in English, making it easier to meet the Ministry mandate of 60 minutes of Math per day.

*There is no question that both the EFL and EF programs are greatly valued by staff, students and parents. This was reiterated several times by members of the French Ad Hoc Committee. However, in large part due to the ongoing staffing challenges, the Committee came to the conclusion that both optional French programs cannot co-exist in our Board.*

The Chair provided information regarding the delegation process.

## 5. Delegations

There were no delegations.

## 6. Approval of Minutes

### 6.1 Minutes of the September 19, 2017 Regular Board Meeting #187/17

**Moved by:** P. Marai

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

**RESOLVED**, that the minutes of the September 19, 2017 Regular Board meeting be approved.

The Chair called for a vote on **#187/17** and it **UNANIMOUSLY CARRIED**.

### 6.2 Minutes of the October 3, 2017 Regular Board Meeting #188/17

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**RESOLVED**, that the minutes of the October 3, 2017 Regular Board meeting be approved.

The Chair called for a vote on **#188/17** 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.

## 8. Action Items

### 8.1 Executive Compensation (P. Marai) #189/17

**Moved by:** P. Marai

**Seconded by:** J. Michael

**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 Marai stressed the importance of transparency from a public perspective.

It was clarified that the Ministry of Education could override policy, which would then need to be adjusted.

The Director of Education confirmed that it is the responsibility of the Board of Trustees to ensure compliance with the Board's Executive Compensation Program, the *Broader Public Sector Executive Compensation Act (BPSECA)*, Regulation 304/16, the Executive Compensation Framework Directive, and any other applicable directives that may be issued by the government in the future.

It is also the responsibility of the Board of Trustees to, among other things; approve salary increases for all designated executives (including Supervisory Officers).

The Director of Education explained two options:

1. The Board of Trustees could decide not to approve the motion, as the role and scope of authority of the Board of Trustees is expressly set out in the legislation.
2. The Board of Trustees could decide to pass the motion, the terms set out in the Board motion and subsequent executive compensation policy should be consistent with the provisions set out in the *BPSECA* and the Regulation and make reference to provisions in the legislation.

The Chair called for a vote on **#189/17** and it **UNANIMOUSLY CARRIED**.

## **8.2 II-09 Opening and Closing Exercises (A. Danko)**

**#190/17**

**Moved by:** A. Iantomasi

**Seconded by:** H. Karabela

**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.

Trustee Quinn proposed an amendment to eliminate the oath requirement altogether. There was no seconder to the amendment.

The Chair called for a vote on **#190/17**:

IN FAVOUR	OPPOSED	ABSTAIN
A. Iantomasi	C. Atrach (non-binding)	A. Barbul (non-binding)
P. Marai	A. Danko	
J. Michael	H. Karabela	
J.M. Rowe	A. Quinn	
	I. Schwecht (non-binding)	

The motion was **CARRIED**.

### 8.3 II-34 Participation in Programs and Courses of Study in Catholic Religious Education (A. Danko)

**#191/17**

**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 II-34 Participation in Programs and Courses of Study in Catholic Religious Education as amended.

Trustee Marai commented that \$1,500 was an excessive amount of money.

The Chair called for a vote on **#191/17** and it **UNANIMOUSLY CARRIED**.

### 8.4 V-12 Blessing and Official Opening of a New School (A. Danko)

**#192/17**

**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 V-12 Blessing and Official Opening of a New School as amended.

The Chair called for a vote on **#192/17** and it **UNANIMOUSLY CARRIED**.

### 8.5 V-13 Blessing and Rededication of a Major Addition to a School (A. Danko)

**#193/17**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

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

The Chair called for a vote on **#193/17** and it **UNANIMOUSLY CARRIED**.

## 9. Staff Reports

The staff report was moved to item 4.1.



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

The Bullying Prevention Launch was the focus at the last Student Senate meeting.

Student Trustees will be attending the OSTA – AECO Conference from 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 Facility Renewal Projects Cost Reconciliation (R. Merrick)**

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.

Window walls will be used in future builds in order to let in natural light. Staff confirmed that the leak at Holy Cross Catholic Elementary School is solely a maintenance issue, not structural.

**10.4 2016-2017 School Year Waste Generation Report (R. Merrick)**

In order to be in accordance with the Environment Protection Act of Ontario, Regulation 102/94 and 103/94 the Board's 2017 School Waste Audit Results were presented.

**10.5 2016-2017 EQAO and OSSLT Results (L. Collimore, C. McGillicuddy, A. Prkacin)**

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 was provided. EQAO scores are one of many achievement assessments that 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. The report also highlighted efforts to date of the Board's *Mathematics Action Plan*, developed in response to the Ministry's Renewed Math Strategy. Staff explained that the Math Makes Sense textbook is one of many math resources and revision of the program is done regardless of test results.

Trends indicate an issue in grade 6 and therefore changes to the 3-5 year plan. The math action plan will be posted within the month

In order to keep balance with reading, writing and math, other assessments such as report cards, benchmark assessments and learning skills are also measured. Parents should also continue to train their children on basic skills.

Staff to provide a list of collaborative inquiry projects.

**10.6 2017-2018 Parents Reaching Out (PRO) Grants for School Councils (C. Cipriano)**

In order to enhance and improve parent engagement in schools, the Ministry of Education provides opportunities for all School Councils to apply for Parent Reaching Out (PRO) Grants each year. A list of successful school council Pro Grants for the 2017-2018 school year was provided.

Staff confirmed that six (6) schools chose not to apply and three (3) schools did not meet the criteria set out by the Ministry.

**10.7 International Society for Technology in Education (ISTE) Conference (B. Browne)**

The opportunity for staff 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.

Follow up meetings have been scheduled to discuss and plan technology for our schools.

**10.8 Transition Plan - Oakville Elementary Schools - Verbal Update (T. Overholt, T. Pinelli)**

A transition committee has been established with the main goal being a positive transition in creating the new Catholic community. School principals have taken initiative and have commenced the planning of joint activities and events.

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

The minutes of the September 11, 2017 CPIC meeting were provided as information.

**11.2 Minutes of the September 12, 2017 Policy Committee Meeting**

The minutes of the September 12, 2017 Policy meeting were provided as information.

**11.3 Calendar Updates**

October 18, 2017 - Council of Chairs Meeting – St. Anne Catholic Elementary School

October 24, 2017 - Parliamentary Procedures

November 8, 2017 - EDC Presentation and PAR Guideline review

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

The open question period took place following item 4.1.

**14. In-Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees****#194/17****Moved by:** A. Iantomasi**Seconded by:** P. Marai**RESOLVED**, that Trustee S. Trites be excused from the meeting.The Chair called for a vote on **#194/17** and it **UNANIMOUSLY CARRIED**.**16. Adjournment and Closing Prayer (A. Iantomasi)****#195/17****Moved by:** A. Quinn**Seconded by:** A. Danko**RESOLVED**, that the meeting adjourn.The Chair called for a vote on **#195/17** and it **UNANIMOUSLY CARRIED**.

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Secretary of the Board

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Chair

### BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 17, 2017	Staff Report – Recommendation from the French Ad Hoc Committee	List of programs offered by neighbouring Boards.	A. Prkacin	Attached as Appendix A
October 17, 2017	2016-2017 EQAO and OSSLT Results	List of collaborative inquiry projects.	A. Prkacin	Attached as Appendix B

### 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

### English School Boards in Ontario – FSL Entry Points and Delivery Methods

<b>Board</b>	<b>Entry Point for FSL</b>	<b>Delivery Method</b>	<b>Transportation</b>	<b>Update Date</b>
Algoma DSB	Core: Grade 1  Immersion: JK, SK, 1	600 hours by the end of grade 8  Immersion: 100% JK- gradual increase Gr.1-2 100%, Gr. 3-5 85-70% approx, Gr 6-8 50%	Yes	
Algonquin and Lakeshore CDSB	Core: Grade 1 Immersion: JK/SK/1	600 hours by the end of grade 8 Minimum of 50% French instruction	Yes	
Avon Maitland DSb	Core: Grade 4 Immersion: Grade 1	600 hours by the end of grade 8 *Currently only available at two schools (Bedford & Anne Hathaway) 50% Immersion instruction	Yes	
Bluewater DSB	Core: Grade 4 Immersion: JK	600 hours by the end of grade 4 JK-2: 90% French minimum Grade 3: 80% French Grades 4-8: 50% French	Yes	
Bruce-Grey Catholic DSB	Core: Grade 4 Immersion: Grade 1	600 hours by the end of grade 8 Grades 1-3: 75% French Grades 4-6: 70% French Grades 7-8: 50% French	Yes	
Catholic DSB of Eastern Ontario	Core: SK Extended: Grade 4 Early Immersion: 1 Middle Immersion: Grade 5	K-8: 30-40 minutes/day 75 minutes/day 50% French 50% French	Yes	
DSB of Niagara	Core: Grade 4  Immersion: Grade 1	200 min in a 10-day cycle  Grade 1-8: Maximize the amount of French instruction (approx. 80% French)	Yes	
DSB Ontario North East	Core: JK  Immersion: JK	300+ Jk-Gr.3 (20 mins per day) 500+ gr. 4-8 (30min/day) <b>Total: 800+/- at end of gr. 8</b> JK-2: min. 260- 300 min./day Grade 3: min. 260 min./day Grades 4-8: 150 min./day	Yes	
Dufferin-Peel Catholic DSB	Core: Grade 4  Extended: Grade 5  Immersion: Grade 1	40 mins/day, 200 mins/week  50% French  Grade 1: 90% French Grades 2-3: 70% French Grades 4-7: gradually increases Grade 8: 50% French	Yes	

Durham DSB	Core: Grade 4  Immersion: Grade 1	600 hours by the end of grade 8  Grades 1-3: 100% French Grade 4: 75% French Grades 5-8: 50% French	Yes	
Durham Catholic DSB	Core: Grade 4  Extended: Grades 7-8 as of 2017 (phasing out over time)  Immersion: Grade 1	200 minutes per week  Grade 4-5: 70% French Grade 6-7: 50% French Grade 8: 40% French  Grades 1-3: 90% French Grades 4-8: 50% French	Yes	
Grand Erie DSB	Core: Grade 4 Immersion: JK/SK/1	200 minutes per 5-day cycle JK – end of Grade 1: 100% French By grade 8: 50% French	Yes	Feb. 10/2017
Greater Essex County DSB	Core: Grade 4 Immersion: JK/SK/Grade 1	200 minutes per 5-day cycle Grades JK-1: 100% French Grades 2-5: 80% French, 20% English Grades 6-8: 50% French, 50% English	Yes	
Halton DSB	Primary Core French (available in all schools as of Fall 2017) Core: Grade 4 Immersion: Grade 2 (Fall of 2018) Grade 3 (Fall of 2019) Grade 4-8  Extended : Gr. 7 & 8	Grade 1-3: 40 minutes/week (progressive entry)  Grades 4 to 8: 200 minutes/week  100 % French, no English 80% French, 20% English 50% French, 50% English  50% French, 50% English	Yes  Yes  Yes  No	
Halton Catholic DSB	Core: Grade 4 Immersion: Grade 1-4 Extended Grade 5-8	Grades 4 to 8: 200 minutes/week Grades 1-4: 150 minutes daily Grades 5-8: 120 minutes daily	Yes	
Hamilton-Wentworth DSB	Core: Grade 4  Immersion: Grade 1	200 minutes French/week  Grade 1: 70-85% French Instruction Grade 2 and 3: 70-85% French Instruction Grade 4 and 5: 70-85% French Instruction Middle School: 50-60% French Instruction	Limited: Provides transportation for students in grades 1-5, although location of bus stops may be far from the home. After grade 5, the board provides students with a bus pass for public transportation.	

Hamilton-Wentworth Catholic DSB	Core: Grade 4 Immersion: JK/SK	200 minutes French/week 40 minutes per Day  JK/SK (FDK): a minimum of 50 % French daily Grades 1-8: 50% French, 50% English	Yes – from home school to French immersion school	
Hastings and Prince Edward DSB	Core: Grade 4  Extended: Grade 5 (at one school)  Immersion: Grade 4 (at three schools)	40 mins/day	Students may ride as courtesy riders on existing bus routes where space is available.	
Huron Perth Catholic DSB	Core: Grade 1  Immersion: Grade 1	600 hours by the end of grade 8  Grade 1 and 2: All subjects except religion are taught in French Grade 3 and 4: Religion + English Language Arts are taught in English Grades 5-8: Religion + English Language Arts + Science are taught in English	Yes	
Huron-Superior Catholic DSB	Core: Grade 1 Immersion: JK	870 hours by the end of grade 8 Grades JK-8: 50% French, 50% English	Yes	
Kawartha Pine Ridge DSB	Core: Grade 4  Extended: Grade 5  Immersion: SK	200 minutes/week  50% French, 50% English  SK-Grade 1: 100% French Grade 2: 80% French Grade 3 and 4: 70-80% French Grade 5 and 6: 50-60% French Grade 7 and 8: 50% French	Transportation may be provided for eligible students as determined by the Board's Transportation policies and administrative regulations.	
Keewatin-Patricia DSB	Core: Grade 4 Immersion: Secondary	Dryden High School	Yes	
Kenora Catholic DSB	Core: Grade 4 Immersion: JK	600 Hours by the end of grade 8 JK-Grade 2: All subjects except Religion are taught in French. Grade 3-5: Religion + 80 min of ELA in English Grades 6-8: 50% French, 50% English	Yes	
Lakehead DSB	Core: Grade 4  Immersion: SK	Grades 4-8: 160 minutes/week  SK -1: 100% French 2-5: 80 minutes/day in English 6-8: 50% French, 50% English	Yes	

Lambton Kent DSB	Core: Grade 1  Immersion: JK	600 hours by the end of grade 8  JK-2: 100% French 3-8: 50% French, 50% English	Yes	
Limestone DSB	Core: Grade 1 and Grade 4 Extended: Grade 7 Immersion: JK/SK/1	200 minutes/week (From grade 1 in limited schools) Grade 7-8: 70% French, 30% English JK-Grade 2: 100% French	Yes	
London District CDSB	Core: Grade 1 & 2 Core: Grade 3-8  Immersion: JK/SK/1	100 minutes/5 day cycle (Gr 1 & 2) 200 min/5 day cycle (Grs 3-8)  JK-8: All in French except for English and Religion = 80 min / day English instruction	Yes	
Near North DSB (entry points and times under review)	Core: SK  Extended: Grade 5  Immersion: JK	SK: 50 minutes/5 day cycle 1-3: 100 minutes/5 day cycle 4-8: 150 minutes/5 day cycle  5/6: 60% 7/8: 50%  JK-2: 90% 3-4: 75% 5-8: 50%	Yes	
Niagara Catholic DSB	Core French grade one till twelve French Immersion ELKP till grade 3 Intensive French grade 5-12 Extended - Grade 6-12	Core French - 42 minutes every day grade one till grade 8 High school Core French - 76 minutes every day for the semester French Immersion: ELKP/Grade One 90% of French instructions every day Grade 2/3- 80% of French Instructions every day Grade 5 Intensive French - 200 minutes first term every day, 42 minutes second term every day Grade 6-8 Intensive 42 minutes every day Grade 9-12 intensive 76 minutes every day for the semester Extended - grade 6-8 42 minutes every day Extended grade 9-12 76 minutes every day for the semester	Yes	
Nipissing-Parry Sound Catholic DSB	Core: Grade 4 Extended: JK	Core: Two out lying schools have core french bloc starting in JK but do not	Yes	



	Immersion: JK	<p>meet the number of minutes for the extended program (200 minutes per week)</p> <p>Extended: 200 minutes per week + 100 minutes The Arts</p> <p>Immersion: 600 hours by the end of grade 8.            JK/SK: 50% French            Grade 1 and 2: 90% French, 10% English            Grades 3-6: 70% French, 30% English            Grade 7 and 8: 50% French, 50% English</p>		
Northwest Catholic DSB	Core: Grade 4 Immersion: SK or Grade 4	200 minutes/week	Yes	
Ottawa-Carleton DSB	Core: JK/SK  Early Immersion:  Middle Immersion:	<p>JK/SK: 100 minutes weekly.            Grades 1 to 8: 200 minutes weekly.</p> <p>SK – grade 1: 100% in French.            Grades 2 and 3 students - 80 % in French.            Grades 4 -6 - 60 % in French.            Grades 7 and 8 - 50 % in French</p> <p>Grade 4 -6: 66 % in French.            Grade 7 and 8: 50 % in French</p>	Yes	
Ottawa CSB	Core: Grade 1 Extended: SK Immersion: SK	See Pathways Sheet (attached)	Yes	
Peel DSB	Core: Grade 4  Immersion: Grade 1  Extended: 7	<p>600 hours by the end of grade 8</p> <p>FI Grades 1-8: 50% French, 50% English (effective Sept. 2013)            EF 50% French instruction grades 7-8</p>	Yes	
PVNCCDSB	Core: Grade 4  Immersion: JK	<p>200 minutes/week</p> <p>JK-1: 85%            2 - 75%            3-5 - 70%            6-8 - 50%</p>	Yes	
Rainbow DSB	Core: Grade 4  Immersion: JK	<p>600 hours by the end of grade 8</p> <p>JK: 25% French            SK: 20 minutes of English            Grades 1-2: 100% French            Grades 3-4: 80% French            Grades 5-8: 50% French</p>	Yes	

Rainy River DSB	Core: Grade 4	40 minutes a day	Yes	
SCDSB	Core: Gr 4 Extended: Gr 5 Immersion: Gr 1	200 minutes/week 600 hrs by Gr 8 Gr 4-8: approx 50% French Gr 1-2 100% French Gr 3-4 80% French	Yes No	
SMCDSB	Core: Grade 1	600 hours by the end of grade 8	Yes	
St. Clair Catholic DSB	Core:  Immersion: JK	By the end of JK-grade 2: 80% French Grade 3: 70% French Grade 4-8: 50% French	Yes	
Sudbury Catholic DSB	Core: Grade 4 Immersion: JK	600 hours by the end of grade 8 JK/SK: 90% French Grades 1 and 2: 77% Grades 3-4: 65% Grades 5-8: 55%	Yes	
Thames Valley DSB	Core: Grade 4  Immersion: SK/1  Extended: Grade 7	600 hours by the end of grade 8  SK-8: A minimum of 80% French (Only English Language Arts are in English)  Grade 7-8: A minimum of 80% French (Only English Language Arts are In English)	Yes	
TDSB	Core: Grade 4  Early Immersion: SK   Junior Extended French Grade 4:  (plus a handful of local, one-off program models)	600 hours by the end of grade 8  SK-3: 100% French Grades 4: 80% French Grade 5: 80-50% Grades 6-8: 50% French  Grade 4 - 8 50% French and 50% English	Yes	
Toronto Catholic DSB	Core: Grade 1 Extended: Grade 5 Immersion: SK	Grade 1-8: 30 minutes a day EF: 5-8: 50% French FI: SK-2: 90% French FI: 3-4: 75% French FI: 5-8: 50% French	Yes	
Trillium Lakelands DSB	Core: Grade 4  Immersion: SK	600 hours by the end of Grade 8  SK-3: 80-100% French Gradually increase English until Grades 7-8: 50% French	Yes	

Upper Canada DSB	Core: SK  Immersion: SK  Extended:	600 hours by the end of Grade 8  Minimum of 50% French, SK- grade 8  (see attached sheet)	Yes	
Upper Grand DSB	Core: Grade 4  Immersion: JK/SK (JK only beginning in Sept 2017)	600 hours by the end of Grade 8  JK/SK-Grade 2: 100% French Grade 3-4: 80% French Grade 5: 75% French Grade 6: 70% French Grade 7-8: 50% French	Yes	March 10/17
Waterloo Catholic DSB	Core: Grade 4 Immersion: Grade 1	600 hours of the end of gr 8 50%	Yes	
Waterloo Region DSB	Core: Grade 1  Immersion: Grade 1	600 hours of the end of grade 8  Grades 1-6: 50% French Grades 7-8: 35% French	Yes	
Wellington Catholic DSB	Core: Grade 4	600 hours by the end of Grade 8		
Windsor-Essex CDSB	Core: Grade 4  Immersion: JK	600 hours by the end of Grade 8  JK-3: 80% French 4-6: 65% French 7-8: 50% French	Yes	
York Catholic DSB	Core: Grade 1  Immersion: Grade 1	600 hours by the end of grade 8  Grades 1-3: 85% French Grades 4-8: 50% French	Yes	
York Region DSB	Core: Grade 4  Immersion: Grade 1	600 hours by the end of grade 8  Grades 1-3: 100% French Grades 4-8: 50% French	Yes	

## **CIDI Project List 2017/18**

### **MATH**

#### Elementary:

1. What strategies can teachers use to engage students in productive struggle to solve problems?
2. How can teachers engage students in cross-strand/cross-curricular, high interest (rich/real world) tasks, in order for students to see mathematics as interconnected and highly relevant to “real-life”, so they develop and extend their mathematical learning (application/thinking/communication)?
3. How can we improve intermediate students’ ability to effectively communicate their mathematical thinking and reflect on the reasonableness of their answer?
4. How can we use descriptive feedback to improve students’ ability to communicate their thinking and improve their accuracy in number sense and numeration?
5. How can we effectively use assessment for/of/as learning strategies in math with an emphasis on observations and conversations to triangulate data in order to improve student learning?
6. How can we pair various differentiation instruction strategies in a specific math unit with each category of the Triangulation of Data model to develop a balanced documentation of assessments for each student?
7. How will regular use of success criteria and descriptive feedback affect students’ ability to transfer skills from one task to another?

#### Cross-Panel (7-10) Math CIDI projects completed in Spring 2017

1. How will building students’ mathematical thinking and communication help students to apply prior knowledge and think critically when solving abstract application problems?
2. How will explicitly teaching strategies that support students in identifying how given information can be used to create a plan and solve a problem impact students’ problem solving skills?
3. How will building students’ proficiency in communicating their understanding of learning goals and concepts affect their ability to explain their reasoning using proper terminology?
4. How will supporting students in persevering through challenges when problem solving help them to gain a deeper understanding of concepts and make connections in their learning?
5. How will we support out students so that they gain a deeper understanding of concepts and understand how to connect and communicate those understandings to their learning?
6. How will developing students’ number skills impact their ability to justify the reasonableness of their answers?

## LITERACY

### Elementary:

1. How will using oral communication strategies and engaging media-produced text impact students' ability to analyse the Five Key Concepts of Media Literacy?
2. How can we improve intermediate student engagement during the Literacy block through the use of a Virtual Learning Classroom?

### Secondary:

1. How will the use of guided reading affect reading levels in high school students? How will capturing conversations and observations while students are working in small groups and discussing focused inquiry questions based on a literacy strategy, guide teachers understanding of gaps in particular students? How will small group instruction inform teachers of next steps in student learning?
2. How will focusing on close reading strategies cross-curricularly increase student comprehension of complex texts as well as their reading level?
3. How will adjusting the way we scaffold instruction affect student learning and help students self-assess and better use the writing process?
4. How can we teach writing in a way that scaffolds instruction for both students and teacher?

### Cross-Panel:

#### FRENCH

1. What can we do to provide a better continuum of learning through our students' experience of French from their first years of elementary through secondary?
2. How will practicing information retrieval on a daily basis in our Extended French classes facilitate information retrieval in authentic communication situations, as well as in academic scenarios?
3. How will action-oriented instruction develop student confidence in oral communication and improve written skills while respecting our vocation to infuse instruction with Catholic Values?

### Approved School Educational Trips

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

**Dated: Tuesday, November 7, 2017**

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Bernadette CES, Oakville	8	94	Camp Muskoka Bracebridge, ON	The students will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers and in outdoor liturgies.	Wednesday, December 6 - Friday, December 8, 2017	~\$335.00
St. Catherine of Alexandria Georgetown	8	73	Ottawa, ON	This trip to Ottawa will enhance students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum and National Gallery of Canada. Staff and students will participate in Mass at Notre Dame Basilica and daily prayer.	Monday, May 28 - Thursday, May 31, 2018	~\$685.00

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Holy Trinity CSS, Oakville	11-12	20-25	Montreal, QC	This tournament promotes fitness, team play and sportsmanship. As responsible, faith centered individuals; members of the team will model such religious values in representing both Holy Trinity and the Halton Catholic District School Board. The team wishes to attend Mass at the Notre Dame Basilica in downtown Montreal, participate in prayerful reflection before and after games, and participate in grace before meals.	Friday, December 1 - Sunday, December 3, 2017	~ \$375.00
Jean Vanier CSS, Milton	10-11	30	Ste Marie Among the Hurons Midland, ON	Students of Jean Vanier CSS will visit one of the first Catholic missions, chapel and church in New France. They will attend a liturgy in the church of St. Joseph, visit the tomb of Father Brebeuf, and Christian/Native burial grounds. They will conduct a winter hike to the Martyrs Shrine and visit the grounds. Much time will be spent in discussion and role-playing activities based on Native/European contact, tolerance, and appreciation of both cultures and Native Spirituality. Today's Native issues can be better understood by examining the roots and history of the problem in New France. Ste Marie will provide this opportunity through experiential learning. Staff and students will participate in daily prayer.	Wednesday, February 7 - Friday, February , 2018	~ \$185.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Christ the King CSS, Georgetown	9-12	40	New York City, USA	This trip will provide many opportunities to enhance not only the dance curriculum and the music curriculum, but also provide several workshops and experiential learning opportunities for the students of the SHSM Arts and Culture program. Through interaction with professional performers in very elite companies and schools, our students will have opportunities to perform and masterclass in environments unique to one of the most culturally and artistically diverse cities in the world. Touring of various learning facilities, schools and companies also provide reach ahead opportunities and expose students to programs that are not available in Canada. Staff and students will participate in daily prayers and attend Mass at St. Patrick's Cathedral.	Friday, March 9 - Tuesday, March 13, 2018	~\$1750.00
St. Thomas Aquinas CSS, Oakville	11-12	50	Algonquin Park South River, ON	The St. Thomas Aquinas Healthy Living and Outdoor Activities trip will provide students the opportunity to witness the natural beauty that God has created. This trip motivates students to become discerning believers as stewards of God's creations. Students will participate in daily prayer, lead a chapel service in the outdoors and practice Christian Meditation in God's environment. The whole student (spiritual, emotional, physical, mental) will be developed alongside promoting our Catholic Faith Community.	Tuesday, January 9 - Saturday, January 13, 2018	~ \$365.00
Corpus Christi CSS, Burlington	10-12	20	Atlas Tube Centre Maidstone, Ontario	The Corpus Christi Senior Boys Hockey Team will be participating in the Father Cullen boys' ice hockey tournament hosted by St. Anne Catholic High School. This trip offers our students an opportunity to form their faith, as per the Ontario Catholic High School Graduate Expectations, by working effectively as an interdependent team member and respecting the rights, responsibilities, and contributions of self and others. Prayer service before competition, along with prayer before meals. Students will attend mass with their families prior to departure on Sunday. Mass times were provided to families Saturday evening and Sunday morning.	Sunday, November 19 - Tuesday, November 21, 2017	~\$355.00
Bishop P. F. Reding CSS, Milton	9-12	5	OFSAA Cross Country, Petawawa, ON	Five students will be competing at the 2017 OFSAA Cross Country championship in Petawawa. Parents will oversee the driving and accommodations of the students. Staff and students will pray grace before meals and daily prayers before and after individual races.	Friday, November 3 - Saturday, November 4, 2017	~\$33.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Notre Dame CSS, Burlington	9-12	7	OFSAA Cross Country, Petawawa, ON	The Notre Dame Cross Country team will be participating in the provincial championships in Petawawa, Ontario. Upon arrival at the accommodations at Golden Lake, the team will participate in a lakeside liturgy of the word. The team will also pray before meals and thank God for the gifts He has given. The focus of religious values of the championships is on the Common Good. As individuals and as a team, in a social setting, the team will respect one another, opponents, officials, competition and all others. The team will take care of everyone's wellbeing and develop as a cohesive team within a peaceful competitive environment and will reflect on the individual gifts God has given that have allowed the development as a successful team.	Friday, November 3 - Saturday, November 4, 2017	~\$140.00
St. Ignatius of Loyola CSS, Oakville	9-12	12	OFSAA Cross Country, Petawawa, ON	The St. Ignatius of Loyola students will participate in the OFSAA Cross Country Provincial Championship, and will be given the opportunity to demonstrate Christian character, and learn to work effectively as an interdependent team member. Staff and students will participate in daily prayers.	Friday, November 3 - Saturday, November 4, 2017	~\$108.00
Christ the King CSS, Georgetown	9-10	8	OFSAA Cross Country, Petawawa, ON	The Christ the King students, in accordance with the developmental assets that we seek to encourage in our students, have been a member of a team, practicing and competing at least 5 hours each week. OFSAA is a celebration of their achievements, and their progress as a team and individuals, giving them an opportunity to strive for excellence and to develop their full potential. The team will come together before the meet on Saturday to reflect on their day, their season, their accomplishments, and the great talents they have been blessed with. The OFSAA championships overall will help students to grow as collaborative contributors and Catholic leaders. Staff and students will participate in daily prayers.	Friday, November 3 - Saturday, November 4, 2017	~\$62.50
Corpus Christi CSS, Burlington	10-12	12	All Catholic Senior Volleyball Tournament Mississauga, Ontario	The Senior Girls Volleyball Team will be participating in the Ontario All Catholic Senior Girls Volleyball 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 daily prayers. On the Thursday evening of the tournament we, along with all the other teams, will be celebrating Mass followed by a Banquet where we will break bread together.	Wednesday, February 7 - Friday, February 9, 2018	~\$200.00



**INFORMATION REPORT**

**ITEM 10.3**

**2017 KINDERGARTEN NATURAL OUTDOOR LEARNING PLAYSPACES  
IMPLEMENTATION UPDATE**

**PURPOSE:**

To inform the Board on the implementation status of the kindergarten natural outdoor learning playspaces installed during the summer of 2017.

**BACKGROUND INFORMATION:**

To provide children with engaging and meaningful play and learning experiences, the Board has embarked on a new natural outdoor learning playspaces program to assist kindergarten student learning. The kindergarten natural outdoor learning playspace projects were developed and designed with the assistance and input from many stakeholders. Board Curriculum staff and Facility Management Services staff developed the initial concepts for the natural playspaces and then presented the concept proposals to the school's administrators, kindergarten teaching staff and school council for review and input. In addition, the Board engaged a consulting firm, experienced in natural outdoor play areas, to assist with the development and final drawings for the kindergarten natural outdoor learning playspaces.

At the March 7, 2017, Regular Meeting of the Board, Trustees authorized staff to proceed with the proposed 2017 kindergarten outdoor learning playspace projects along with a \$2.025 million project budget. Refer to Action Item 8.2 Proposed 2017 Kindergarten Outdoor Learning Playspace Projects approved at the March 7, 2017, Board Meeting for additional information (Appendix "A").

**COMMENTS:**

Thirteen (13) kindergarten natural outdoor learning playspaces were competitively tendered in spring 2017. The kindergarten outdoor playspace projects were all completed in time for the start of the 2017-18 school year, at the elementary schools listed below:

**Burlington**

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

**Milton**

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

## **Oakville**

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

Refer to Appendix “B” for photos of the completed kindergarten outdoor learning playspaces.

### **SAFETY INSPECTIONS:**

Once the installation of the kindergarten natural outdoor learning playspaces was completed, a qualified inspector was retained to review and evaluate the constructed playspaces in accordance with CSA Z614 – *Children’s Playspaces and Equipment*. All the inspected playspaces were found to be in accordance with CSA Z614.

All natural playspaces constructed prior to 2017 were also inspected against these standards, and found to be in compliance with CSA Z614.

### **PLAYSPACE ACCESSIBILITY:**

The kindergarten natural outdoor learning playspaces have been designed to be inclusive, and to allow students with physical challenges to enjoy the playspaces. After completing the 2016 natural outdoor playspaces, a concern was raised by the Special Education Advisory Committee (SEAC), that some parents would like more features in the outdoor playspaces that provide greater accessibility for students with physical mobility challenges. Staff also met with a SEAC representative to better understand some of the concerns.

Following the guidance received from the SEAC representative, staff incorporated new features into the designs for the 2017 natural outdoor playspaces to provide greater accessibility for students with physical mobility challenges. New features included accessible sensory tables built permanently into the side of the sand play areas, as well as a higher percentage of firm and stable surfacing in all areas of the playspace.

### **PROJECT BUDGET RECONCILIATION:**

The approved project budget for the 2017 kindergarten natural outdoor learning playspaces was \$2.025 million. The final cost to design and install the thirteen 2017 kindergarten outdoor playspaces, including all professional fees, inspection fees and net HST was \$1.766 million. The Board funded \$900,000 of this cost from the Ministry FDK School Capital Allocation and the remainder was funded from the Board’s School Capital Reserve. Table 1 summarizes the budget and actual expenses for each kindergarten playspace school location.

**TABLE 1: BUDGET ESTIMATES AND FINAL EXPENDITURES**

<b>Halton Catholic District School Board 2017 Kindergarten Outdoor Learning Playspace Projects Budget Estimates &amp; Final Expenditures</b>			
<b>School</b>	<b>Budgeted Price</b>	<b>Actual Expenses</b>	<b>Variance</b>
<b>Burlington</b>			
Sacred Heart of Jesus School	\$105,000	\$105,000	NIL
St. Elizabeth Seton School	\$95,000	\$98,000	-\$3,000
St. Timothy School	\$105,000	\$113,000	-\$8,000
<b>Milton</b>			
Lumen Christi School	\$115,000	\$103,000	+\$12,000
Our Lady of Fatima School	\$125,000	\$92,000	+\$33,000
St. Peter School	\$110,000	\$100,000	+\$10,000
<b>Oakville</b>			
St. Bernadette School	\$125,000	\$120,000	+\$5,000
St. Joan of Arc School	\$100,000	\$121,000	-\$21,000
St. John Paul II School	\$100,000	\$104,000	-\$4,000
St. Mary School	\$140,000	\$153,000	-\$13,000
St. Matthew School	\$105,000	\$89,000	+\$16,000
St. Teresa of Calcutta School	\$105,000	\$100,000	+\$5,000
St. Vincent School	\$85,000	\$84,000	+\$1,000
<b>Subtotal</b>	<b>\$1,415,000</b>	<b>\$1,382,000</b>	<b>\$33,000</b>
Site Preparation	\$90,000	\$69,000	+\$21,000
Professional Fees	\$215,000	\$178,000	+\$37,000
School Funded Upgrades	NIL	\$81,000	-\$81,000
Contingencies (10%)	\$260,000	\$18,000	+\$242,000
Net HST (2.21%)	\$45,000	\$38,000	+\$7,000
<b>Total</b>	<b>\$2,025,000</b>	<b>\$1,766,000</b>	<b>\$259,000</b>
<b>FUNDING</b>			
Ministry of Education FDK School Capital Allocation	\$900,000	\$900,000	NIL
School Renewal Reserve	\$1,125,000	\$866,000	+\$259,000
<b>Total</b>	<b>\$2,025,000</b>	<b>\$1,766,000</b>	<b>\$259,000</b>

## OBSERVATIONS OF STUDENT LEARNING:

The natural playgrounds that have been created to date at 16 elementary schools provide opportunities for kindergarten children to engage and appreciate nature as loving gifts from God. The natural playgrounds include areas which develop gross-motor, fine-motor and sensory experiences and encourage social skills, creativity, collaboration, critical thinking and problem solving.

In June, 2016, the new *Kindergarten Program* document was released by the Ministry of Education which replaced the draft *Full-Day Early-Learning Kindergarten Program* document from 2010. This new document has shifted the focus from teaching through distinct learning areas (subjects) to a focus on four frames for learning; Belonging and Contributing, Self-regulation and Well-being, Demonstrating Literacy and Mathematics Behaviours and Problem Solving and Innovating. The connections to the benefits of outdoor learning are far more explicit and are referenced frequently in the new document. The new document explicitly references the growing body of evidence that suggests how connecting to the natural world contributes to children's mental, physical, emotional and spiritual health and well-being (Louv, 2005 cited in *The Kindergarten Program*, 2016, p. 34).

Kindergarten teaching teams (kindergarten teachers and ECE) are noticing that spending time in natural playgrounds has helped the children develop appreciation and respect for the environment. The connection to the Focus on Faith Theme of stewardship and an appreciation of "Where is God?" is reflected in the learning they are doing outdoors. One of the kindergarten teachers shared a story about an experience where the school was learning about praying the Rosary and the kindergarten children said "When we want to see God, we just need to go into the playground!"

In addition, kindergarten teams at the school sites with a naturalized playground have noticed students engaged in a variety of activities that support their interest. Children are scattered throughout the playground and are involved in gross-motor, fine-motor and sensory activities. In the playgrounds with the traditional metal and plastic play structure, the children are congregated around the play structure and on the bikes and are not using all the space in the playground.

The new natural outdoor playgrounds offer a variety of resources and natural materials to support problem solving and innovating. The plants and insects that the children interact with outdoors spark their questions and wonderings about the world and encourage them to develop their own thinking and theories. One kindergarten team shared an experience where the children were talking about pumpkins and pumpkin seeds and a few of the children remembered noticing seeds out in the playground. The children who were interested went into the playground with the ECE and collected some of the seeds. The kindergarten team responded to the students thinking and theories, and challenged the students to share what they thought they knew about seeds and invited them to consider the question "Are all seeds the same?". This extended into mathematics as student's curiosity led them to count seeds, sort seeds, compare seeds and create seed patterns. Spending more time in nature directly outside the kindergarten classroom made it easy for students to make the connections to nature and to consider what they notice and observe outdoors.

All of the natural playgrounds include sand play where students are able to create and explore using shovels, spoons, measuring cups, etc. The collaboration and conversations between children in these areas have helped children to "make sense of their world" (*The Kindergarten Program*, 2016, p. 62) and support those children who enjoy fine-motor and the sensory experiences that the sand provides. A kindergarten team has noticed how a child in their class who has special needs and finds it difficult to interact with the others, engages and participates with other children in play, exploration and discovery far more when they are outdoors in the natural playground than when they are indoors.

The dramatic play areas enable children to explore personal narratives and experiences including imaginary and lived experiences. The materials and loose parts in the dramatic play areas include large pieces of fabric that allow the children to create covered areas that are tents for camping trips, houses for their families and castles for the kings, queens, princes and princesses.

The natural playgrounds provide opportunities for the kindergarten teams to pose questions to assist children with their inquiry in the outdoors. The children become so knowledgeable about this space because they are observing, exploring, investigating, and playing there regularly so the questions are rooted in their everyday experiences. Observing the changing seasons in the natural playgrounds has also generated a lot of discussion and questions. Questions like “How does a tree know it’s fall?”, and “What happens to the butterflies in winter?” The children have a very close connection with the plants and trees in their outdoor learning area and are able to observe them every day and describe what they see.

The water pump feature, which is part of the sand play area, stopped working at one of the sites. The kindergarten team supported the children’s understanding of water pumps by using plastic tubes and funnels to create a “water wall” on their chain link fence so that they could observe first-hand what may be stopping the water from being pumped out of their water pump. They noticed what happened to the water flow when the tubing was blocked or constricted and some of the children were able to use that knowledge to develop their own theories about the problem with their water pump. They extended this learning indoors as well, by providing additional experiences with plastic tubing at the water table.

Children’s natural curiosity and sense of wonder is fostered by providing them with opportunities to learn outdoors (*The Kindergarten Program*, 2016) and students are enjoying the space and the variety of learning areas that the natural playgrounds provide. Kindergarten teaching teams are finding that the outdoor play is purposeful and they are not having to address as many behaviour issues because children have so many choices and opportunities. The natural playgrounds inspire the kind of thinking learning, leadership and innovation that may be inhibited in children in the classroom but that, once revealed, can be incorporated back in to the classroom environment (*The Kindergarten Program*, 2016).

## **CONCLUSION:**

The Board initiative to transform our kindergarten playgrounds into natural outdoor learning playspaces has completed its second year, and has been very well received. Staff continues to receive feedback and input on the kindergarten outdoor learning spaces to gain knowledge to make improvements to the new playspaces for the benefit of students and staff.

The kindergarten projects were completed on time for the start of the 2017-18 school year and the projects were completed within the approved project budget. The benefits and response to the new natural outdoor learning playspaces has been overwhelmingly positive and has exceeded expectations. Staff will continue to monitor the playspaces and incorporate improvements as needed.

**REPORT PREPARED BY:**

J. STAPLES  
CURRICULUM COORDINATOR

S. ALLUM  
MANAGER, SCHOOL ENERGY AND ENVIRONMENTAL

G. WATKINS  
MANAGER, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:**

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**ACTION REPORT****ITEM 8.2****PROPOSED****2017 KINDERGARTEN OUTDOOR LEARNING PLAYSPACE PROJECTS****PURPOSE:**

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

**BACKGROUND INFORMATION:**

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

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

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

**COMMENTS:**

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

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

### **Burlington**

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

### **Milton**

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

### **Oakville**

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

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

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

### **Budget**

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



## CONCLUSION:

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

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

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

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

## RECOMMENDATION:

The following Resolutions are submitted for Trustee consideration and approval:

**RESOLUTION: #69/17**

Moved by: **S. Trites**

Seconded by: **A. Quinn**

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

**Motion CARRIED**

**RESOLUTION: #70/17**

Moved by: **A. Danko**

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

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

**Motion CARRIED**

**REPORT PREPARED BY:**

J. STAPLES  
CURRICULUM COORDINATOR, CURRICULUM SERVICES

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

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MANAGER, FACILITY MANAGEMENT SERVICES

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:**

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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

## **APPENDIX B – 2017 KINDERGARTEN NATURAL OUTDOOR LEARNING PLAYSPACES**



**ABOVE:** Lumen Christi School; completed natural outdoor learning playspace





**ABOVE:** St. Bernadette School; completed natural outdoor learning playspace





**ABOVE:** St. John Paul II School; completed natural outdoor learning playspace





**ABOVE:** St. Mary School; completed natural outdoor learning playspace





**ABOVE:** St. Peter School; completed natural outdoor learning playspace





**ABOVE:** St. Timothy School; completed natural outdoor learning playspace

## INFORMATION REPORT

## ITEM 10.4

### EXTENSIVE TRIP ADVISORY COMMITTEE (ETAC) TRIP PROPOSALS

#### PURPOSE:

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2017-2018 school year.

#### REMARKS:

The Extensive Trip Advisory Committee (ETAC) met on Wednesday, October 10, 2017 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval. Each school has submitted an information sheet, which is attached.

#### ETAC: Appendix A:

- i. THOMAS MERTON CSS
  - a. *POLAND & GERMANY*  
JULY 5 – JULY 21, 2018
  - b. *ITALY*  
JULY 1 – JULY 22, 2018
  - c. *BOSTON, NEW YORK, WASHINGTON*  
JULY 7 – JULY 20, 2018
  - d. *NEW YORK CITY*  
JULY 7 – 13, 2018
  - e. *OTTAWA, MONTREAL, NEW YORK CITY*  
JULY 4 – 20, 2018
  - f. *NEW YORK CITY, TORONTO*  
JULY 7 – 13, 2018

#### REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Poland and Germany	<b>Date of Trip:</b> July 5 - July 21, 2018
<b>Cost of Trip:</b> \$4800.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be studying one of two courses being offered towards achieving credit: Grade 11 Genocide and Crimes Against Humanity CHG38 or Grade 12 University Canadian and World Politics CPW4U.	
<b>Names of Supervisors:</b> TBD – HCDSB hires the teachers and EduTravel hires the teaching assistants and tour guide.  Student/Staff Ratio: 10:1	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of all medical facilities that students can access through their out of country health coverage
<b>Number of Students:</b> 25 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 9, 2018 at 6pm St. Hedwig's Catholic Cathedral in Berlin; July 15, 2018 Krakow (church TBD).	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Italy	<b>Date of Trip:</b> July 1 - July 22, 2018
<b>Cost of Trip:</b> \$5990.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in a number of cities in Italy.	
<b>Names of Supervisors:</b> PTR 10:1, 2 Teaching Assistant, 1 Tour Animator, 2 teachers  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 8, 2018 Sorrento Cathedral; July 15, 2018 Il Dunomo Di Firenze, Florence; July 21, 2018 Basilica San Marco.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Boston, New York City, Washington, and Philadelphia	<b>Date of Trip:</b> July 7 – July 20, 2018
<b>Cost of Trip:</b> \$2990.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Boston, New York City, Washington and Philadelphia.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 Edutravel Employee (5 adults per bus)  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 Students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 8, 2018 Immaculate Conception Parish in Salem; July 15, 2018 Mass at local church.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> New York City, USA	<b>Date of Trip:</b> July 7 – July 13, 2018
<b>Cost of Trip:</b> \$1900.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their Grade 12 International Business credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 Employee (5 adults per bus)  TBD (teachers are hired by Thomas Merton, TA, Animator, Employee by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 12, 2018 St. Peter Church, New York City.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Ottawa, Montreal, New York City	<b>Date of Trip:</b> July 14– July 20, 2018
<b>Cost of Trip:</b> \$1700.00	<b>Number of Instructional Days Away:</b> None

**Brief Rationale for the Trip:**

Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.

<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Employee (5 adults per bus) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 150 Students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 15, 2018 Notre Dame Basilica, Ottawa.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Toronto, New York City	<b>Date of Trip:</b> July 7– July 13, 2018
<b>Cost of Trip:</b> \$1900.00	<b>Number of Instructional Days Away:</b> None

**Brief Rationale for the Trip:**

Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Toronto and New York City.

<b>Names of Supervisors:</b> PTR 10:1,5 Teacher, 5 Teaching Assistant, 5 Tour Animator  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 150 Students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 8, 2018 St. Thomas Aquinas Toronto; July 12, 2018 at St. Paul Chapel New York City.	



## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 18, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	R. Barreiro	J. Parisi
	K. Bivand	C. Parreira
	L. Cipparrone (Chair)	D. Rabenda (Vice Chair)
	D. Hotopeleanu	L. Stephenson
	M. Lourenco	S. Trites

Staff Present      B. Browne, Superintendent of Special Education Services  
W. Reid-Purcell, Special Education Coordinator  
D. Kollee, Chief Speech Language Pathologist

Members Excused      B. Agnew  
A. Iantomasi  
L. Currie  
H. Karabela  
R. Quesnel

Members Absent  
Recording Secretary      J. Crew

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Commissioning of SEAC

The meeting opened at 7:03 p.m. with prayer led by L. Cipparrone, D. Rabenda and B. Browne.

#### 1.2 Approval of Agenda

**Moved by:** D. Rabenda

**Seconded by:** D. Hotopeleanu

**RESOLVED**, that the agenda be accepted as received.

**CARRIED**

### 2. Presentations

#### 2.1 Special Needs Strategy: Integrated Rehab Steering Committee

B. Browne provided an overview of the three components of the Special Needs Strategy, then introduced D. Kollee, Chief Speech Language Pathologist and Co-Chair of the Halton Integrated Rehab Steering Committee.

D. Kollee reviewed the ministry expectations of Integrated Rehab (IR); planning partners; the current status and next steps.

Halton Region steering committees have continued to finalize the proposals to share the models for each community. Ministries have now communicated that they will be providing overarching provincial direction/policy development to address barriers experienced by some planning tables. This interim phase will allow the province to provide further direction (provincial advisory group) regarding a tiered service delivery model in school settings, funding, technology and accountability measures

B. Browne noted that Halton put forward a good proposal; the government is listening to feedback and considering proposals for implementation strategies and reviewing *PPM81 Provision of Health Support Services in School Settings*. B. Browne thanked D. Kollee for her leadership on the IR steering committee.

### 3. Actions to be taken

#### 3.1 Minutes of the June 19, 2017 SEAC Meeting

**Moved by:** D. Rabenda

**Seconded by:** S. Trites

**RESOLVED**, that the minutes of the June 19, 2017 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

### 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

### 5. Business Arising from Previous Meetings

#### 5.1 Summary of Outstanding Items from Previous Meetings

No updates on outstanding items.

The Chair requested that members check their contact information and write ups on their association on the Board website to ensure the information is accurate and up to date.

### 6. Action and Information Items

#### 6.1 SEAC Meeting Survey Feedback

SEAC Meeting Evaluation forms were distributed at the June SEAC meeting to solicit feedback toward more effective meetings. B. Browne read out the responses submitted for each of Stop; Start; Continue; and Comments sections of the evaluation.

The floor was open for discussion on the data provided.

It was determined that members would reflect on the data for the next SEAC meeting. A 10 to 15 minute discussion will be added to the October SEAC meeting agenda.

#### 6.2 SEAC Goals and Timeline for 2017-2018

L. Cipparrone led discussion on a draft plan for the 2017-2018 year. A poll for topics of interest followed by an additional poll to determine the order of the presentations will be sent out to members and reported on in October. Three requested topics from last year were not presented and will be added to the second topic ranking poll.

A full review of the Special Education Plan (SEP) is also due this school year; previous full reviews of the SEP have included separating the plan into 4 sections; and allotting time on 2 agendas for each of the 4 sections.

The Chair proposed an alternate process for this year's SEP review toward getting members more engaged and allowing everyone to have input, in addition to freeing up more agenda time for presentations. The process would include separating the SEP into 3 sections, review of the SEP would be included on the following agenda:

- February SEAC meeting would focused on reviewing the 3 sections; one subcommittee assigned to each section to do a concentrated review and discussion. Members will be provided with their

section of the SEP in tracking mode for revisions. Members can provide feedback on any portion of the SEP to the corresponding subcommittee.

- March SEAC meeting will have time allotted for any areas of the SEP where subcommittees might require further clarification based on their review
- The April SEAC meeting will have each subcommittee present on the sections they reviewed, followed by open discussion on each section
- The May SEAC meeting, SEAC will review a combined draft of the SEP with revisions and staff input

The Chair opened the floor to discussion on the proposed process changes. Members agreed to the proposed process for review of the Special Education Plan.

The Chair listed the proposed items for each month of 2017-2018; items could be subject to change based on other priorities from SEAC. Priorities will be gathered via doodle polls; the first poll will be sent out for topics; a second doodle poll will be sent to rank the topics. It was noted that changes are sometimes necessary throughout the year.

Members discussed the possibility of some changes for the yearly budget presentation: to continue to provide information on the budget and funding process, but have the focus of the presentation on what's happening, what's changing. B. Browne will discuss with Business Services.

## 7. Communications to SEAC

### 7.1 Superintendent's Report

B. Browne provided the following updates:

**September Start Up** began in mid-August; staff continue to work diligently to ensure smooth transitions are in place for our students

**Staffing** new Special Education staffing include Deaf Hard of Hearing Itinerant SERT; Blind Low Vision Itinerant SERT; Itinerant SERT SEA Lead; SERT for Alternative Ed programs; in addition to the Elementary Social Worker; Psycho-Educational Consultant; and Special Education Consultant that were added earlier in the year

**EA Staffing** is ongoing for the 'ins and outs' of start up

**Professional Development:** Auditory Processing Disorder PD has been completed; in-servicing for staff to support teachers who work with our Deaf and Hard of Hearing Community is planned for October

**Laptops and iPads** were recently purchased for our Gifted Classes to update some of the tech equipment; Special Education funds were put aside to support; SEA funding cannot be used

**SEA I.T:** last year began the streamlining of SEA ordering and processing, recognizing the need for the I.T. piece of processing; this year will post for a full time I.T. person dedicated to SEA. Our SEA Lead is full time this year and has begun working with *LearnStyle* on a new tool to help further streamline the claims process for SEA; new claim submissions; and transfers and repairs will be completed electronically. The process will also track all SEA inventory, AT and Mobility, this will help to address concerns in the updating of equipment. The name of the tool is SEA IIT: SEA Intake Inventory Tool.

**I.T. Steering Board Steering Meeting:** our SEA Lead is now participating on the I.T. Board Committee, as well as the sub-committee to examine the IT products being purchased, to ensure we are ordering up to date items. School visits to do an equipment review will begin at the end of October.

**Psycho-Educational Assessments:** staff completed 41 over the summer; helping reduce the wait list **165**

**Empower Reading Program:** Empower is a literacy program run through SickKids, the program has been further expanded at our Board this year, in partnership with Curriculum almost all elementary schools will now have Empower.

**Dr. Jeremy Butler** Emergency Department Lead Psychiatrist at Oakville Trafalgar Hospital Services spoke with our CYCs and Social Workers about the partnership between OT Psychiatry and schools, how we can strengthen our partnerships to support student wellbeing and mental health. Dr. Butler will also be speaking with our principals at the upcoming Principal's meeting at the end of September.

**Dr. Allan Brown** has agreed to meet to discuss scopes of practice this week. The focus of the discussion is on how to better inform the medical community of what we do in schools, understanding scope of practice and the implications of doctor's notes on our work in schools

**Osgoode/York Legal Issues Talk:** B. Browne will be presenting at Osgoode Law School in mid-October as a representative of HCDSB on legal issues related to Special Education; focus of the talk will be helping understand scope of practice, medical notes, implications for school boards, and collaborative partnerships

**CHANGE Program:** B. Browne discussed updates and challenges with the expansion of the CHANGE Program. This year HCDSB has increased locations for the grade 7/8 CHANGE program classes to St. Christopher (Burlington), St. Teresa of Calcutta (Oakville), and Holy Rosary (Milton); and is piloting a grade 5/6 class at the Milton location.

## 7.2 Association Reports

### 7.3 Trustee Reports

Ongoing items include Ad Hoc French Committee, strategic planning and budget.

### 7.4 Sub-Committee Report

### 7.5 Reports from Other Stakeholder Meetings

L. Cipparrone reported that she is in communication regularly with CPIC; they had their first meeting last Monday, a former member of SEAC A. A. LeMay was voted in as a Community Representative for CIPC. L. Cipparrone will also be providing updates to CPIC on what's happening at the SEAC table.

## 8. Next Agenda: Meeting Monday, October 23, 2017

The agenda will include PAAC on SEAC; the Spirit of Inclusion Criteria; and reflection on the Start/Stop/Continue meeting survey feedback.

## 9. Adjournment

### 9.1 Resolution re Absentees

**Moved by:** D. Rabenda

**Seconded by:** S. Trites

**RESOLVED** that B. Agnew, A. Iantomasi, L. Currie, H. Karabela and R. Quesnel be excused.

**CARRIED**

### 9.2 Adjournment and Closing Prayer (L. Cipparrone)

**Moved by:** S. Trites

**Seconded by:** L. Stephenson

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned p.m. with a prayer led by L. Cipparrone.