

**REGULAR BOARD MEETING  
 REVISED AGENDA**

Date: Tuesday, November 21, 2017  
 Time: 7:30 pm  
 Location: Notre Dame Catholic Secondary School  
 2333 Headon Forest Drive, Burlington, ON

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## Let Peace Begin with Me

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

**Leader:** Compassionate God, as this liturgical year draws closer to its end, you ask us to reflect on the end times and on how our lives may be judged in accordance with your will and your word. Help us to be honest with ourselves Lord, and admit there are times when we could make more of an effort – times when we could listen instead of insist on being heard, times when we could look harder for the face of Christ in our neighbour instead of shrugging them off as an inconvenience. Help us to walk our talk, *Amen*.

**A Reading from Paul's Letter to the Ephesians (4:1-7, 11-16 )**

Brothers and sisters: I, a prisoner for the Lord, urge you to live in a manner worthy of the call you have received, with all humility and gentleness, with patience, bearing with one another through love, striving to preserve the unity of the spirit through the bond of peace: one Body and one Spirit, as you were also called to the one hope of your call; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all. But grace was given to each of us according to the measure of Christ's gift. The Word of the Lord. *Thanks be to God!*

### **Reflection:**

We live in a broken, messy and violent world. Most people believe that peace will automatically happen. That it will just materialize. The truth is that without active participation and choosing to lead by example, peace will not make its way into our relationships, communities or spread out into the world.

The song, *"Let there be peace on earth and let it begin with me,"* is most fitting for the season. If we want peace, it must begin with me. Demonstrate the peace from within and send it into the world.

If we are not at peace ourselves then we need to find our inner peace. Ask God for it. To have peace in our world, we need to make peace. Jesus, said, "Blessed are the peacemakers." (by Pablo Diaz Posted in *Power of Prayer*, Dec 18, 2014 <https://www.guideposts.org/faith-and-prayer/prayer-stories/power-of-prayer/let-peace-begin-with-me>)

Let us take a moment to call to mind those things we are carrying around in our hearts that may prevent us from being God's instrument of peace – our worries, struggles, and conflicts; our personal agendas, our pride.....let us ask God to help us remove these barriers so that we can truly be instruments of God's will.

**Let us pray:**

For our lack of forgiveness, openness, sensitivity, *God forgive us.*

For our failings in community, our lack of understanding, *We ask your mercy.*

For our tendency to see more fault in others than in ourselves, *God forgive us.*

For the times we were too eager to be better than others, *We ask your mercy.*

For the times when we don't really listen, and when we are too quick to act from motives other than love, *God forgive us.*

**All:** Lord, make us instruments of peace on earth.

Where there is hatred, let us sow love.

Where there is injury, pardon.

Where there is discord, unity.

Where there is doubt, faith.

Where there is error, truth.

Where there is despair, hope.

Where there is sadness, joy.

Where there is darkness, light.

O Divine Ruler, grant that we may not so much seek

To be consoled, as to console,

To be understood, as to understand,

To be loved, as to love. Amen.

## MINUTES OF THE REGULAR BOARD MEETING

Date:	November 7, 2017	
Time:	7:30 pm	
Location:	Notre Dame Catholic Secondary School 2333 Headon Forest Drive, Burlington, ON	
Members Present:	A. Danko A. Iantomasi H. Karabela P. Marai	J. Michael D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
Student Trustees:	A. Barbul	I. Schwecht
Members Excused:	C. Atrach	A. Quinn
Senior Staff:	B. Browne C. Cipriano P. Dawson, Secretary of the Board C. McGillicuddy R. Merrick R. Negoj	L. Naar J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present:	A. Swinden, Administrator, Strategic Communications K. Yanchus, Media	
Recording Secretary:	R. Di Pietro	

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### 1. Call to Order

The Chair called the meeting to order.

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

The meeting opened at 7:30 p.m. with a prayer led by A. Barbul.

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

Ryan Merrick appointed to the position of Superintendent of Facility Management Services.

Scott VandeValk appointed as Acting Department Head at Christ the King Catholic Secondary School effective October 17, 2017 with an end date of no later than August 31, 2018.

Agata Ambrozy hired as a probationary teacher effective November 6, 2017. Lydia McGowan hired as a probationary teacher effective October 26, 2017. Julia Wegiel hired as a probationary teacher effective November 3, 2017.

Judith Fedorchuk retired effective October 31, 2017.

**2. Approval of the Agenda**

The agenda was amended as follows:

10.5 Notice of Motion – Upholding the Sanctity of Life Through Donations or the Purchase of Services (H. Karabela)

**#196/17**

**Moved by:** J.M. Rowe

**Seconded by:** S. Trites

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

The Chair called for a vote on **#196/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations**

There were no presentations

**5. Delegations**

**5.1 Recommendation from the French Ad Hoc Committee (O. Martins, E. Toomath, I. Rubatto)**

The Sacred Heart of Jesus students spoke to their experiences in the Early French Immersion Program. Trustees were asked to consider extending the program an additional four (4) years.

**5.2 Recommendation from the French Ad Hoc Committee (T. Adamo)**

Ms. Adamo spoke of her support for the Early French Immersion Program and her family's experience.

**5.3 Recommendation form the French Ad Hoc Committee (D. Bergeron)**

The Bergeron family spoke in support of the Early French Immersion program.

**5.4 Recommendation from the French Ad Hoc Committee (S. Dupont)**

Ms. Dupont spoke to the importance of Early French Immersion becoming a permanent and ultimately expanded program.

**5.5 Recommendation from the French Ad Hoc Committee (P. Gonzalez)**

Dr. Gonzalez provided a presentation in support of the Early French Immersion Program. Trustees were asked to move the program to permanent and focus on how to expand it in order to offer the same opportunities that other boards have.

- 5.6 Recommendation from the French Ad Hoc Committee (S. Mesaglio)**  
Ms. Mesaglio provided a presentation regarding parental impact, equity and support of the Early French Immersion Program.
- 5.7 Recommendation from the French Ad Hoc Committee (C. Neves)**  
Ms. Neves spoke to the value of Early French Immersion and to make the program permanent and fully implemented until grade 12.
- 5.8 Recommendation from the French Ad Hoc Committee (C. Pearl)**  
Ms. Pearl spoke to the inequity of programming that Catholic children will experience in the region of Halton if the Early French Immersion Program were to be discontinued.
- 5.9 Recommendation from the French Ad Hoc Committee (M. Salvati, M. Salvati)**  
Ms. Salvati encouraged Trustees to not allow the Board to fall behind and not offer students the same opportunity of Early French Immersion which is a growing segment of Education in neighbouring School Boards.
- 5.10 Recommendation from the French Ad Hoc Committee (J. Serpe, R. Serpe)**  
The Serpre family spoke of the importance of Early French Immersion and to offer the same opportunities across the province.
- 5.11 Recommendation from the French Ad Hoc Committee (C. Therberge-Conner)**  
Ms. Therberge-Conner spoke about the impact of early language introduction.
- 5.12 Recommendation from the French Ad Hoc Committee (M. Campos)**  
Mr. Campos spoke to the French Ad Hoc Committee not upholding its mandate, the promotion of bilingualism from the Ministry of Education and the Province's government the possibility of withdrawing from the HCDSB.
- 5.13 Recommendation from the French Ad Hoc Committee (A. DeFreitas)**  
Ms. DeFreitas provided a presentation regarding the mandate of the ad hoc committee and recruitment practices.
- 5.14 Recommendation from the French Ad Hoc Committee (H. Ramey)**  
Dr. Ramey addressed the decision between maintaining the Early French Immersion Program and maintaining the Extended French Immersion Program.
- 5.15 Recommendation from the French Ad Hoc Committee (N. Cambone)**  
Ms. Cambone provided a presentation which reviewed teachers in Quebec without a permanent position, salary comparison between Ontario and Quebec teachers, income taxes between the two provinces, Quebec teachers in Ontario, recruitment from Quebec universities and the benefits for someone from Quebec to move to Ontario.
- 5.16 Recommendation from the French Ad Hoc Committee (M. Cruden, J. Rubatto)**  
Mr. Rubatto spoke to the work other levels of government are doing to ensure that Ontario School Boards have an adequate supply of French teachers.

- 5.17 Recommendation from the French Ad Hoc Committee (R. Profiti)**  
Ms. Profiti spoke to staffing and her support of comprehensive French programming that can include both Early French Immersion and Extended French.
- 5.18 Recommendation from the French Ad Hoc Committee (A.A. LeMay)**  
Ms. LeMay spoke in support of Extended French as it is the option that reaches most students with the least negative affect on the English students.
- 5.19 Recommendation from the French Ad Hoc Committee (J. Monte, C. Phillips)**  
Ms. Monte and Ms. Phillips spoke in support of the Extended French Program.
- 6. Approval of Minutes**
- 6.1 Minutes of the October 17, 2017 Regular Board Meeting #197/17**  
**Moved by:** P. Marai  
**Seconded by:** S. Trites  
**RESOLVED**, that the minutes of the October 17, 2017 Regular Board meeting be approved.
- The Chair called for a vote on **#197/17** 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 Response to Delegations (D. Rabenda)**  
The Chair explained that according to Operating Policy I06 – Delegation to the Board delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).
- #198/17**  
**Moved by:** A. Iantomasi  
**Seconded by:** J. M. Rowe  
**RESOLVED**, that the decision on the matter will take place at a future meeting.
- The Chair called for a vote on **#198/17** and it **UNANIMOUSLY CARRIED**.
- 9. Staff Reports**  
There were no staff reports.
- 10. Information Items**
- 10.1 Student Trustees Update (A. Barbul)**  
Student Trustees attended the OSTA – AECO Conference from November 2 - 5, 2017.
- The Bullying Prevention Launch will be the focus at the Student Senate meeting.



The pillars of Achieving, Believing and Belonging were shared.

**10.2 School Educational Field Trips (L. Naar)**

School trips were provided as information.

**10.3 2017 Kindergarten Natural Outdoor Learning Playspaces Implementation Update (R. Merrick)**

The implementation status of the kindergarten natural outdoor learning playspaces installed during the summer of 2017 was provided.

The Board initiative to transform 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 new projects and the projects were completed within the approved project budget.

Additional maintenance with minimal costs is required for the natural playspaces.

School administrators are experiencing a reduced number of head injuries with the new playspaces.

**10.4 Extensive Trip Advisory Committee (ETAC) Trip Proposals (C. Cipriano)**

Extensive field trips submitted by secondary schools for the 2017-2018 school year was provided as information.

Provisions in place for constant supervision for any student held at the United States border.

**10.5 Notice of Motion – Upholding the Sanctity of Life Through Donations or the Purchase of Services (H. Karabela)**

***WHEREAS**, Pope Francis spoke to the participants of the March for Life in France: “Let’s say ‘Yes’ to life and ‘No’ to death” and,*

***WHEREAS** donations and the purchasing of products or services are ways of asserting our “Yes” and our “No” for or against institutions which support or violate the upholding of the sanctity of life from conception to natural death,*

***BE IT RESOLVED** that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide funding – through donations, the contracting of services or any other financial activities – to any charities, non-profits or businesses – that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, public support for these activities is not privately expressed but is available on a website, in press material or found in some other public area.*

***BE IT FURTHER RESOLVED***, the Director of Education will provide a list of all charities, non-profits and businesses, which receive any financial benefits from the Board, for the first board meeting of January 2018. Financial benefits are defined in this motion as contracts, donations, or any other activity where money is distributed through any activity of the HCDSB.”

**11. Miscellaneous Information**

**11.1 Minutes of the September 18, 2017 SEAC Meeting**

Minutes of the September 18, 2017 SEAC meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

There were no questions.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

**#199/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**RESOLVED**, that Student Trustee C. Atrach and Trustee A. Quinn be excused from the meeting.

The Chair called for a vote on **#199/17** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (H. Karabela)**

**#200/17**

**Moved by:** J. Michael

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

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#200/17** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:55 p.m. with a prayer led by H. Karabela.

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

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

**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

## ACTION REPORT

## ITEM 8.1

### FRENCH PROGRAM REVIEW AD HOC COMMITTEE – FINAL RECOMMENDATION TO THE BOARD OF TRUSTEES

#### PURPOSE:

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

#### BACKGROUND INFORMATION:

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

In 2016 the Board undertook a French Sustainability Study to review the ongoing sustainability of the EFI Pilot Program. The findings and recommendations of the French Sustainability Committee were provided in [Staff Report 9.1](#) to the Board of Trustees at the Regular Board Meeting held on November 1, 2016. The report identified challenges in delivering the Early French Immersion Program.

At the Regular Board Meeting held on November 15, 2016, Trustees determined that the Board's decision on the matter should be deferred until the December 20, 2016 Board Meeting in order to allow an opportunity for parents to receive information and provide input on the French Sustainability Study. This feedback was gathered through an online survey, through correspondence, and through delegations made at the Regular Board Meeting held on Tuesday, December 6, 2016.

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

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

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

## SUMMARY OF THE PROCESS:

### Establishment of the French Ad Hoc Committee

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

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

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

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

### Meetings of the French Ad Hoc Committee

The French Ad Hoc Committee met on the following dates:

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

### The Work of the French Ad Hoc Committee

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

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

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

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

### Key Findings of the French Ad Hoc Committee

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

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

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

### Exploring Possible Solutions

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

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

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

- the Core French Secondary Program
- the Extended French Secondary Program
- the International Baccalaureate Programme
- the Advanced Placement Programme

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

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

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

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

The rationale for recommending Option 2 was presented as follows:

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

### Potential Student Enrolment for Optional French Programs

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

### Multi-Year Plan

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

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

### Consultation Process

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

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

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

### Survey Results

A total of 803 responses were received. The results of the survey, including a breakdown of the key themes, are provided in **Appendix B**.

## Delegations

At the Regular Board Meeting held on Tuesday, November 7, 2017, an opportunity was provided for members of the community to delegate to Trustees. A total of 19 delegations were presented to the Board of Trustees.

The following is a summary of the main themes presented through the delegations:

- Merits of the Early French Immersion Program
- Loss of students to public board
- Recruitment
- Mandate of the Committee has not been met
- Inequity in programming (by not offering EFI)
- Other school boards are doing it
- Committee composition and representation
- Issues with the consultation/online survey
- Disconnect with the Ministry of Education
- Keep Extended French

The French Ad Hoc Committee reconvened on Thursday, November 16, 2017, to review and prepare a response to the concerns raised through the delegations.

A response to the delegations from the French Ad Hoc Committee will be provided through Presentation 4.1 on November 21, 2017.

## Correspondence

In addition to feedback received through the delegations and the online survey, Trustees and Board staff also received correspondence from parents and members of the community. The correspondence received has been collated, redacted, and is attached in **Appendix C**.

### COMMENTARY:

The French Ad Hoc Committee reconvened on Thursday, November 16, 2017, to review the concerns raised through the delegations, and reconsider their recommendation to the Board of Trustees in light of the additional feedback.

The members of the Ad Hoc Committee recognized that the majority of the parents who presented delegations were passionately advocating for the value offered by the Early French Immersion Program. While most committee members were in full agreement on the merits of optional French programming, the consensus was that no new information had been presented to adequately address the sustainability challenges.

Recognizing that the scope of their expertise was limited, the committee members felt strongly that the work they undertook was in keeping with their mandate to address and resolve the ongoing issues and challenges addressed by the French Sustainability Study. The Committee felt phasing out the Early French Immersion Pilot Program was in the best overall interest of all students in the Board, and the most effective way to ensure the ongoing sustainability of optional French programming in our district.

On that basis, the French Ad Hoc Committee reaffirmed their initial recommendation.



**RECOMMENDATION:**

Following a nine-month review process, which included many hours spent reviewing data and exploring various options, the members of the French Ad Hoc Committee have come to the conclusion that the **Halton Catholic District School Board cannot continue to sustain two optional French programs.**

The following recommendation and the attached multi-year plan are presented for consideration by the Board of Trustees:

Whereas,

*There is a French teacher staffing crisis across the province of Ontario;*

*It is even more challenging to find Catholic FSL teachers;*

*We are one of the few school boards in Ontario that offers two optional French programs;*

*It will become even more difficult to staff FSL classes as the Early French Immersion program continues to expand over the next 4 years;*

*Phasing out the Early French Immersion Program and maintaining the Extended French Program would require fewer teachers over time;*

*Phasing out the Early French Immersion Program and maintaining the Extended French Program may provide the ability to expand the Extended French Program over time;*

*The Extended French Program has been in existence for almost 30 years, and the Early French Immersion Program is still a pilot program;*

Moved by:  
Seconded by:

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

**BE IT FURTHER RESOLVED** that **students currently enrolled** in the Early French Immersion Program will be allowed to **remain in the program through to completion in Grade 8.**

**REPORT PREPARED & SUBMITTED BY:**

THE MEMBERS OF FRENCH AD HOC COMMITTEE

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



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

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

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

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

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

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

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

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

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

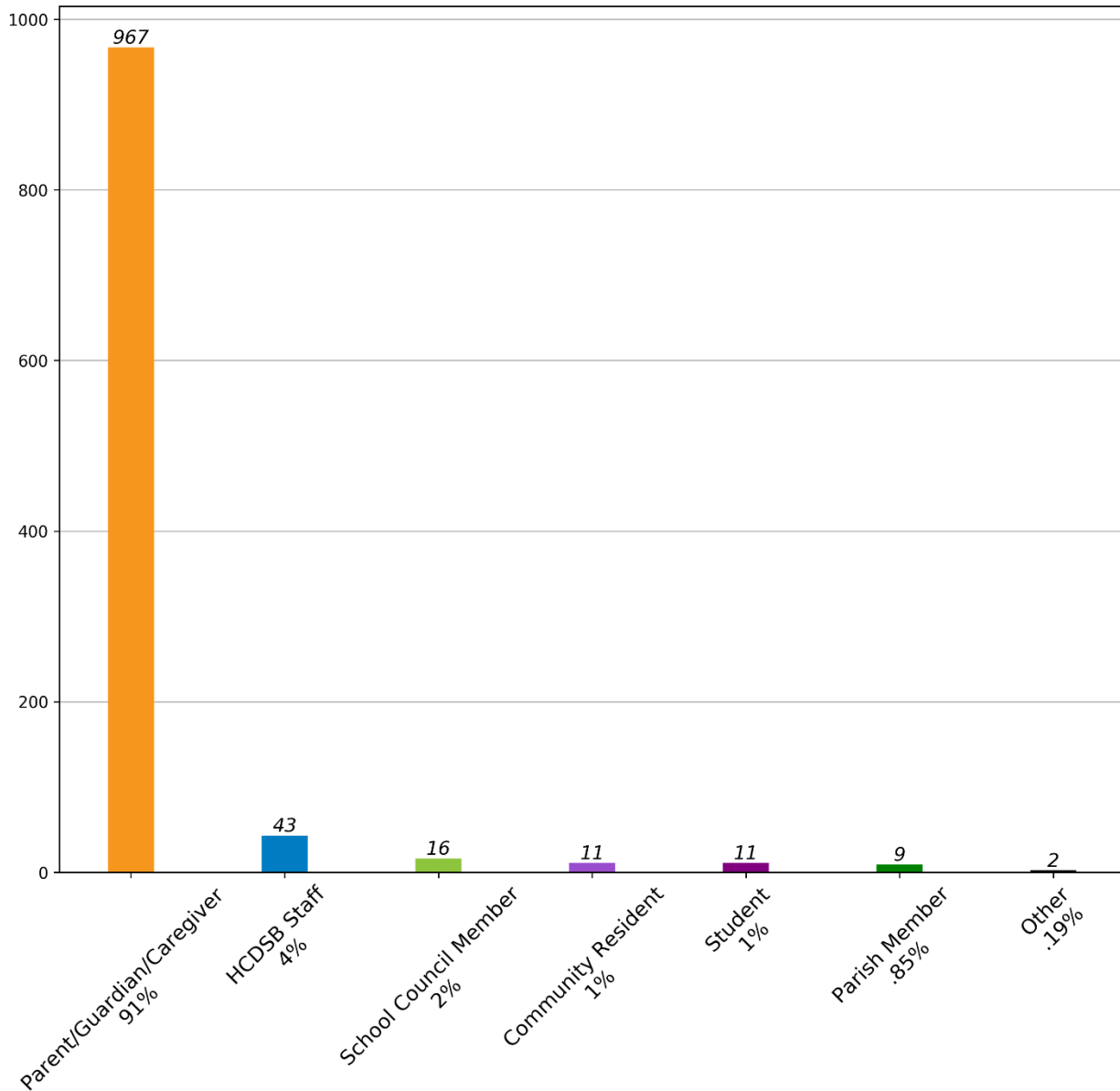
## NOTES:

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

## French Program Review 2017 Feedback Received Through Online Survey

### RESPONDENTS

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



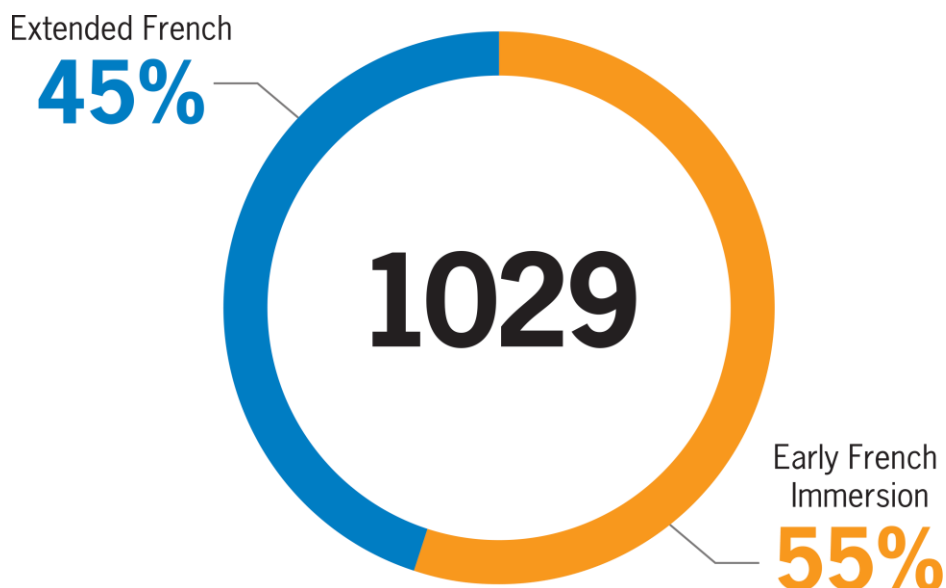
**French Program Review 2017  
Feedback Received Through Online Survey**

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

**PART A - POLL**

**Question:**

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



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

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### **PART B – OPEN ENDED COMMENTS**

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

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

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

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

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

Examples:

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

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

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

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

Examples:

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

## French Program Review 2017 Feedback Received Through Online Survey

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

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

Examples:

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

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

*"More hours to perfect the language."*

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

Examples:

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

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

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

Examples:

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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

Examples:

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

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

## RESPONDENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

### Key Themes:

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

Examples:

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

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

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

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

Examples:

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



## French Program Review 2017 Feedback Received Through Online Survey

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

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

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

Examples:

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

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

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

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

Examples:

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### Complete List of Open Ended Comments

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

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

FRENCH should begin at the earliest age possible

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

An L2 is better learned at an early age

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

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

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

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

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

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

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

As much as the kids learned French as better

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

Because my children just started the program

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

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

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

Because they will learn french.

Been exposed to french as early as possible is better

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

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

Best program... Early language acquisition is best

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

Better for child

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

Better prepares students

Better response from kids to the new language (French )

Better success rate of learning French

better to begin the program at an early age

Better to learn a second language at a young age

Better to start early

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

Bilingual opportunity for children

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

Build a foundation of the French language in the early years

By introducing french language early on, students of a greater distribution of aptitudes have the opportunity to learn two languages. Later introduction does not generate the same level of fluency. By keeping the EFI program, this ensures that graduates are more effective French language speakers. Extended French program doesn't give students enough exposure. It's not worth having it.

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

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

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

check my answer from last week

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Children learn a second language better when begun early.

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

Children learn a second language quickly at this stage.

Children learn easier at younger age.

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

Children learn more at an early age.

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

children learn so.much at an early age.

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

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

Children should start early to learn French

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

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

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

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

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

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

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

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

earlier interventions always prove beneficial.

Earlier language exposure is most beneficial to students

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

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

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

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early age is better for learning language

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

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

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

Early exposure is best

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

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

Early exposure to language

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

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

Early exposures may benefit students learning experience

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

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

Early French immersion is gradually introducing French to young kids

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

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

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

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

early immersion in the program provides more core French instruction



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

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

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Early immersion is essential for learning a second language.

Early introduction allows for early adoption

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

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

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

Early learning is better

Early learning leads to long term retention.

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

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

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

easier to learn and stays longer if you start younger

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

Fdfg

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

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

Feel the younger the better

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

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

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

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

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

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

French so be more natural at an earlier age.

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

I believe early exposure is key

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

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

I believe it is more effective

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I have seen the great things it does

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I think starting early better prepares the child in later years

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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I think early engage with language would be better for kids

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

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

I want my son to have proficiency in both languages

I want next generations has same opportunities as me

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

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

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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Important to introduce the language as esrly as possible

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

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

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

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

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

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

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

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

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

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

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

Introduction at younger age and more exposure time

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

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

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

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

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



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

It would allow my child earlier exposure to the French language

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

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

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

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

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

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

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

It's an overall French learning program

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

it's better for the kids!

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

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

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

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

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

It's very important to be bilingual in Canada

Its better to start early learning French.

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

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

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

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

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

Kids get more exposure to the lenguaje process learning

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

Kids have more opportunity to learn French

Kids learn additional languages easier at an earlier age.

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

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

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

Kids learn languages easier when they're younger

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

Language is easier to learn at a younger age

Language is learned at early stage

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

Language learned early

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

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

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

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

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

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

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

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

Longer term success of students continuing French

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

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

More comprehensive program

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

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

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

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

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

More French hours each year

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

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

More hours & can work towards cerificate for french

More hours = greater proficiency, content with public board offerings

More hours in french bring more oportunity to learn

More hours of French instruction by the completion of grade 8

More hours of French means stronger Quality French education being imparted

More hours to perfect the language

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

More practice will help with language proficiency

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

My Children's age

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

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

My daughter is in gr2 immersion. I'd like her brother to follow the same path.id like him to start in gr1, at a young age as well. I firmly believe this will help in the bilingual process.

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

## French Program Review 2017 Feedback Received Through Online Survey

### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

My son is currently in Early French Immersion.

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

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

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

N/A

Na

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

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

Opportunity to learn a second language at an early age

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

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

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

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

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

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

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

Pour le bien des enfants

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

Progressive learning

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

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

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

Puts children in a better position to succeed in French

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

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

Second language research shows that the earlier the child is exposed to a second language the easier it is to learn the language. Age 6 is an ideal age as the brain is more receptive to new info. Since Canada recognizes that both main languages English and French are spoken in the Country, I believe that French must be taught as a mandatory subject in all the schools.

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

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

Staffing with non catholic teachers needs to be an option

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

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

start young to ensure success

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

Starting at a younger age will prove beneficial

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

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

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

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



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

Students adopt the language and understanding better at a young age

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

The earlier a language is introduced, the better

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

The earlier children start learning French the better

The earlier exposure to the French language, the better

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

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

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

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

the earlier the exposure to french the better

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

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

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

The earlier the language is introduced, the better

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

The earlier they learn the language , the better

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

The earlier to start learning French the better!

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

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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

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

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

The Early French Immersion - start children early.

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

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

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

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

The Early French Immersion is way more beneficial to the students and thus should be maintained.

The Early French Immersion program can give younger students more class time learning in French and parents can practice English at home with their kids to keep them on top of their English too.

The Early French Immersion Program offers much more hours of exposure to French and definitely more advantages to the kids enrolled in this program. My suggestion: keep the EFIP and cancel the EFP.

The Early French Immersion program offers the opportunity to expose kids to the French language at an age where studies have shown is the best age to learn a new language whicis at or before 6 years.

The Early French Immersion Program would be most beneficial for my children's future

The Early French Immersion programme gives students a higher level of French Learning.

The erlier you start, the more effective it will be.

The extended French creates a two tier class system. 2) disruptive of friendships etc 3) leaves unbalanced classes at a key age in development

The French Immersion program provides the children a strong foundation in speaking the French Language.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

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The functional French proficiency success rate is 88% with EFI and less than 49% with EF.

The hours of exposure say it all, keep early french immersion!

The key of french immersion is to become fluent in the language. French language training is pretty bad in Canada, so the more immersive the more likely our child will actually become fluent.

The kids must understand and speak French fluently

The kids need to understand and speak French fluently

The language will be picked up quicker this way

The level of french learned at an earlier age far exceeds a later start

The needs to eliminate extended and place value on early language acquisition!

The optimum time to learn a new language is between birth and age 7. It would be a shame to lose this opportunity for our kids.

The problem is the lack of qualified teachers. Even with the teachers who are qualified, some are not in teaching for the right reasons, and the children suffer.

The public schools start French immersion in grade 1, starting in grade 4/5 makes catholic schools uncompetitive and you will lose most of the catholic kids whose parents want early start French.

The results of this program are amazing for the students.

The student will benefit immensely from early exposure to and more hours over the 8 years.

The students are able to better use French in the "real world" with more exposure and practice.

The younger the children the more they will absorb and adapt into everyday life. The proof lies in the exposure time.

There are two EF sites for example Oakville has 4 and 1 early immersion. Consider having one EF and one EFI site.

There is a higher success rate of learning a second language the younger you are. Children need to be introduced and exposed to the French language as young as possible.

There is research that supports the benefits of learning a second language early in brain development. I also think it is important to maintain the french language since it is an official language

There is significant evidence to that the earlier languages are introduced to a child the better their ability to pick up and use the language long term.

there's not enough room to explain. We wanted our child in French immersion. We will pull him out of your board before he starts grade 1 and change our taxes to the public board.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

This decision is not in the best interest of student achievement. My children should have the same opportunities to learn French as others across the province. I will be enrolling my son in Pinegrove.

This forum is insufficient to provide such an in depth explanation. Must really be done in a more comprehensive way.

This is a very important program that is gaining momentum, keeping students bilingual. All the other regions are running this program, please keep this program in Halton and scrap the extended french.

This program is important....my child loves learning French and I am pleased that he is challenged more in school learning a second language. We have committed a lot of time and energy to help him.

This program should be immersive and it should start early.

To keep the Halton Catholic board relevant and competitive with the surrounding boards. Students in pilot group will potentially leave the Catholic board to go to a public Secondary FI programs

To maintain competitive edge as a school board where we lose students to public schools. Students cannot graduate with a French diploma due to the lack of hours in the current Extended french program

To truly learn and speak a second language it needs to be taught at an early age

Unless you have this program in place so the current students can become future teachers, you will continue to have this problem. Extended french was made for the 90's. Leave it there!

Very important to start children early when learning a new language

Voting to keep EFI (Grade 1) because studies have shown that the earlier they are exposed to a second language, the more adaptable and more successful they can be in learning a different language.

We are losing students from the Catholic schools to the Public school system due to the limited space in the current French programs. Why are there no staffing issues in other Catholic boards nearby?

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

We feel the earlier a child could start the better their success would be.

We have seen amazing progress with this program and feel it is of greater benefit to the children of our school

we should be offering more - not less

We switched school boards to access early French Immersion. Finding good candidates is difficult but imperative in Canada.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EARLY FRENCH IMMERSION

We went with both our kids to the public school system just because they always have had the EFI. We just came back with our daughter back to Catholic School because of the FI  
We would like to have our child be more familiar with French starting at early age.

What you are doing is disgraceful. The best time to teach a second language is when a child is young. Perhaps all kids should go to public school - where they receive a quality education.  
When investing in this type and level of education, I believe that the success rate of students coming through the program will be higher when a child has the opportunity for more exposure to French.

when kids are young they learn new languages easier. socially it's harder to move a kid when they're in grade 5. the grade 1 transition is much easier (i've done the grade 1 move twice now).  
when The younger kids have exposure of a different language in earliest years of school, the learning process is easier through the years

While I understand that there are challenges, it is dissapointing that we cannot figure this out and find a solution. Bilingualism at the early stage is offered all over the world. Why not HCDSB kids?

While this is give way more exposure it also enables student that early decision if its what they may be interested in or not

Why can every other board solve this problem? Wake up Halton and think long term!

Why do Catholic kids have less options?

Why was there not an option to consider starting Core French earlier if EF is the proposed route. Key issue is that children should be starting languages as young as possible. Grade 4 is too late.  
With early French program kids will get more French by grade 8. If only one program can exist then let it be the one with more French hours. Also young kids are easier to pick up a new language.

With the higher number of hours students become very proficient in the French language and will pursue careers that likely will include teaching French. Immersion students become immersion teachers.

You are missing the most critical time for a child to fully grasp and learn the language.

You as a board don't understand that you are doing a disservice to Halton parents - parents will chose french over a catholic school.

Young brains are able to pick up languages more easily. It is better to teach students a new language when they are young. Move from a lottery to a entry test, might be unpopular but fair.

Young kids are more open and enthusiastic to learn new things, try new things. We as parents and providers must make sure that are kids are offered best possible education that will benefit them for

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

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

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Young minds are like sponges and learn languages easier.

Younger children develop an ear for the pronunciation and cadence of the language much more readily than older students. Also, younger children are less reserved about using new language skills.

Younger children learn a lot faster. It is sad that the public board is able to make this program work and that our children might have to leave the Catholic education system to enter EFI program.

Younger students respond and learn a new language much better than older students. Students will truly become immersed in the french language, thereby building a stronger foundation.

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

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

Extended French will improve in a better way kids french knowledge

I intend to enroll my youngest child in it

My child didn't get in EFI this year. I would like to go to the Extended French in Gr5. Did you consider changing the extended french to start in Gr 3 or 4 ? To increase the French hrs.

While I do believe that early immersion is actually the best, If the ext-Fr. is taken away many students will lose out on the opportunity to join. Also enrollment may decline.

- difficulty finding teaching with appropriate qualifications - quality of teaching/learning - difficulty providing intervention to those young students struggling in reading

30 Years. Why change what isn't broken?

45 minutes a day is more than enough to learn a second language. French is not required in most jobs in Canada except for 2 provinces. Also the kids miss a strong instruction of english grammar and

Ability to sustain and grow extended and core programs

able to offer more locations to more students

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

All children have and will continue to benefit from the extended French program whereas the early french immersion program was geared towards already french speaking households

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## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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all the multiple thousands you spend on early immersion can be used for extended and core French resources. The program worked already. Put the money to better use!

Allows for more time for parents to decide whether immersion is a suitable choice for their child, I think starting core french in grade one would be an excellent introduction to the language

Allows more time for children to get comfortable in basic reading and writing skills in English. I do however think that core French should be introduced in Grade 1 to expose all kids to French sooner

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

Allows students to decide if they enjoy the French language before entering the program.

Amazing , keep it up

As a parent I don't know if my child will succeed in french in grade one,however being exposed to core french in grade four,I the parent&teachers involved will have an idea if EF will be beneficial

As it is presented, I rather support a program that may be accesible to more kids. Currently is very difficult to register a kid in the early french inmersion. If possible add more sites with Extended

Assistance for extra help in English reading has not been available or offered to EFI students :( By grade 5 students will have strong English foundations

At this age children are more interested in school abd learning. They also have a say in wanting to be in the program.

Available at my home school. One daughter in grade 6 loves it and I want her sister in grade 4 to have the opportunity. Available to more students at more sites makes it less elitist.

Balance between resources and time required by students

Based on the forecast presented about getting Catholic French teachers and also the fact that it is offered at more sites

Because extra English reading and writing is not available in the early French program while there I see lots of support to English classes. By grade 5, students will have English foundations.

Because so many families will miss out and they need time to see if their child has any interest

Because we want my daughter to enroll in it.

Being that Ontario is primarily English, I believe a good understanding of the English language would be the priority.

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

Best for kids - program choice based on learning ability in grade 4.



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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

Better education for children moving forward. Greater opportunities.

better grasp of basic reading and writing skills first

Better use of resources.

Board's effort is too big for the results we saw in French learning at younger levels

Both kids have graduated Gr. 8 with extended french with success and are continuing it in high school.

Brazilian

But it should become available in more schools so students shouldn't have to go outside their boundary

By Gr5 kids and parents will understand what the child's skills are and whether he/she is willing to put the effort in studying French. It will be mostly based on child decision.

By grade 4, children will know if they are interested, BUT I really believe core french should start in grade 1 in order to know if by grade 5, children are ready for immersion for 1/2 day french.

By grade 5 children are able to be part of the decision and know if they are able to be successful.

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

By offering an extended program in more sites you would be providing more student opportunities for french instruction & promoting bilingualism through future potential for increasing the core program

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

By the time the students reach this age, they can help make a decision about whether or not they want to pursue French.

Can likely accommodate more children overall

Child make own decision and I heard that students are more successful starting later

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

Children need to be able to speak English well before taking on a new language and starting extended French in Gr 5 allows that process

Choosing French later allows students and parents to fully understand their strengths and needs as a learner.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Clearly understand staffing issues, program has been very successful for multiple years, we don't need to compete with the public board for early French as they have it in Gr. 1 but now moving it to g

Considering the lack of french teachers - I think more students can be exposed to French as a second language in the Extended program with less teachers required

Core French first in Grade 4 to see how your child does, then option for Grade 5 EF. Child learns all subjects first in English.

Core french is for all students equally and deserves more respect than it gets.

Core French only starts in GR4. gives chance for student to see if they have the aptitude and interest to learn a 2nd language

Did not send my daughter to Sunningdale (Immersion) because I believe in Extended's value. My daughter goes next year! I will be VERY upset if it is cancelled without a grandfather clause for next yr.

Do not believe in this program.

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

Early emersion programs strain limited FR sraff resources and do not hagd proper screening processes.

Early FI will be too difficult to staff

Early French Immersion is creating a premises problem for many schools that don't have enough classrooms,lockers for students living withi the school borders

Early french immersion is wasteful and elitist

Early french immersion puts a lot of pressure on children at a young age when children may struggle with english. There are too many young kids in Halton and not enough teachers.

Early French immersion should be at a school with low student population...with the French immersion classes portables are inevitable and it seems like students in the mainstream are in portables..

Early French is ripping apart our SK next year with families moving to enter another school. Sub-par recruiting impacts kids' education. Expand the second program to before gr. 5 and in our schools.

Early is too young

Easier to maintain staffing for this program long-term (providing more stability for student options and maintaining expectations for parents).

Easier to staff

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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

English classes have too many split grades and are in portables due to EFI!! Not an ideal learning situation for English classes!!

English language skills, foundations are more established. Translation between two languages is more efficient because maternal language is internalized.

Enrolment for the Early French Immersion program is not sustainable for many reasons, including equity & staffing problems.

Extended French

Extended French allows equality amongst all students and allows children to master their English language skills before mastering their French skills. It also saves money. A win-win-win decision

Extended french allows for a more well rounded and prepared student

Extended French can be offered to more students and a more informed choice can be made. We had our child in early French immersion but put him back in English as he was not the learner to suit EFI.

Extended French has proven to be successful for many years.

Extended French is a great program more accesible to students at any grade, but it needs better teachers.

Extended French is a great program to develop functional use of the French language, and staffing needs would be more easily met for larger population of students.

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

extended french is available to more students at more locations and has a good track record of success. with a child in extended french, we have experienced the difficulty of finding supply teachers.

Extended French is big advantage from Grade 5 above after The Core French entry in Grade 4. It will allow the students to focus the both languages properly (English and French).

Extended French is enough and we want to concentrate on English and other subjects like Math and science

Extended French is more desirable as the students already have developed academically and teachers & parents will have an accurate understanding if it will be a good fit for the student.

Extended french is more inclusive and allows kids to enter after grade 1.

Extended French is more open to all. Larger class sizes means fewer teachers req'd. More sites so more availability.

Extended French is the better choice. EFI is filled with children who are not equipped to handle instruction in both languages & there is no process to weed them out. Grade 5 Entry is better.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Extended french option offers choice and is a good transition for those interested in integrating french into their life at the level they choose.

Extended french reaches more students and maintains the idea that core french kids are people too.

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

Fewer hours for extended French, so I infer that cost will be less. I think French programs in general are a waste of the taxpayer money as students do not enrol to become bilingual (few are) Fewer teachers are needed and the early French Immersion was only ever touted as a pilot project.

fewer teachers required while still having greater availability than early french immersion.

Finding qualified teachers will not be as difficult. The core program can be expanded down the road if resources allow.

First and foremost, why are we restricting our language choices to French? french is only political choice and not a global language anymore. The three main languages are English, Spanish and Mandarin,

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

For my husband (a French Canadian) and myself (who took extended French), we value you most having a school close to us offering French programs. Therefore having 9 sites is better than four.

For those interested in early French immersion they can access this through the francophone board

French is a dying language and the less kids learn the better... Now learning Mandarin on the other hand..

French is one the 2 official languages of Canada. It is very important for our children to be fluent in both languages and understand both cultures, in order to grow up as well-rounded individuals.

From what feedback you've provided it is the most successful of the 2 programs for those families who are truly interested in the option

Get better idea if French insertion is right for your child

Given the shortage of catholic french teachers, this appears to be a reasonable option to keep french being taught in an extended manor.

Given the statistics on future teacher resources, it doesn't appear like the Early French Immersion program would be sustainable at this time.

Gives option of extended French instruction to greater amount of students (though less hrs of French instruction) Note, parents may opt for public schools if French immersion isn't offered everywhere.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Gives parents more time to assess if an optional French program best meets the needs of their child.

Gives pupils the opportunity to major in french at college levels if they so wish but not mandatory

Gives students a good solid foundation in English first and extended French still provides excellent French language learning.

Gives students opportunity to develop English language skills first. Also students get a chance to experience gr 4 Fr before deciding to take on more studies in French based on their interest.

Gives the children a chance to develop their reading skills before taking immersing them in another language.

Good base of French at that tome

Grade 1 entry point is too early for the childrenn and parents to figure out the vocation and interest related to French

Grade 1 is a year of adjustment. To uproot and move schools is a turn off. Allowing exposure to 1 year of french before comitting to extended program is great.

Grade 1 is too early for parents to make an informed decision as to whether their child is ready to study in a second language, and students in EFI are missing out on core learning skills in english.

Grade 1 is too early to determine the pathway to be a French learner. Students should have an option to choose their pathway in latwr grades

Grade 1 is too early.

Grade 1 may be too early to introduce French

Grade 5 entry when children are more prepared

Grade one they need to focus on classroom routine and reading and writing. The foundation of the English language should be mastered before tackling a second language

Great educational asset

Greater sustainability and research indicates there is no difference in French language proficiency between students who complete Extended French as opposed to Early French.

Has a good history over time, less demand for finding fresh teachers for this program and would require fewer teachers hired on letter of permission, meets needs of a great part of the community has sufficient time and more beneficiaries

HAs worked in past as long as this option is available for all students and not a lottery

Have worked at school with both french programs.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Here's some honest criticism. The webinar was really hard to watch. I honestly had to give up half way through. Second bit of advise. This survey needs to be built with a little bit more care.

high costs involved to sustain the early french for very few students per city. This program is taking space and resources at our school. Getting students from any place in Oakville, transport them et

Honestly, I have been told that the quality of French teachers has decreased over the last several years, which now makes sense to me since you are having a difficult time recruiting qualified teacher

I actually prefer early french immersion but am concerned that it will only be offered in 4 sites making it inaccessible for most.

I agree with all points presented for keeping this program over Early FI

I agree with rationale outlined in webinar.

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

I agree with the findings of the ad hoc committee

I agree with the findings of the ad hoc committee.

I agree with the reasons provided by the Ad Hoc committee.

I agree with the recommendations of the ad hoc committee. It is preferable to discontinue a pilot program rather than cancel a long standing successful program

I am hopeful that with more available French teachers the program can be expanded to have more classes allowing more students the opportunity. We should not deny this opportunity to children.

I am with the kids to have a strong English foundation first then have the Crenshaw as second language

I attended French Immersion during my elementary and highschool years. My program followed the Extended French model. I found it to be a very effective approach to teaching French.

I believe a grade 5 kid can better know if the French program is a good fit then when the kid is grade 1

I believe at this age the students will retain more about the language.

I believe is a good platform for the kids to learn a second language (in some case a 3rd) and will allow not french speaking parents to continue to be involved in their kids education

i believe language is best early - but grade one is too early as kids are still mastering some basic reading, writing and comprehension

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I believe student will be more successful if they learn all their subjects in English only in the primary years. This will help create stronger English fundamentals.

I believe students need to establish a solid foundation in the English language before learning a second language.

I believe that children must learn English well first and foremost, before the French language. For a reduction in dropout rate, for the best help at home from parents, etc.

I believe that children need a strong foundation of writing and reading in English in the primary grades, then one year of core and we knew she was ready for the challenge of extended French.

I believe the English base is key for the kids and the maturity that they expose at grade 5 helps them manage the 2 languages

I believe the French language can be still be mastered over time starting in Gr.5

I believe this to be the more successful path. Students already have a good understanding of English reading & writing by grade 5. They already know what they feel comfortable with.

I believe we can better tell if the child is strong enough to handle 2 languages and if they are interested in doing it themselves. It's also currently at our school and we would love to keep this

I chose not to register my child in Grade 1 because that was too early to establish if she would be a good candidate to take on the extra pressure to learn a second language.

I did the program myself. I think it better for students to have a firm grasp of English before conquering French.

I do not really support this program. The less it impacts the average student the better.

I feel a grade 5 entry point is a good age to begin a more comprehensive French program.

I feel children have a good academic base and it is an easier transition. Grade 1 can be a tough transition even without adding a new language.

I feel grade 1 is too young to start the children and too many classes. May be overwhelming for them

I feel more children will benefit, grade 5 is a good transition year for students and allows for a solid base to have been developed in the basics of education

I feel that making the decision to start immersion just after kindergarten is difficult and children are still learning the basics of reading and writing in English

I feel that my kids will benefit more with more maturity of age

I feel that the current FDK program does not fully prepare children for grade 1. I think delaying entry to the French program gives children adequate time to master the English language and then both

I feel this provides a better opportunity for the kids who really want to advance their French instead of joining for the elite group that it has become.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I feel too much French is taking away English learning at too early an age.

I feel we should keep the extended French Program because it allows the children to get a better understanding of the English language and be trying to learn two languages at the same time.

I grew up going to elementary/ secondary french schools.however i did live in a primary english community) i found it difficult to learn ALL my subjects in french when i attended college.

I had our kids enrolled in early learning French. It seriously stunted my child's English development. I pulled our kids out, and it has taken 2 years for them to rebound their English skills.

I have 3 kids who are in extended french...when they get to grade 5 their brain is ready

I have a 4th grader and I want him to go to the extended French program

I have a child excited to go to EF next year.

I have one daughter in EFP and one in the EFI, I feel my older daughter is learning and retaining more of the French language then my younger daughter.

I have two kids who are currently enrolled in the Extended French program. This program provides a great learning opportunity to have french as a second language. It has been around longer.

I just don't feel that 5 years olds are are mature enough to articulate that they are ready to learn a new language. I feel it's important to allow those students to develop as learners first.

I just think that at the grade 5 age the children are more likely to make the choice on their own to try the French program. As a parent we should be able to know if our child is academically ready

I like he idea of kids getting a strong foundation in core subjects for the first years.

I prefer the Extended French, both my older kids were/are in it; I did not choose to sign up my youngest one into the Early FI as I was worried he might not learn english as well as he should

I prefer to keep both. But this option wasn't provided. I would say extended if I had to choose, to allow all three of my children to have the opportunity to go through the program.

I support the recommendations of the ad hoc committee in regards to staffing issues overtime.

I teach extended French and believe that our students are successful both in elementary and high school. The oral component is improving with the new curriculum.

I think at grade 5 the kids is more prepared to learn a second language and another content area in another language.

I think both programs are beneficial and I see value in each. Ideally I would be in favour of keeping both so that there are two entry points for children interested in French immersion.

I think by maintaining the extended French program this will fix our current problem but I do think it is necessary for student to be exposed to core French at an earlier age.



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I think children in the primary grades need to focus more on the core areas of math, reading and writing. Introducing french in grade 1 leads to earlier struggles in english and can affect confidence.

I think French immersion should be made available to all students who want a French education. If there aren't enough qualified teachers to offer early immersion than I think the extended program is

I think grade 4 is early enough to establish another language

I think grade one is too early for French for most kids. Going from play based kindergarten to grade one in English is a challenge in itself.

I think is too early to teach french to the little ones, too much.

I think it is important for children to learn proper English and have strong English foundation before moving onto french

I think it is very important for a child to have a second language to further there employment options!

I think later entry into the immersion program will provide students with greater ownership over their participation in the program. It will also give them time to develop the learning skills needed.

I think that 30 years of a successful program speaks for itself. I also feel that if resources allow the core French program should be enhanced to start at an early grade.

I think that by grade 4, parents and teachers have a better understanding of their child as a learner and better able to gage their child's possible success in the program.

I think the students from grade 5 has a higher level and commitment to learn French and they are still at an impressionable age, also. they can continue learning into high school and University.

I think we should focus on English learning

I took French in elementary school starting at an early age, I can now only remeber how to say the colors in French and basic counting. What a waste of learning time. Should be optional and limited.

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

I understand the challenge to maintain both optional programs but I still think the best option would be keeping both programs. If I need to chose one I would prefer Extended French for personal reas

I understand the challenges and it seems less me the most sensible solution.

I understand the recruiting challenges for French teachers.

I vote neither, let's do well in English first then look at other languages

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

I want to have a better idea of my child's strengths in school before deciding to enrol him in another language. I want him to have a firm grasp on English before learning French.

I would be more likely to enrol my child in this. I want her to learn her mother tongue very well before a huge focus on french.

I would love to see core french begin in grade one, children can learn a new language while still mastering the basics of english

I would prefer math, language, and science be taught in the English language.

I would prefer my children learn more in English.

I would privilege proper language mastering from any introduction program

I would want to keep extended french at our school. I feel it's more equitable and accessible for our kids and other students since it is offered at more schools than French Immersion.

I'll be able to take advantage of the extended French at my kids school rather than applying to a cross boundary school which they might not get in to and bussing is not provided.

I'm from Montreal and went to french immersion in grade 5. It worked well as it didn't interfere with my education and ability to learn in English first and then learn a new language.

Ideally I would like to see CORE French begin in Grade 1 INSTEAD of Extended or French Immersion Programs as in other school boards, therefore ALL grade 1-8 students receive daily French instruction

If my children begin core french in grade 4 they have the ability to continue throughout their school curriculum and into grade 9. My daughter currently grade 1 I want grade 4-9+

If staffing is an issue, it's a difficult battle to fight and need to be more realistic using the facts.

If staffing issues continue to persist, then in order to maintain the quality of the French instruction, extended would have to be the option.

If the board wants the EFI program, it should designate a school to be strictly EFI like the public board does.

Immersion not offered at enough sites so it is less accessible to students. We only have one french immersion school in Burlington and it is extremely competitive to get in.

Immersive language education is best left to the immersive language boards.

Important for some jobs to know French

In an extended French program the students are usually there because they want to be. Parents have a better idea of whether their child is well suited to the dual language program

In earlier grades all students should be fully integrated with their peers.

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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

in ext french you can still learn crucial skills in the english language while still having a french education from grade 5

In grade 1 with focus on reading and writing not sure whether an additional language would be beneficial. Grades 5 and up would take more advantage on a french programm

It allows a strong foundation in English before learning French

it allows more kids to be exposed to french.

it became too difficult to get into the program.

It can be available to more students PROVIDED we channel resources and begin core french at grade 3 instead of 4 to give students a better base

It can be offered in more schools.

It gives parents and kids an more open conversation between them to decide if the FSL program is right for them both

It has become increasingly difficult to find qualified and available French teachers.

It has been successful for many years

It has worked well for both of my children

It is already an established program that has worked for many years with success whereas that FI program is a pilot program.

It is difficult in grade 1 to determine whether my child can handle instruction in two languages. By grade 5 I know what type of student he/she is

It is disruptive to childrens learning.

It is enough as a second language

It is quite apparent that EFI cannot be sustained.

It makes the most sense as it can be expanded if the situation improves.

It requires less teachers, less total hours and has been working for 30+ years already

It seems it is more sustainable in time

It seems that is the most sustainable option over the long term. HOWEVER I believe that the schools that currently offer the early FI pilot program should be granted the extended french program

It will be easier to staff.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

It will be offered to more children at more sites making it more equitable for more children. It considers the staffing challenges that are experienced at the board and the province.

It would seem that the Extended programme costs less and has a defined program which is considered successful.

It would seem that the Extended programme gives students a higher level of French learning, while they are still at an impressionable age. This program has proved to be successful for 3 decades.

It's a proven program.

It's the least costly option for a low demand skill.

It's too late for my kids to start early french immersion!!

It's very important

It's important to focus on a foundation of English and add french in grade 5

Its great to learn more French. Especially in Canada where French is our second language

its too early in grade 1 to start french

Just as beneficial to start in Grade 5 as kids can learn a language quickly at that age too.

Kids already speak the English by this age

Kids are entering the French program after they learn to read and write English

Kids are settlrd in a school, masterd already learning methods, know what they want, ESL kids have fixed english already

Kids at grade 1 are not nature enough to understand both language

Kids can have the time to focus learning english and then chose to add french

kids can make the decision themselves if French interests them, vs parents making the decision for them at an earlier age

Kids to learn second official language as much as possible and Extended french gives more opportunity to kids.

Kids would have had an "introduction" in grade 4, therefore would have an idea if they would like to try the extended program

Lack of qualified teachers to teach French immersion

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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

Lack of teachers to support early years and students need a strong foundation in English in the primary years before parents can know if French is a good option for their child.

Lack of the Catholic French Teacher

Language can be effectively picked up in latter grades

Larger impact since Extended French is offered at more schools and therefore provides benefit to more children

Learning language should be made possible whenever you can, whether at Gr 1 or Gr 5 entry. I wish I could choose both. This French learning would definitely help a student until far beyond university

less resources and would like to give older children an option to decide if they want more french

Less resources needed while maintaining more benefit than Core French

Long term lack of trained catholic staff to fill all the open positions

Long term, I believe it is more sustainable and cost effective.

Longer term sustainability. It also gives time to see what kind of learner your child is to see if French is the best route.

Makes more sense

more cost effective for extended French. Plus the program has been really successful for many years! You won't be using unqualified people to teach it.

More effective since we would know better if our kids would success in FSL

More flexible and likely to keep.hhigher enrollment. Also has been a long-term program and successful.

more likely to have the qualified teachers with FSL qualifications to teach quality instructions as the Early programming is phased out

More locations means more students could potentially benefit. Also by grade 5 they have a solid foundation in English and teachers and parents can better determine suitability for the program.

More opportunity for extended French as it is in more schools.early years needs a strong focus on language skills.

More realistic to have enough properly qualified teachers for this program.

more sensible option

More students can take part in the program - greater equity.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

More students will be able to express interest in expanding their French learning. Grade 1 is too early to make that decision and for Parents to know if it would be appropriate for their child.

more sustainable

More sustainable and has a wider appeal for parents/students.

More teachers to continue the program when it starts in grade 5

More time to identify exceptionalities, better grounding in English, less requirement for scarce FSL teachers

More viable option and equity for more students

most homes in SW Ontario do not speak French...introducing curriculum in a different language at a young age where children are still finessing English is a lot of pressure

most sustainable option

Muni spouse and I are from Quebec

My child is past the early French immersion grade

My child learns two languages already, English and Mandrin as both mother tonge. While I think she can grasp French as well, early French immersion is too extensive. Also we do not speak French.

My child missed out on the lottery system for the Early French Immersion program. I hope my child will have the opportunity to take the extended french program down the road

My children are currently enrolled in the Extended French program and it proves to be quite successful. However, I do think that an earlier immersion would be more beneficial.

My children went through it and we found it beneficial and were able to request being in program.

My concern is over the quality of teachers available who are both Catholic and proficient to teach French.

my conversation with high school teahcers indicates that they feel students who enter early verses late are really no differnet by the time they reach high school; as well, were are the French teacher

my daughter enjoys extended French program and I don't think I would have put her in full French program and hard to get good French teachers. Won't compete with halton as extended is different

My daughter is in the extended french program - she would not have been ready in grade one - and I fear we would have missed out on an amazing opportunity- the extended french program has helped her w

My daughter wants to go to EF next year.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

My girls are already in grade 2 and 4. My oldest had trouble with reading in FDK and i was told that French wouldn't be a good option. Now that she is much better with reading and writing I may opti

My intention was to place my children in the Extended French program as I was concerned that I could not provide them the necessary support needed with the Early French Immersion program.

My son has been in the early french immersion program and I have not been happy with the quality of French instructors. In addition, when. He has had a supply teacher for French, the teacher rarely i

My son is currently in grade 4 and willing to be included in the extended french program next year

My son is going into grade 5 next year . I tried to enroll him in early French immersion program back in 2014 but there was a long waiting list .

My son is grade 1 and early Emerson isn't offered at his school thus we didn't register him. As a early Emerson graduate myself I think the program is superior based on the almost triple the hours

My son is in grade 6 extended and my daughter has been looking forward to starting it in grade 5 next year. Canceling it now would take away my daughters opportunity to have extended French.

My son was declined the early program as there was no room

My two daughters are in an extended french program - one in halton board, and the other in duferin-peel. My youngest daughter will transfer to Halton in 2018. I find greater value in extended progr

My two sons took extended French. It was good that they established competency in English first. My older son is completely bilingual after participating in an exchange program. The younger is still i

No comment

Not enough qualified french teachers in public or catholic boards in the province, existing program works very well

Not enough teachers to do early French.

Older children may be more interested in learning a second language.

ONTARIO IS NOT FRENCH SPEAKING ENVIRONMENT, THEN IT IS MORE DIFFICULT FOR CHILDREN TO LEARN, GET TIRED, AND DESERTION LEVEL RISES

Opting for extended French may be the more realistic option

Our older daughter is in the extended French program and we intend on enrolling our younger daughter.

Program is available to a broader group and provides children with the opportunity to master one language first.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Program is enough to introduce French as a second language. Enabling students to further learn the language is so they wish or need

Proven to be more successful

Proven to be more successful

Reaches more children

Requires fewer qualified French teachers over time. Has proven successful, and is not currently a pilot project.

requires less hours and would require less teachers

Requires less staff and is more impactful at an older age.

research shows that children need strong foundations in their environmental language (friends, school) before successfully learning and mastering a second language

Resources can be used more efficiently.

Schools are overcrowded

seemed more balanced

seems like a reasonable choice given the shortage in qualified teachers

Several of my children's FI teachers demonstrate a complete lack of empathy and unsavoury bully-like tactics. No wonder 30% drop out rate in FI! Who would want to work in a toxic environment?

Should keep both - start core in grade one - or extended French at more sites for students who can't fake it and commit to it with teacher recommendation

since the early French immersion was a pilot and also requires more teacher

Since this is not to provide bilingual ability, I think grade 1 is premature compared to grade 5 considering the intent of FSL program. Extended French will still allow students to attain FSL.

Smaller children should focus on their literacy skills in English prior to learning French.

So kids are old enough to know if they are interested in it

some kids do not have a good grasp of the English language at grade 1, I feel that French should not be prioritized over English that early one in child's development.

Specific focus/improved attention

Start core French earlier and retain students in the program longer and students have a solid understanding of English reading, grammar et.....



## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

Starting in grade 5 allows for you to know your child as a student to see if program a good fit. All day french overwhelming and less accessible to general population. Excellent program.

students are better prepared in grade 5

Student learning profiles vary, as does intrinsic motivation. With a later start, a better understanding of these support effective enrolment decisions. Consider: increasing hrs in an ext. prgm.

Student Maturity and learning capacity

Student's preference can be considered by parents before enrollment.

Students are better able to manage the transitions from French to English when they are older.

Students can focus on literacy skills in English first and try out Gr 4 French first to see their ability and interest levels in another language.

students cannot continue in French Immersion beyond grade 8 (no immersion highschoools in HCDSB)

Students entering the extended French program in grade 5 often have a personal interest in the French language as they have already been exposed to it in grade 4, and they are ready for the challenge.

students have more say in signing up students (and their parents) have a better understanding of their personal learning needs

Students have the opportunity to choose to join the program and parents are better informed of the academic abilities, learning skills and motivation of their son or daughter.

Students have the opportunity to first gain a solid foundation of the English language, but are still offered the opportunity to pursue French should they wish.

Students need solid English Literacy skills first, rather than providing Spec. Ed support for FI students. A better decision about FI can be made when the child is older.

Students need to establish a solid foundation of the English language first. The location and model of the immersion program does not make it equitable for all.

Students need to learn the basics in english first so that they have a solid foundation in math and language.

Students old enough to choose to participate. Early immersion only at a limited number of schools.

Students should have English foundation first anyway . So the extended french offers a better time to begin french language. I do believe beginning with an option of grade 4 would be best.

Studn. are already fluent in Engl and will start Fren at an age when are still capable of retaining well a second lang. Even more, I sugest that the FE program to start to start in gr 3 instead of 1!.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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success history in the board

Sustainability

sustainability more certain as requires fewer teachers. More established program

Teacher recommendation for a student to apply for this program, after english language has been well established.

The children may adapt better since they are older and have had one full year of french language already

the cost is too high for early immersion, plus not enough teachers! Stick to extended because it's good and works.

The Early French Immersion brings to students a language barrier to develop student's learning skills for specific subjects, especially science. French is enough for second language program.

The Early French Immersion program is limit to fewer students. I would rather see that resource are used to expand the Core French and Extended French (eg.start earlier) and make it available for more

The Early French Immersion program is most successful if there is a French speaking parent at home. Many Early French families do not have this.

The early french immersion program may not be as beneficial as the extended program and also 9 classes compared to 4 would allow for more french speaking students

The enrolment is extremely low for what it costs. Better core French starting G1

The Extended French program has been succesfully in place for over 30 years and requires less amount of resources/logistics and budget to support

The Extended French program is a better option but I think we need to ensure any child/family interested, should have it available.

The Extended French program is sustainable with the FSL staffing resources available.

Participating in the Extended French program does foster French language proficiency.

The extended French program would be a good second option to the core french program. Both starting after grade 4 and would provide children and parents comparable options of enrollment.

The extended French will be more impactful in later ages of children.

The Extended French will help any kids with their French. More all because of the extended French offer only my kids have joined BR.

The extended program teaches content relevant to the student that can be applied in high school.

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

The extended programme costs less. Please develop a clear and consistent program and Text throughout the board for all children to have access to basic French education in preparation for Secondary ed

The goal should be to expose the greatest number of students to french as early as possible. It would be ideal to offer core french to all students from grade one!

The Grade 5 entry point for Extended French is a more suitable level for language studies. The student is more mature and the teachers can instruct them on more practical items.

The lack of qualified French teachers is concerning.

The more sustainable program of the two.

The options for French classes in High School are very limited. I'm not convinced it is beneficial to the students to be learning French from Grade 1 onwards as the transition will be very difficult. the other program was only a pilot and evidently cannot be sustained based on info provided

The pilot should have been thought through more thoroughly as it is causing a shortage of teachers in the extended French program. Our grade 8 students have no french teacher at st Gabriel

The program has been around for 30 years and has been very successful.

The program that is easier to staff with quality teachers is a better choice

The program was great for my children, preparing them in both languages. As an English speaking Canadian who respects both languages, this feel that program is the best he best way to educate in both

The rationale listed in the webinar supports keeping the successful Extended French program

There are not enough qualified teachers to sustain an early FSL program long term and highly unlikely there ever will be.

There are too many other variables interfering with French acquisition in the early years. There is a large transition period between jk/sk and getting 1.

There is a greater chance of success for students and fewer staff required

There is already a french school in the area, so full immersion is not necessary. Extended French gives students enough to learn what they need to get by with French. It should be offered earlier tho

There is only one school per regional site that offers early immersion. By Gr. 5 you know who is a good fit for the program and students have a say on whether or not they want to learn French.

This gives students in grade 4 a chance to try French to determine interest. As well, this gives Primary students a chance to go to school in their neighbourhood and begin local friendships.

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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

This is a much more flexible program which can offer value to more students and seems reasonable to continue given the staffing and cost limitations

This is a tried and true program.

This option makes the most sense, especially if this program will have the ability to be expanded.

this options gives more children the chance to learn french.

This program gives students a chance to build a stronger English foundation.

This program has a long history of success and is easier to staff. It is not a pilot program.

This program has been around for many years and has been successful and sustainable. The issues started when we started the pilot project.

This program has existed for 30 years and produced known results.

this program is longer standing and is available in more locations which makes it more accessible for students and parents

This program is more equal to the population, because it covers more children than the another. For example if I have children with ages 7 and 9 they can not to get the early program, but they could

This program is not sustainable, out of my son 33 kids only 2 continued EF in HS More than half of those students don't like the Fch anymore because of complexity, they are not prepared to deal  
This program will be easier to staff and has proven to be effective over many years.

This program will keep the students already enrolled and complete Grade 8.

This seems to be the most sustainable option

This will allow more of our schools to have the French program and therefore allow more kids to be a part of it. Also gives the kids time to see if french is for them to continue in depth. gr 1 too soon  
This will follow the core french

This will give the student a good balance of French and English while allowing them to focus on developing their reading and writing skills in English first! Makes learning a second language easier.  
This will help students fully comprehend french and see benefits throughout their lifetime.

To be honest, could not care less about FSL program.

To offer a sustainable French program with qualified teachers and preventing staff shortage

To sustain the strong fundamental of the extended program giving the limited French teachers

## French Program Review 2017 Feedback Received Through Online Survey

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### COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH

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Too competitive to get into early french. Offered at more sites

Trying to decide if a child is ready to learn French at such a young age is not easy. waiting until gr5 gives parents more time to decide if it's right for their child.

Unless teachers are qualified for teaching there will not be a reason for teaching French .

Use limited pool of French teachers to select the best French teachers for Core. I find the level of core french in elementary school is lacking.

use qualified teachers to teach core and extended. Students struggle more with reading, writing when begin in gr 1

Various developmental studies have proven the advantage of extended immersion in the second language. The undeniable value and advantage in the diverse Western World

Want to send my kids to EF.

We agree to one program. We hope the quality of teaching will allow our son to become fluent in French.

We need the extended french program to stay! Our grade 6 daughter is in the extended French Program and we intend on enrolling our grade 3 daughter in the program as well.

We prefer it because it has good deal with French fairly mixed with good deal of English rather than the French immersion wich lots of people found it hard due to their English second language back

We would want a balance of English and French language instruction for our son. We want him to be exposed to both of Canada's official languages.

While the desire to have FSL introduced at an early level, if the resources are not available, it makes sense to focus on the option that still allows for more hours than Core.

Why are you asking for parents' opinions if you have already made a decision and clearly stated that parent input will not change the option going forward to trustees.

With a lack of qualified teachers I don't see the benefit of full immersion, nor the benefit of immersion for future economic prospects

with many students coming from non French speaking families it may be easier for students to adjust once they are older and have taken a year of French previously.

With the lack of French teachers, the FI program is losing its effectiveness

With the small pool of French Catholic Teachers, this is the only logical option that will maintain quality of education from both a Catholic and academic perspective.

Without Early French Immersion I hope that the Core French program can be expanded to start in Grade 2 or 3 and thereby reach more students. If you are keeping EFI it should be at all 9 schools.

would like older children to decide if they would like more french or not

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

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### **COMMENTS IN FAVOUR OF KEEPING EXTENDED FRENCH**

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Would prefer for EFI but given rationale, extended french sounds more logical. Pls expand to more schools in Burlington!!!

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You give kids who couldn't have entered in the Program during the firts years the oportunity to enter on Grade 5.

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You will know better if your child can handle it

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Younger students need to spend more time on language and ath which get cut for French

To whom it may concern.

I take this opportunity to thank you for working towards a holistic education for Canada.

We have recently immigrated to Canada and have finally found our bearings and have chosen Milton as our place to set up our home, through our peers and internet research we have heard how well and how much Milton has to offer to new families in terms of education, recreation, development, positive family support etc.

My daughter [REDACTED] was enrolled at Brisdale Public School-Brampton for three weeks and was chosen for the French Immersion Programme, however as we have moved we have had to pull her out. I am now looking for admission for my daughter for Grade 1 at St. Benedict's-French Immersion Programme. However I was disheartened to know that my daughter would not be able to get admission at St Benedict's due to the close to 100 child wait list. I was told this is due to the number of catholic schools offering the french immersion programme has been pulled off the list.

I understand every system has it's own set of limitations but if there is a demand or need for such a large number of seats it seems worthwhile for additional resources to be considered.

I am sure there is the bigger picture with its own set of rule and policies that comes into play but I humbly request and would greatly appreciate if my daughter's candidature is considered or if I could be guided to other alternatives.

I truly believe in the Canadian system, where every child is given the opportunity to be the best they can be. I look forward to hearing from you.

Regards

[REDACTED]

Hi all,

I have completed the webinar and one thing I noticed is the fact that we are not exploring outside of Canada options.

One option could be to partner with Canada's Ministry of Education and the Immigration Ministry and other schools, not only Catholic but Public as well, as they have the same French staff concerns as our Catholic Board; with the objective to create an immigration program specially for French Teachers.

For example as part some of our agreements with other countries, we could recruit French Teachers from Latin countries as Mexico, that they know French, I learned French back home in Mexico, and I know we have a lot of qualified Teachers that could have the skillset needed and could apply for a working visa for a period of time or resident status to fill that gap.

I know we are doing similar programs for other fields as IT and it has been quite successful. People from other countries are willing to come and work in this country specially if we provide those alternatives. Regarding the Catholic board, we could suggest some specific locations as for example I know that Mexico is a Catholic country and most people will be Catholic as well.

Have we considered those alternatives? This may help to fill the need for either program we decide to keep as the need for French teachers will be there from Catholic and Public schools regardless; and Our government should support our efforts to keep the French language.

This is just a suggestion, hoping this may help.

Best Regards,

[REDACTED]

Good morning,

I have watched the video and have completed the survey.

As a parent of a child who just started the Early French Immersion program in Grade 1, I am worried about the lack of staff available and am now left wondering about the quality of education he will be getting until grade 8.

One thing the Board should consider is the requirement of all teachers being Catholic. In the French Immersion program, Religion is taught in English so the requirement that the French teachers be Catholic doesn't make sense. There are definitely teachers available who may not be Catholic, but are very qualified French teachers who can fill the gap the board is facing. Something that should be considered before getting rid of the program altogether.

[REDACTED]

I just finished watching the webinar and taking the survey. I wanted to communicate that I don't think your survey provides a fair opportunity for feedback. It forces your audience to select one program, but doesn't allow them to voice their opinion if they disagree with the ad hoc committee's recommendation.

I think the purpose of the ad hoc committee is to study the information and provide a recommendation to the parents, however prior to it going to the board we should ask ourselves whether this recommendation is representative of the parents voice. Which I personally don't think it is.

I would like an opportunity to share my opinion in a survey that asks whether parents still want to move forward with the two programs in light of the information provided.

Regards

[REDACTED]



Dear Parents and Educators:

Further to the e-mail and subsequent survey disseminated on Thursday, October 4th and Tuesday, October 10th, I humbly ask the HCDSB and the French Program Review Committee to keep the Early French Immersion Program. The benefits of having young children (Grade 1 and younger) in the EFI program has been proven through studies time and time again.

If the Halton Catholic District School Board strengthens its Early French Immersion Program and Core French (and phased out the Extended French Program), the demand and supply of FSL educators (and resources) can be managed more effectively. Please look into how the Hamilton-Wentworth Catholic School Board and neighbouring Catholic school boards have successfully sustained their EFI program/s for several years, despite the current shortage of FSL Educators. Please do not make it difficult for Halton parents to choose between pursuing a catholic education vs. access to early french immersion via the public school system for their children. Please consider sharing resources and collaborating with universities and surrounding school boards if this is the only way to mitigate the supply needs of FSL teachers in our school board.

Please think of the younger children who would lose the opportunity to be in the EFI program with their older siblings. We humbly ask that you please consider their future as well.

Thank you for your time.

Regards,

████████████████████

Hello,

Just a quick input.

I( and many other parents I spoke with) allways believed that the french imersion program starts to early, since in grade 1, most of the students are not able to read yet. From my point of view, french language( French Extended or Imersion, you name it since this is the job of the specialists on the matter to decide...:) should start in grade 3, when most of the children are already able to read/write in English( which is the first oficial language in Ontario, isn't it??) Why confusing children with two languages from grade 1????

Thanks for "listening",

████████████████████

Hello,

I like others, took the survey. Yet the whole process is unclear.

The options were to vote to keep the grade one early program OR the grade five Immersion program. As a parent with two children already in grades one and three, I obviously voted to keep the immersion program.

Are my children now deprived of French altogether?

There is not enough information regarding the outcome of voting one way or the other.

I'm sure parents would be very happy with keeping the EARLY program if their kids were still eligible to enter it.

What happens to kids who are past grade one?

[REDACTED]

Hi there,

My husband and I are reading over the survey results from the French Immersion Ad Hoc Committee and have a question for you.

It appears that the board is considering getting rid of one of the two French Immersion options in the HCDSB. We are glad to see that Early Immersion seems to be the preferred option. However, we have 3 daughters in the school system, in grades SK, 2 and 4. We had hoped they would all have access to French Immersion at some point in their education.

Understanding that you would likely phase out Extended French and phase in Early Immersion, is it possible that there will be a few years where students will not have access to either program? We are concerned that our kids will be in this boat.

We understand that the Review is still in the early phases, but would appreciate any guidance you could give on this matter.

Thanks,

[REDACTED]

Good morning,

I am not a teacher, I am a parent of a child who attended St. Gabriel's here in Burlington from Grade 5 to Grade 8. I'm telling you this because my review will not be proper, logistical, or in any way considered perfectly worded. I am telling you this in plain terms with no frills.

My school trustee was very helpful over the last few years that my son attended St. Gabriel's in trying to make accommodations for us. The problem I had as well as some other parents and children that I know who also attended St. Gabriel's at that time was how the children were treated. I believe that my sons

lack of confidence and behavioral issues stem largely from how he was made to feel by his teachers. My son did not tell me until grade 8 which is when I believe he figured out that how he was being treated was not normal.

He was made to feel not “worthy” of being there. He was continually told over and over that each grade was going to be much harder and he should really consider whether he should to go forward. This happened each year, and each year he would make the decision himself to try again and try harder. He had the same teacher for almost 3 years but she was off for maternity leave in between. He felt that they wanted to give the spot that he had to someone else who deserved it or could get better grades. Because this is what he was told. He pulled out of the French program in grade 8 but was permitted to continue at the same school in the English program so that he could graduate with his classmates.

So basically, he was mistreated, made to feel insufficient, inferior, and put down by his teachers!!!!

Since then he has developed O.D.D. Oppositional Defiance Disorder which we feel again is largely due to the misconduct that he endured at St. Gabriel’s. One day I asked my son, “what’s the real reason your always so angry with people?” He told us, “I had to learn to not give crap about anyone or anything. I was hurt too often and made to feel like an idiot, so I just stopped caring about anything.” This broke my heart. We are not able to even compliment him on anything. If we tell him he did a good job, he shuns away from us and tells us not to say that. He still doesn’t believe that he’s worthy of doing well and this has affected every aspect of his life. He is #5 in Canada, and # 2 in Ontario in his sport and he can’t even take a compliment of “Way to go!!” or “You did awesome!”

These teachers had no idea the impact of what these kids were enduring due to what I can only assume was due to them not meeting a quota of some sort as far as passing grades in the French Immersion program. If the kids didn’t do well, it would reflect on the school and affect the French program so possibly their jobs and the money that was going to that school or the program. So instead they would do everything they could to encourage the ones who didn’t do well to drop out. This is exactly what was happening at St. Gabriel’s. This is what happened to my son. I know of others who are also gathering information and statistics to compile against St. Gabriel’s for how their children were treated over the same four years that my son attended. My son excelled in French in grade 9 at Notre Dame. He would have done well in the French Immersion, had he been given the opportunity to succeed but this was not the case at St. Gabriel’s.

In my opinion, French speaking should start earlier than grade 5 so that there is not as much pressure on the teachers to produce such “gifted” children in such a short time. Because the gifted would be the only ones to actually succeed such a program, especially with all of the peer pressure from their teachers.

My son is now in grade 11. He attends psychological counselling twice a month to help him with his confidence, and to reduce some of the Oppositional mannerisms that he has developed. We have 2 boys. The other started French immersion in grade 5 as well at St. Gabriel’s and after 2 months he didn’t want to go anymore. We removed him from the program and he continues to do well at Holy Rosary with no behavior issues of any kind and he will begin high school next year at Assumption. There is so much more to be fixed with our French immersion program but that school in particular needs to be investigated.

I know of others who would be happy to add to this if you would like. Whose children also attended St. Gabriel’s who also felt this way.

**From:** [REDACTED]

**Date:** October 17, 2017 at 11:10:05 PM EDT

**To:** [michaelj@hcdsb.org](mailto:michaelj@hcdsb.org)

**Subject:** French Program Review - Feedback on Ad Hoc Committee's Recommendation

Dear Jane,

I am writing regarding concerns with the recommendation being presented to the HCDSB by the Board's French Ad Hoc Committee, as outlined in the Webinar sent to parents last week. The Ad Hoc Committee is recommending the HCDSB eliminate the Early French Immersion (EFI) (Grade 1) pilot program.

My oldest son is in Junior Kindergarten and currently attends St. Joseph Catholic Elementary school. Our experience with his teachers, the administration, and the programming has been extremely positive, however my husband and I have become concerned with the position of the HCDSB when it comes to early French language education. After viewing the Webinar I was disappointed to see that the Ad Hoc Committee came to its conclusion to eliminate the EFI program in favour of continuing with its existing Extended French program, which begins in Grade 5. This was confusing as the Ad Hoc Committee was established with a very clear mandate: To prepare a multi-year plan for an EFI program to address and resolve all on-going issues presented by senior staff, and to make recommendations to Trustees with a view to moving the EFI program from a pilot to a sustainable and permanent program. It appears as though the Ad Hoc Committee has overlooked their own mandate, and, more importantly, that it is the primary responsibility of school boards to make decisions from the perspective of student achievement, as set out in the Education Act. Eliminating, and not expanding, the EFI program in Halton Region is completely counterintuitive to the breadth of widely available research supporting the benefits of early language learning, and would deprive children in Catholic schools in Halton region equal access to the best possible education.

It seems that the Ad Hoc Committee has completely ignored the well-documented science behind the benefits of early introduction to secondary languages. Additionally, neighbouring Catholic boards, such as the TCDSB and HWCDSB, have successfully been offering Early French Immersion programs beginning in Senior Kindergarten for decades. It would be safe to assume all other Ontario Catholic boards are facing the exact same staffing concerns the Ad Hoc Committee determined to be the driver of their decision to recommend dismantling the EFI program in the HCDSB. Were other boards consulted as part of this committee's investigative process?

My expectation from the HCDSB is that our children will have the same, if not better, opportunities that other children across the province and country have to learn French. **I strongly urge you to consider voting against the French Ad Hoc Committee's recommendation, and support expanding the EFI program to all Catholic Elementary schools in Halton to give HCDSB children the highest possible academic achievement in French.** Our family is hopeful that the HCDSB will not be putting parents in the position of having to consider enrolling our children in public schools in order to access the level of French they have the right to.

Thank you sincerely for taking the time to read through my concerns. I welcome further discussion as this matter is extremely important to my family and our community.

**From:** [REDACTED]

**Sent:** 18 October 2017 16:38

**To:** Barbul, Anamaria; Danko, Anthony; Quinn, Anthony; Iantomasi, Arlene; Atrach, Christina; Rabenda, Diane; Karabela, Helena; Schwecht, Ingrid; Michael, Jane; Rowe, Mark; Marai, Paul; Trites, Susan

**Cc:** [REDACTED]

**Subject:** Intro - some docs re: French Review

Dear Trustees,

We met last year, I am the volunteer President of the Ontario branch of Canadian Parents for French. I would like to introduce you to [REDACTED] HCDSB parent and the volunteer President of our Halton Catholic Chapter (cc'd).

Our mission at Canadian Parents for French is to support opportunities for youth to learn French. We are informed by research in French Second Language education. We have branches across Canada and a national office in Ottawa. We are funded by Canadian Heritage and are in partnership with the Ministry of Education, Faculties of Education and School Boards on projects that support French Second Language learners and their families.

Our Canadian Parents for French members and local/Ontario leadership have been following the French review since its inception last year. We continue to be disappointed that we were not included in the committee nor invited to present. We had hoped to help you develop solutions to support the stated purpose of the review and would welcome any opportunity to do so now. We have watched the webinar and read the report with great interest. Attached and available at the link below are some documents from our website sourced from EDU/Boards that are relevant to your deliberations:

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

Early French Immersion (FI) Ontario English School Boards

JK-3 : % of French Daily

JK-12 French Immersion Enrolment, JK-12 Total Enrolment all Ontario Boards (2013-2014)

School Board	% of French Daily in Early French Immersion					JK-12 FI Enrolment	JK-12 FI % of Total Board Enrolment	Total Board Enrolment	Notes
	JK	SK	1	2	3				
<b>English Boards</b>									
Rainbow DSB	100	100	100	100	85	3092	23	13727	
Limestone DSB	100	100	100	100	85	2387	12	20636	
Upper Grand DSB	100	100	100	100	80	4180	12	33789	
Lambton Kent DSB	100	100	100	100	50	2001	9	22903	
DSB Ontario North East	100	100	100	100	85	1992	25	7644	
Grand Erie DSB	100	100	100	80	80	1378	5	27344	
Windsor-Essex Catholic DSB	100	100	100	80	80	1052	5	21888	
Greater Essex County DSB	100	100	100	75	75	4024	11	36114	
Keewatin-Patricia DSB	100	100	80	80	60	68	1	5034	
Renfrew County DSB	90	90	90	90	90	638	7	9495	FI enrolment includes G5 entry
Bluewater DSB	90	90	90	90	80	1393	8	16826	
Near North DSB	90	90	90	90	75	1087	11	10250	
Northeastern Catholic DSB	90	90	90	90	50	586	26	2289	
Brant Haldimand Norfolk CDSB	90	90	90	80	70	201	2	9804	
Sudbury Catholic DSB	90	90	77	77	65	1581	25	6260	
Bruce-Grey Catholic DSB	90	90	75	75	75	722	19	3854	
Kenora Catholic DSB	88	88	88	75	75	447	29	1566	
London District Catholic SB	80	80	80	80	80	1296	7	19172	
St. Clair Catholic DSB	80	80	80	80	70	835	9	8957	
						<b>28960</b>	<b>10</b>	<b>277552</b>	
Nipissing-Parry Sound Catholic DSB	50	50	90	90	70	676	23	2908	
Upper Canada DSB	50	50	50	50	50	7864	28	28363	
Catholic DSB of Eastern Ontario	50	50	50	50	50	2604	13	20542	FI enrolment includes G5 entry
Algonquin & Lakeshore Catholic DSB	50	50	50	50	50	1167	10	11875	
Huron-Superior Catholic DSB	50	50	50	50	50	1074	22	4941	
						<b>13385</b>	<b>20</b>	<b>68629</b>	
Ottawa Catholic School Board	50	50				<b>13909</b>	<b>35</b>	<b>39720</b>	G1-3: 25%, FI enrolment includes G4 entry
Toronto DSB		100	100	100	100	18180	7	252615	FI enrolment includes G4 entry
Algoma DSB		100	100	100	100	1302	13	10271	
Toronto Catholic DSB		100	100	100	75	4109	5	91115	
Lakehead DSB		100	100	100	75	892	9	9499	
Trillium Lakelands DSB		100	100	90	80	1523	9	17323	
Kawartha Pine Ridge DSB		100	100	80	80	3451	10	33250	
Thunder Bay Catholic DSB		100	90	90	70	1088	14	7960	
Hamilton-Wentworth Catholic DSB		100	50	50	50	1115	4	29654	
PVNC Catholic DSB		90	90	90	65	1840	13	14277	
Northwest Catholic DSB		75	75	75	50	176	13	1328	
Thames Valley DSB		70	70	70	70	5195	7	75106	
Ottawa-Carleton DSB		50	100	80	80	27954	39	72283	FI enrolment includes G4 entry
Niagara Catholic DSB		50	50	50	50	122	1	22633	New-adding higher grades year by year
						<b>66947</b>	<b>11</b>	<b>637314</b>	
York Region DSB			100	100	100	12434	10	121087	
Durham DSB			100	100	100	6652	10	69306	
Simcoe County DSB			100	100	90	440	1	51708	New-adding year by year
Hamilton-Wentworth DSB			100	85	85	3160	6	50624	SK-5 (2013-14), G1-5 (2014-15)
DSB of Niagara			100			2373	6	37118	Transitioning from G4 entry to G1
Durham Catholic DSB			90	90	90	1713	8	22324	
Dufferin-Peel Catholic DSB			90	70	70	1318	2	83488	
Huron-Perth Catholic DSB			90	90	90	479	11	4498	
York Catholic DSB			85	85	85	1276	2	55682	
						<b>29845</b>	<b>6</b>	<b>495835</b>	
Peel DSB			50	50	50	14315	9	154666	
Halton DSB			50	50	50	12229	20	61362	
Waterloo Region DSB			50	50	50	5259	8	62737	
Avon Maitland DSB			50	50	50	426	3	16381	
Halton Catholic DSB			50	50	50	154	0	31297	G1 pilot at 4 schools in Sept 2015
Waterloo Catholic DSB			50	50	50			21508	G1 pilot at 3 schools in Sept 2015
						<b>32383</b>	<b>9</b>	<b>347951</b>	

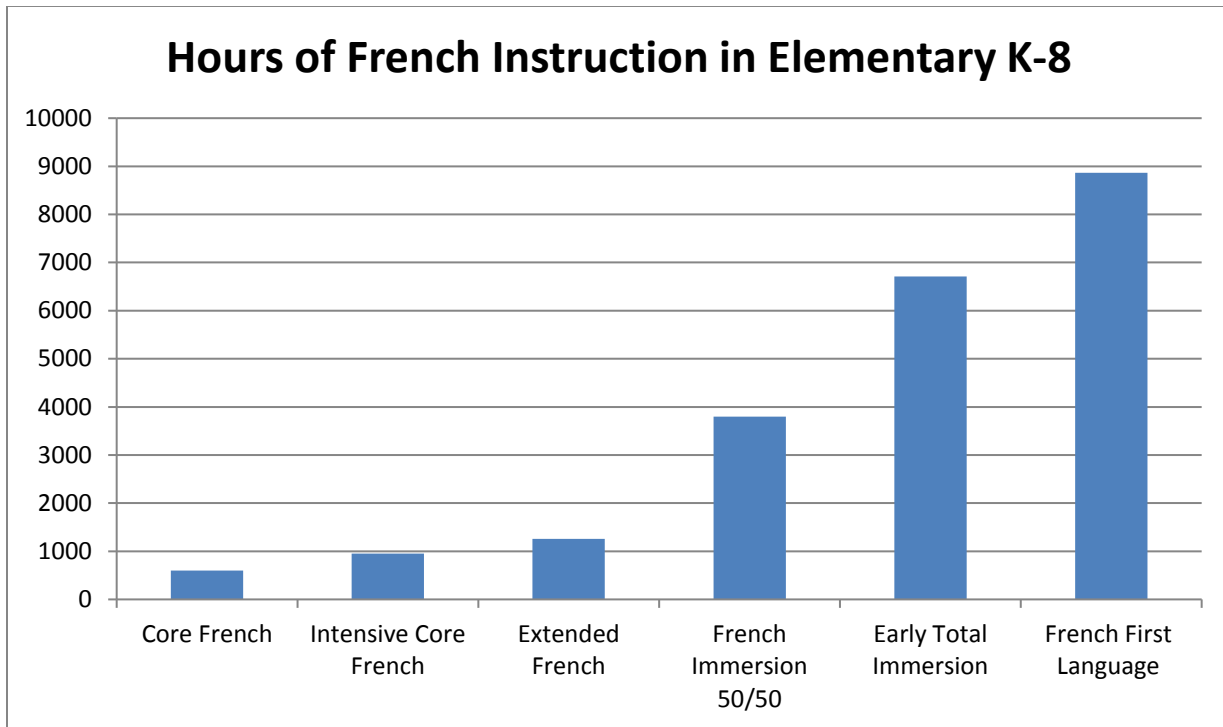
Early French Immersion (FI) Ontario English School Boards

JK-3 : % of French Daily

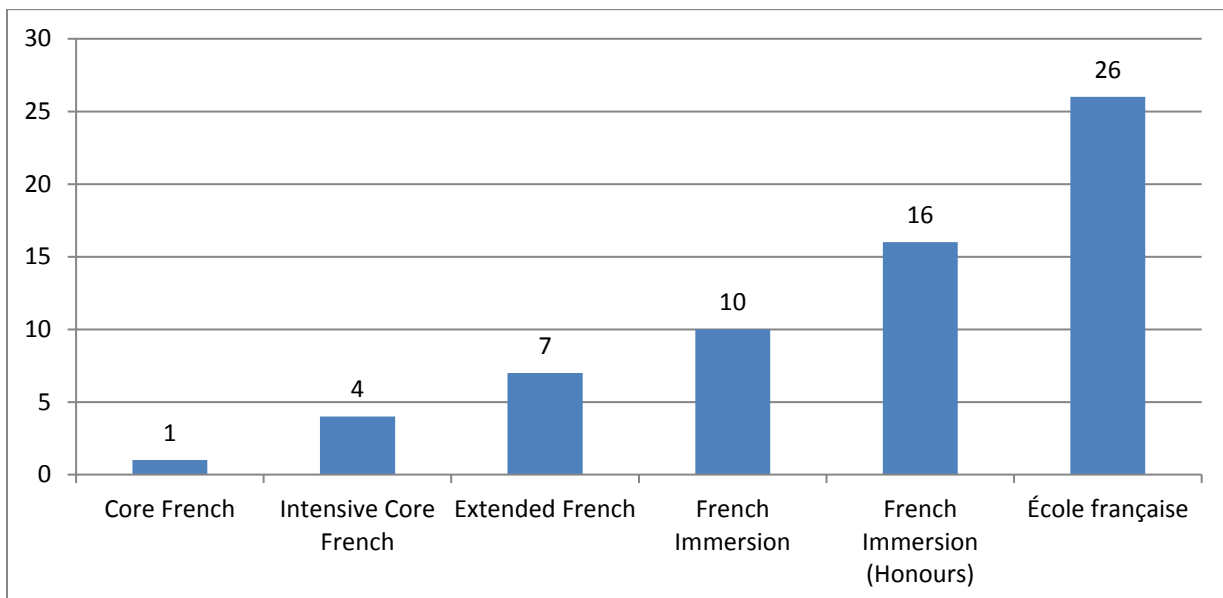
JK-12 French Immersion Enrolment, JK-12 Total Enrolment all Ontario Boards (2013-2014)

School Board	% of French Daily in Early French Immersion					JK-12 FI Enrolment	JK-12 FI % of Total Board Enrolment	Total Board Enrolment	Notes
Hastings & Prince Edward DSB						710	5	15557	G4 entry only
Rainy River DSB						29	1	2946	Secondary FI
Renfrew County Catholic DSB								4694	
Simcoe Muskoka Catholic DSB								20670	Explored Early FI in 2013
Superior North Catholic DSB								747	
Superior-Greenstone DSB								1645	
Wellington Catholic DSB								8129	
						<b>739</b>	<b>1</b>	<b>54388</b>	
<b>French Boards</b>									100% French until Core English starts in G4
CS Viamonde								10167	
CSD du Grand Nord de l'Ontario								2271	
CSD du Nord-Est de l'Ontario								2054	
CSDC Centre-Sud								15073	
CSDC Franco-Nord								2876	
CSDC de l'Est ontarien								10517	
CSDC des Aurores boréales								737	
CSDC des Grandes Rivières								6297	
CSDC du Centre-Est de l'Ontario								21149	
CSDC du Nouvel-Ontario								6972	
Conseil scolaire catholique Providence								9134	
CÉP de l'Est de l'Ontario								13294	
								<b>100541</b>	

Hours of French Instruction in French Second Language and French First Language programs in Ontario



**Number of Credits at the Secondary Level (where French is the language of instruction)**



**Sources of data:** Ontario Ministry of Education FSL Curriculum Documents and the Technical Paper on Funding Grants 2015-2016.

**Hours of Instruction per program:** Core (600), Intensive Core (953), Extended French (1260), French Immersion 50/50 (3800), Early Total Immersion (6710), French First Language (8867).



**ELEMENTARY Student Enrolment in French as Second Language Programs in English School Boards, by Program Type, 2015-2016**

Board Number	Board Name	Board Type	FSL - Core	FSL - Extended	FSL - Immersion	Total FSL	General Enrolment	Immersion as a Percent of General Elementary Enrolment in English Boards
B28010	Algoma DSB	Public	4,034		1,152	5,186	6,388	18.03%
B67202	Algonquin and Lakeshore CDSB	Roman Catholic	5,348		1,163	6,511	7,724	15.06%
B66010	Avon Maitland DSB	Public	4,903		374	5,277	10,011	3.74%
B66001	Bluewater DSB	Public	4,882		1,396	6,278	11,280	12.38%
B67164	Brant Haldimand Norfolk CDSB	Roman Catholic	4,130		219	4,349	6,305	3.47%
B67008	Bruce-Grey CDSB	Roman Catholic	1,829		781	2,610	2,611	29.91%
B67172	CDSB of Eastern Ontario	Roman Catholic	4,159	70	3,952	8,181	8,536	46.30%
B66150	DSB Niagara	Public	10,671		2,653	13,324	24,215	10.96%
B28002	DSB Ontario North East	Public	2,133		1,710	3,843	4,200	40.71%
B67083	Dufferin-Peel CDSB	Roman Catholic	23,361	1,583	1,789	26,733	49,554	3.61%
B67105	Durham CDSB	Roman Catholic	6,292	134	1,971	8,397	14,445	13.64%
B66060	Durham DSB	Public	20,626		6,242	26,868	47,832	13.05%
B66168	Grand Erie DSB	Public	8,294		1,499	9,793	17,540	8.55%
B66028	Greater Essex County DSB	Public	10,172		4,152	14,324	23,454	17.70%
B67113	Halton CDSB	Roman Catholic	9,598	1,268	480	11,346	21,949	2.19%
B66133	Halton DSB	Public	16,908		10,979	27,887	44,051	24.92%
B67121	Hamilton-Wentworth CDSB	Roman Catholic	8,907	<10	1,069	9,976	18,521	5.77%
B66141	Hamilton-Wentworth DSB	Public	15,300		3,091	18,391	34,176	9.04%
B66222	Hastings & Prince Edward DSB	Public	4,351	97	612	5,060	10,130	6.04%
B67016	Huron Perth CDSB	Roman Catholic	2,090		357	2,447	3,062	11.66%
B29025	Huron-Superior CDSB	Roman Catholic	1,867		1,060	2,927	3,561	29.77%
B66079	Kawartha Pine Ridge DSB	Public	8,766	426	3,149	12,341	21,768	14.47%
B28045	Keewatin-Patricia DSB	Public	937	38	82	1,057	2,795	2.93%
B29050	Kenora CDSB	Roman Catholic	448		363	811	1,146	31.68%
B28061	Lakehead DSB	Public	2,471		802	3,273	5,952	13.47%
B66036	Lambton Kent DSB	Public	10,062		1,786	11,848	14,410	12.39%
B66206	Limestone DSB	Public	8,675		2,328	11,003	13,065	17.82%
B67032	London District Catholic School Board	Roman Catholic	8,878		1,275	10,153	12,086	10.55%
B15199	Moose Factory Island DSAB	Public					311	0.00%
B15202	Moosonee DSAB	Public	112	<10		112	246	0.00%
B28037	Near North DSB	Public	4,366	181	1,187	5,734	6,675	17.78%
B67156	Niagara CDSB	Roman Catholic	11,739	80	290	12,109	14,795	1.96%
B29017	Nipissing-Parry Sound CDSB	Roman Catholic	901	71	567	1,539	1,890	30.00%
B29009	Northeastern CDSB	Roman Catholic	1,055	34	426	1,515	1,761	24.19%
B29041	Northwest CDSB	Roman Catholic	405		252	657	1,289	19.55%
B67180	Ottawa CDSB	Roman Catholic	2,838	10,793	13,015	26,646	27,033	48.14%
B66184	Ottawa-Carleton DSB	Public	21,692		25,113	46,805	47,519	52.85%
B66125	Peel DSB	Public	48,555	579	14,798	63,932	111,404	13.28%
B79910	Penetanguishene PSSB	Public	168			168	236	0.00%
B67067	Peterborough Victoria Northum Clarington C	Roman Catholic	4,444		1,651	6,095	10,008	16.50%

Board Number	Board Name	Board Type	FSL - Core	FSL - Extended	FSL - Immersion	Total FSL	General Enrolment	Immersion as a Percent of General Elementary Enrolment in English Boards
B28029	Rainbow DSB	Public	2,583		2,554	5,137	8,426	30.31%
B28053	Rainy River DSB	Public	635			635	1,743	0.00%
B67199	Renfrew County CDSB	Roman Catholic	2,835	668		3,503	3,541	0.00%
B66214	Renfrew County DSB	Public	4,951	111	799	5,861	5,897	13.55%
B66109	Simcoe County DSB	Public	16,004	1,758	1,233	18,995	35,300	3.49%
B67091	Simcoe Muskoka CDSB	Roman Catholic	11,164			11,164	13,691	0.00%
B67040	St Clair CDSB	Roman Catholic	5,327		871	6,198	6,239	13.96%
B29033	Sudbury CDSB	Roman Catholic	1,332		1,374	2,706	4,019	34.19%
B29076	Superior North CDSB	Roman Catholic	531			531	734	0.00%
B28070	Superior-Greenstone DSB	Public	305			305	766	0.00%
B66044	Thames Valley DSB	Public	22,571		4,736	27,307	50,887	9.31%
B29068	Thunder Bay CDSB	Roman Catholic	2,013		1,010	3,023	5,558	18.17%
B67059	Toronto CDSB	Roman Catholic	45,096		4,304	49,400	60,308	7.14%
B66052	Toronto DSB	Public	67,502	4,993	17,271	89,766	169,855	10.17%
B66087	Trillium Lakelands DSB	Public	4,512		1,424	5,936	10,674	13.34%
B66192	Upper Canada DSB	Public	9,288		8,273	17,561	17,595	47.02%
B66117	Upper Grand DSB	Public	9,484		4,330	13,814	22,513	19.23%
B67148	Waterloo CDSB	Roman Catholic	7,525		53	7,578	14,730	0.36%
B66176	Waterloo Region DSB	Public	27,121		6,448	33,569	42,356	15.22%
B67130	Wellington CDSB	Roman Catholic	2,909			2,909	5,466	0.00%
B67024	Windsor-Essex CDSB	Roman Catholic	6,932		996	7,928	13,181	7.56%
B67075	York CDSB	Roman Catholic	28,193		2,213	30,406	36,788	6.02%
B66095	York Region DSB	Public	37,054		11,708	48,762	83,750	13.98%
	<b>Total</b>		<b>622,234</b>	<b>22,886</b>	<b>183,382</b>	<b>828,502</b>	<b>1,277,951</b>	<b>14.35%</b>

Source: As reported by school boards in the Ontario School Information System (OnSIS), 2015-2016.

**Report Criteria:**

Data include public and Roman Catholic English language elementary schools.

Data exclude private schools, publicly funded hospital and provincial schools, care and/or treatment, custody and correctional (CTCC) facilities, summer, night and adult continuing education day schools.

**Small cells have been suppressed**, as such:

Where fewer than 10 students are in a given category, the data is depicted with '<10'.

**Usage Restrictions:**

The report may not be published or used in any way that could lead to the identification of an individual.

The report may not be used for any purposes other than stated in the original request.

Good morning: I listened with great interest to the presentation by the committee looking into the French program. They did an excellent job and I do agree with them. The extended French seems to be the best program to reach the most students. Perhaps in a couple of years it can be offered in grade 4 and more in the future. I did look at other boards programs and found them very similar to HCDSB.

The full French -immersion program seems to serve very few of the total enrollment of the Board and if expanded will take up a lot of space.

There is also the issue of teachers. Qualified Catholic French teachers are hard to find. If you say they don't have to be Catholic then what have we been fighting for, for 170 years. Teachers from New Brunswick, Northern Ontario or Quebec would find it very hard here given the cost of living.

HDSB has an extensive French program but given that like HCDSB it is an English board, many students in the English stream are being bussed out of their home school area. This hardly seems fair to me. I also note they are backing the program up to Grade 2.

I will forward all the information to you in case you do not have it all.

[REDACTED] It is a tough decision but one that has to support ALL children in the system.

God Bless!!! [REDACTED]

**From:** [REDACTED]

**Date:** October 20, 2017 at 10:20:28 AM EDT

**To:** <[rabendad@hcdsb.org](mailto:rabendad@hcdsb.org)>, <[tritess@hcdsb.org](mailto:tritess@hcdsb.org)>, <[inatomasia@hcdsb.org](mailto:inatomasia@hcdsb.org)>, <[michaelj@hcdsb.org](mailto:michaelj@hcdsb.org)>, <[rowem@hcdsb.org](mailto:rowem@hcdsb.org)>, <[danko@hcdsb.org](mailto:danko@hcdsb.org)>, <[karabelah@hcdsb.org](mailto:karabelah@hcdsb.org)>, <[maraip@hcdsb.org](mailto:maraip@hcdsb.org)>, <[anthonyquinn@hcdsb.org](mailto:anthonyquinn@hcdsb.org)>

**Cc:** <[secure-hcdsb-efi@googlegroups.com](mailto:secure-hcdsb-efi@googlegroups.com)>

**Subject:** Toronto Catholic (TCSB) is expanding EFI without scrapping EF

Dear Trustees,

I need to share this information to give you perspective:

<https://www.tcdsb.org/News/othernews/2017/Pages/TCDSB-to-Expand-French-Immersion-Sites.aspx>

Our neighbouring CATHOLIC board in Toronto is currently expanding their EFI program, and they are NOT scrapping Extended French. Please take 1 minute to read the news on the link above.

For the 2017-2018 school year, TDSB has expanded EFI from 9 to 14 sites. Another 5 sites will be added for the 2018-2019 year, for a total of 19 EFI sites.

For the 2017-2018 school year, TDSB offers EF in 17 sites (phased-out the program on 1 site, and is discussing reducing another 1 site for 2018-2019).

One can't refrain from wondering: how come our neighbour Catholic Board manages to EXPAND (in fact, DOUBLE) their EARLY FRENCH IMMERSION program WITHOUT

SCRAPPING EXTENDED FRENCH, while our HCDSB isn't capable of even maintain both programs?

Best Regards,

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:44 AM  
Subject:

<http://www3.dpcdsb.org/Documents/FrenchImmersionMapandSchoolInfo.pdf>

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 10:09 AM  
Subject: French Immersion HCDSB

<https://www.hdsb.ca/learning-and-resources/Pages/French/Immersion.aspx>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:54 AM  
Subject: Toronto Catholic District School Board French immersion 4th link

<https://www.tcdsb.org/programsservices/schoolprogramsk12/frenchimmersion/Pages/default.aspx>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:50 AM  
To: [REDACTED]

Subject: Regional French Immersion Programs – York Catholic District School Board Here is the first link

<http://www.ycdsb.ca/frenchimmersion/regional-french-immersion-programs/>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 12:31 PM  
Subject: EQAO Policies and Procedures for the Primary- and Junior-Division Assessments

<http://www.eqao.com/en/assessments/Pages/policies-procedures-elementary.aspx>

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 10:17 AM  
Subject: List of FSL school programs HDSB

<https://www.hdsb.ca/learning-and-resources/Pages/French/List-of-FSL-school-programs.aspx>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:52 AM  
Subject: French Immersion hwcdb

<https://www.hwcdsb.ca/learn/frenchimmersion/>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:44 AM  
Subject:

<http://www3.dpcdsb.org/Documents/FrenchImmersionMapandSchoolInfo.pdf>

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 10:24 AM  
Subject: Class divide: as French immersion booms, English classrooms shrink - The Globe and Mail

<https://beta.theglobeandmail.com/news/toronto/behind-the-french-immersion-crush-schools-and-parents-worry-about-shrinking-englishclassrooms/article29031082/?ref=https://www.theglobeandmail.com&>

[REDACTED]

From: [REDACTED]  
Sent: Wednesday, October 18, 2017 9:56 AM  
Subject: Toronto Catholic District School Board extended French

<https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/Extended%20French/Pages/default.aspx>

[REDACTED]

From: [REDACTED]  
Sent: Monday, October 23, 2017 12:26 PM  
To: Rabenda, Diane; Trites, Susan; Michael, Jane; Paul Marai; Iantomasi, Arlene; Karabela, Helena; [DankoA@hcdsb.org](mailto:DankoA@hcdsb.org); Quinn, Ann; Rowe, Mark  
Cc: DiPietro, Rosie; Dawson, Paula  
Subject: Fw:

As you can see no board has French Immersion in every school despite what some say. [REDACTED]

**Date:** October 24, 2017 at 1:54:11 PM EDT  
**To:** <[rabendad@hcdsb.org](mailto:rabendad@hcdsb.org)>, <[tritess@hcdsb.org](mailto:tritess@hcdsb.org)>, <[iantomasia@hcdsb.org](mailto:iantomasia@hcdsb.org)>, <[michaelj@hcdsb.org](mailto:michaelj@hcdsb.org)>, <[rowem@hcdsb.org](mailto:rowem@hcdsb.org)>, <[dankoa@hcdsb.org](mailto:dankoa@hcdsb.org)>, <[karabelah@hcdsb.org](mailto:karabelah@hcdsb.org)>, <[maraip@hcdsb.org](mailto:maraip@hcdsb.org)>, <[anthonyquinn@hcdsb.org](mailto:anthonyquinn@hcdsb.org)>  
**Cc:** <[info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)>  
**Subject:** French Review Committee: what happened to its mandate?

Dear Trustees,

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 that I failed to

submit during the open question period at the Board's last meeting. The question is: 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 addresses 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 (<https://www.hcdsb.org/Programs/french/Documents/2017%2009%2019%20French%20Ad%20Hoc%20Committee%20Notes.pdf>) 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.

Please take a moment to read the abovementioned meeting minutes under item number 4, Community Consultation. 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.

We formed a local Chapter of CPF (Canadian Parents for French) 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.

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.

Yours faithfully,

[REDACTED]

**From:** [REDACTED]  
**Sent:** Wednesday, October 25, 2017 11:00 PM  
**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>  
**Subject:** Please preserve Early French Immersion for Halton Catholic students

Dear Ms Rabenda

Early French Immersion is essential to our children's education and future opportunities.

Please vote against the Ad Hoc Committee's recommendation to limit French education in our Board on November 21<sup>st</sup>.

If this program does not continue, you will be forcing my hand to move my three children out of the Halton Catholic school board into the public school board: I have other avenues to teach my children about our Faith, we need the Early French Immersion program to teach them language skills to set them up for future opportunities.

I am deeply disappointed in our school board and the Ad Hoc Committee for failing to deliver on the mandate to explore strategies and opportunities to save this program. Many neighbouring schoolboards (including Halton Public) have been successful in attracting qualified French



teachers. A modicum of resourcefulness would go a very long way: for example Quebec currently has an overwhelming number of unemployed teachers looking for positions: and the vast majority are both French speaking and Catholic (>85% Catholic!).

This failure in process is not only embarrassing for this committee but undermines my faith in our board to operate successfully in the best interest of our children. Never would a public corporation with disclosure responsibility to its shareholders be able to conduct itself with such egregious disregard for due process and commitments and disregard for its stakeholders. Quite plainly: the members of the Ad Hoc committee have not done the job and as a result have put our children's futures at risk.

Bilingualism is a foundation of Canadian nationalism. We owe it to our children to provide them with opportunities to develop and participate in the Canadian community to their full potential. My nieces in neighbouring boards like Toronto and Brampton have opportunities to start French immersion in kindergarten! FSL for all!

The extended French program offers options to our students: but it is not the only model and certainly has not been effectively proven to be as good for our children's French proficiency as the Early French Immersion program.

Again, I'm imploring you to live up to your responsibility as an elected trustee to provide opportunities for our children: vote against the Ad Hoc Committee's recommendation on November 21<sup>st</sup>. I will be in the audience on November 7<sup>th</sup>, supporting fellow parents who need this program. I would very much like my children to remain in the Halton Catholic District School Board, however if the EFI program is terminated, I will be forced to move my three sons to the Public School Board in order to provide them with the French Language opportunities they deserve.

Yours very truly

[REDACTED]

**From:** [REDACTED]  
**Sent:** Thursday, October 26, 2017 1:27 PM  
**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>  
**Subject:** Early French Immersion - Halton - ACTION REQUIRED

Good afternoon Diane,

I am writing to express my disagreement with the recommendation of the Ad Hoc Committee - (appointed by the Halton Catholic Board of Trustees) to cancel the Early French Immersion Program.

The mandate of the committee was **"to find solutions to the challenges faced by the Early French Immersion Program, with the vision to move the program from a Pilot Project into Permanent Status"**. The Ad Hoc Committee did not present any solutions to save the Early French Immersion Program, and instead, is recommending the cancellation.

As a parent and tax payer in the Halton Region, I urge you to vote against this recommendation on November 21<sup>st</sup>.

1. All regions in Ontario face the same challenges, yet other boards have been able to identify solutions. Some boards are even expanding their programs (Toronto District).
2. There is a huge demand for the Early French Immersion Program in the Halton Region, and not enough spaces to fulfill the current needs.
3. There were no talent acquisition strategies presented by the Ad Hoc Committee. It does not appear that any specialists in this area were consulted to drive solutions to the issues at hand.
4. There are many teachers in Quebec who are willing to relocate to Ontario, however, the recruitment tactics the Halton Board are using are sub-par.

**My child has less of an opportunity in Halton than other school boards in Ontario.**

Please let me know what you are going to do to help. I would appreciate a response to this email and/or I am also available to discuss via phone 647-463-5985.

Thank you,

██████████

Hello Ms. Rabenda,

Thank you for getting back to me! I appreciate your attention to these queries. It was very kind of you to have taken my questions, and I thank both the board and the committee for responding to my queries.

As it had been a while since the meeting, I undertook some research of my own regarding question number one. I imagine staff is quite busy, and it wasn't any trouble. I hope both the trustees and board members will find the information I learned useful.

1. The most recent and comprehensive published study sponsored by the ministry did indeed confirm that far, far more EF students tend to challenge level B1 and more EFI students challenge B2. It seems the board's study confirms this as well, so you'll be happy to note the similarity.

That said, the success rates for achievement on the B1 and B2 exams were both quite high. (I'll share the percentages in a subsequent email as I'm not near my computer right now.) So it was clear that EFI students outperformed EF students on this French proficiency examination.

2. To help make this clearer, the study interestingly noted that there was quite a leap in terms of difficulty in moving to from B1 to B2. This does reflect my experiences. But I found it striking that the author chose to emphasize that difference, particularly as the study also covered levels A1 and A2 with no mention of the increasing level of difficulty in going from A1 to A2 to B1. It's quite a jump to get to B2, which makes sense as this is the level required by French universities choosing to admit non-Francophones.

3. Another interesting fact noted in the study was the superior confidence levels of these students, making them more apt to use French in their daily lives, which continues to augment



**To:** [REDACTED]  
**Subject:** French immersion program

To whom it may concern,

I am writing to inform that I don't want any of the French programmings canceled. My older daughter is in Grade 1 and she is lucky to be in this program and I have no complaints at all.

I also hope that my younger son can also enjoy this program in 2019 when he will be in grade 1 as well.

Please, contact me if you need any more information.

Yours faithfully,

[REDACTED]

**From:** [REDACTED]  
**Sent:** Tuesday, October 31, 2017 10:16 AM  
**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>  
**Subject:** Halton Catholic EFI program

Hello Diane,

My name is [REDACTED]. I live with my family in Oakville and we have two children. My son is currently in EFI and my youngest will hopefully follow the same path. I would like to know what is being done to ensure that this EFI program will not be cancelled?

I really feel strongly that the potential cancellation of EFI is a huge mistake for the future of our children. I have done my research and our neighbouring boards (Dufferin Peel and TCDSB) for example embrace EFI and in fact are expanding their respective programs. I would like to know why the Halton Catholic District school board who I trust with the well being of our children's education would want to cancel the EFI program during a period of the child's life known to be the most opportune time to learn a new language is in their early years of life. This really does not make any sense. Catholic education is important for our children as well as Early French Immersion and we should not have to make a choice between the two.

Thank you Diane.

Kind regards,

[REDACTED]

**From:** [REDACTED]  
**Sent:** 31 October 2017 10:29  
**To:** lantomasi, Arlene  
**Subject:** Halton Catholic EFI program

Hello Arlene,

My name is [REDACTED] I live with my family in Oakville and we have two children. My son is currently in EFI and my youngest will hopefully follow the same path. I would like to know what is being done to ensure that this EFI program will not be cancelled?

I really feel strongly that the potential cancellation of EFI is a huge mistake for the future of our children. I have done my research and our neighbouring boards (Dufferin Peel and TCDSB) for example embrace EFI and in fact are expanding their respective programs. I would like to know why the Halton Catholic District school board who I trust with the well being of our children's education would want to cancel the EFI program during a period of the child's life known to be the most opportune time to learn a new language is in their early years of life. This really does not make any sense. Catholic education is important for our children as well as Early French Immersion and we should not have to make a choice between the two.

Thank you Arlene.

Kind regards,

[REDACTED]

[REDACTED]

**From:** [REDACTED]  
**Sent:** Thursday, November 2, 2017 2:28 PM  
**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>  
**Subject:** EFI issue

Good Afternoon,

My name is [REDACTED] and I have two children currently enrolled in the EFI program at Sacred Heart of Jesus CES in Burlington. I am so disheartened that this wonderful program is yet again threatened and I implore you to grant it permanent status – in terms of acquiring new French teachers, this will allow the net to be cast wider and to allow future students to enjoy the merits of a fantastic program.

Study after study has shown the benefits of students who learn a second language. It not only allows them to appreciate the language itself but it also provides a platform for future opportunities to learn other languages. This gives our children an ability to challenge their learning curve, and provides a conduit for communication and access to culture(s) with varying degrees of fluency.

Of course, we cannot underestimate the edge it provides our children as they graduate as productive adults into the workforce. As our society grows multi-culturally, so too does the

interest and demand for workers who can speak more than one language in the current *and* future job market.

Other boards are able to meet the challenges re: funding and teaching shortages, and I feel strongly that Halton Catholic should be as committed and competitive as other boards throughout Ontario.

Overall, I must say I am extremely disappointed in the way this issue has been dealt with. As a Catholic institution, I feel like there has been a lack of transparency and some issues that put the integrity of the process to phase out EFI into question (the surveys for example). Many parents are busy and aren't necessarily aware of the significance of this issue. Emails (as most of us are already inundated with emails from work, school & other institutions) don't necessarily command attention – esp for busy, working families. I would have thought that at the school level there would be more communication – a newsletter or a town hall at the very least. I've heard more about the recent school fundraiser than I have about the possibly elimination of the Early French Immersion program. I myself was unaware that the entire program was at risk until I received an email from the board featuring a PowerPoint presentation with the two options that the board had reached. In other words, a decision was already made with limited input or even awareness from the community.

What saddens me most, perhaps, the *very* real possibility of having to pull all 3 of my children out of the Catholic board so that my youngest (she is starting JK next year) will have access to the EFI program. The demand for French as a second language will continue to grow and I believe our children deserve such a program that allows them to engage more intimately with Canada's official language. Restricting access and elimination of this program puts our children at a distinct disadvantage.

Many thanks for your time and attention and I pray that you will vote Nov 21<sup>st</sup> to keep the EFI program with a Permanent Status.

[REDACTED]

**From:** [REDACTED]  
**Sent:** Wednesday, November 1, 2017 3:56 PM  
**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>  
**Subject:** Early French Immersion

Good Afternoon Diane,

I am contacting you about the early French immersion program being cancelled.

I do not support this initiative.

I recently moved down the street from Queen of Heaven so my girls (one is in JK this year and the other, JK next year) could get a French education along with a strong Catholic perspective. I cannot believe that this is the situation in Halton when French is expanding in all other boards:

In addition to Core French,

- Halton Public School board
- Peel District School Board
- Dufferin-Peel Catholic District School Board...etc;

Also offer two optional French programs: Extended French, beginning in Grade 7 and French Immersion that currently begins in Grade 2.

The Public board changed their Grade 1 entry point to French Immersion this year to Grade 2, meeting the school boards needs AND satisfying the preference by stakeholders, particularly parents, who prefer early entry into the program, which the report defined as being between kindergarten and Grade 3.

Dufferin-Peel Catholic District School Board has 12 SCHOOLS that are dedicated to Early French Immersion programming and 11 SCHOOLS dedicated to Extended French Learning (that begins in Grade 1) in comparison to our HDSB that only has 4 schools that are dedicated to the Early French Immersion program and some (getting the number) schools dedicated to the Extended French Learning program that begins in Grade 5.

If the Early French program is cancelled, I will “be forced” to move my daughters to the public board. It is not an easy decision to leave the Catholic school board, however feel forced to based on the early French Immersion program cancellation.

I work in Recreation and experience staffing shortages all across programming and service levels as well, but we are not cancelling programs or services – we are finding creative solutions, running marketing campaigns, offering staff right out of their courses/schooling work (which York Region does but Halton does not).

This program wasn’t even given a chance.

I hope that the decision will be overturned and I know that I am not alone in these thoughts.

Thanks,

[REDACTED]

**From:** [REDACTED]

**Sent:** Monday, November 6, 2017 10:11 AM

**To:** Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>

**Cc:** Atrach, Christina <[AtrachC@hcdsb.org](mailto:AtrachC@hcdsb.org)>; Barbul, Anamaria <[BarbulA@hcdsb.org](mailto:BarbulA@hcdsb.org)>; Schwecht, Ingrid <[Schwechtl@hcdsb.org](mailto:Schwechtl@hcdsb.org)>

**Subject:** Please Save the Early French Immersion Program

**Diane Rabenda**  
Milton Trustee  
Chair of the Board

**Halton Catholic District School Board**

802 Drury Lane

Burlington, ON

L7R 2Y2

Dear Trustee Rabenda:

Good Day. My name is [REDACTED] a Burlington resident and a mother of two young children. My daughter is currently enrolled in Grade 1 at the Sacred Heart of Jesus under the Early French Immersion Program. My son is an incoming Junior Kindergarten student in September of 2018.

I am sending this letter to humbly ask for your vote to **keep the Early French Immersion Program from being phased out.**

Just a year ago, I was seated among the group of parents in support of saving the Early French Immersion Program. My daughter was in SK, and I knew back then that there was a 50/50 chance of her getting into the program. I was grateful for that chance. That opportunity was almost taken away entirely due to looming cancellation of EFI. It is unfortunate that we find ourselves here again a year later, rallying for the very same cause.

My daughter was blessed to be accepted into the EFI program. My husband and I are witnesses to how she has eased into learning the French language. She takes the school bus and travels a total of one hour and ten minutes every single day. Rain or shine. Without fail. Without question. And if our six year old shows that level of commitment to go to school to learn French, then I ask the School Board to extend as much commitment in providing early French education to our children.

We aspire to raise our family deeply rooted in the Catholic faith. We belong to a small and tight-knit community at St. Patrick's in Burlington, and have been since 2011. There was no question that we were going to provide our children with a Catholic education and we do not want to be forced to move them to a public school to gain access to Early French Immersion.

It is every parent's goal to equip their children with the necessary tools to help them succeed in life - and for this very reason, we believe in the value of Early French Immersion in our children's education. It just does not seem fair for my son to not have the same opportunity to be in the EFI program as his older sister — or a chance at least. And as a Catholic parent and staunch supporter of the Halton Catholic District School Board, it pains me that I may be faced with the difficult decision to transfer my children to a nearby public school offering Early French Immersion. Catholicism can be taught at home, in church, through faith-based support groups. However, teaching them in French for half a day, five days a week is simply something I cannot do.

My husband and I thank the entire French Review Committee for their invaluable work. With the findings and studies they have put forward, and [commitment made by the Minister of Education to ensure an adequate and growing supply of FSL teachers](#), this is the time to take proactive steps to make the EFI a more sustainable, accessible, and permanent program.



Thank you for your time.

Sincerely,

[REDACTED]

Hi,

I would like to address some comments we have been hearing in response to the announced government initiatives being taken to address the current FSL teacher supply issue.

We heard last year at one of the Board meetings that many of the challenges facing boards with respect to French teacher supply issues must be addressed with the Ministry of Education. That was a fair comment. This issue has been raised with both the federal and provincial governments over the last year (and even before). They have heard these concerns loud and clear. And now that real initiatives and strategies have been proposed, and some are already being implemented, the comments from some at this Board include an acknowledgement of those initiatives but with the caveat that they are also aware of the "political realities of 2018". I'm not sure what political realities are being referred to - the upcoming election? Seems like double talk to me. More Ministry input was sought. But now that their sought after initiatives have been announced they are being easily dismissed by some in this Board with no in depth fact-based discussion (not opinion) as to "why" specifically those individuals think the initiatives will not be successful.

So I'd like to once again provide a list of government initiatives announced/being implemented. Many of these initiatives are already in the hands of the bureaucracy (which means they are happening). CPF met with both the PCs and the NDP in September and reports that both indicated support for growth in FSL and French Immersion. It is highly unlikely any new government would change direction on many of these regardless of the outcome of the next provincial election.

### **PROVINCIAL INITIATIVES:**

**1. Ontario's first exclusively French language university** - set to open in Toronto in the next couple of years. Addressing the labour gap in education is one of its objectives. It will provide a continuum for Francophones and French Immersion grads to continue their studies in French at university and expand the pool of potential B Ed candidates. This has the support of all 3 parties, so it is happening (Globe & Mail - Aug 28, 2017)

**2. Attracting International French teachers (announced at the CPF symposium by Minister Hunter at the end of October):**

- Provincial communication strategy to highlight job opportunities specifically for aspiring French teachers. They aim to counter the narrative that Ontario has on oversupply of teachers - up until now the difference between the teacher supply issue of English versus French teachers has not clearly delineated.
- Collaborative work with the Ministry of Citizenship & Immigration in the form of an information campaign to inform international teachers about Ontario's opportunities in teaching with bridging and mentorship programs for international teachers in teaching positions here in Ontario.
- Ontario College of Teachers to streamline evaluation of credentials for internationally educated francophone teachers. OCT is an independent body and their work continues regardless of political party in power.

**3. Ontario Faculties of Education to be more responsive to labour market needs (announced at the CPF symposium):**

- Dean's of Faculties of Education to allow flexible teacher education models to increase access to mature students & those who live a distance from a Faculty of Education thus opening the door for French speaking Canadians to re-enter the job market by re-training as a teacher.
- Dean's of Faculties of Education to align admission decisions with labour market demands. This occurred in medicine more than 10 years ago to address the doctor supply issue in rural Ontario and it has proven successful - 94% of medical students specifically admitted to address the labour market needs in Ontario's north are staying to practice in the north (CBC News Oct 16/17) . The same can be expected if more French speaking teachers are admitted to teacher's college - and it only takes 2 years to graduate teachers. Aligning admission decisions with

labour market needs is not a new concept, has proven successful, and is not contingent on the political party in power.

#### 4. FSL Provincial Groups

- FSL Provincial Working Group - this group is already sitting and working. Among others, the Catholic Trustee Association has a seat. This is a group supporting student achievement. At its upcoming meeting on Nov 15 an agenda item includes developments at the Ministry to support FSL programs, including teacher supply and Federal-Provincial agreements.
- Labour Market Study for FSL - this group is already sitting and working with a report on recommendations to address the teacher supply issue due once the group wraps up its work in May 2018. Both Ontario English public and Catholic school board leadership associations are represented. This is already happening irrespective of the "political realities". Governments don't take back funding. See attachment.

#### 5. Other provincial initiatives (announced at the CPF symposium):

- Project to financially support teachers in obtaining advanced qualifications in priority areas, including French
- The development of supply & demand forecasting models - this is already happening.

**What was striking at the CPF symposium was that during question period an employee from Bluewater spoke to Minister Hunter about the challenges of the FSL teacher supply. She was excited about all these new initiatives announced and proactively asked the Ministry to consider her school to be a pilot school in the roll out of some these initiatives (should that be required). That is a very different approach than the one taken by this Board which is considering phasing out EFI instead of putting themselves in the best possible position to benefit from these government initiatives.**

**FEDERAL INITIATIVES:** The Federal election is a couple of years away so the opinion that "political realities" would interfere with implementation of these strategies is unsubstantiated.

**1. Franco-Canadian pact to address teacher shortage - Announced May 23, 2017** - this was discussed during the delegations (item 5.16). I have included the announcement as an attachment. This agreement builds on a long history of Franco-Canadian mobility, including a long-standing youth mobility agreement to facilitate the movement of 18-35 year olds between the two countries. Therefore there is precedent in this respect. This pact to attract teachers from France is in step with agreements already in place and thus there is every reason to believe it will be successful.

**2. National immigration rules being softened** to expedite immigration of French Immersion Teachers from other French-speaking regions. (CanadaUpdates - March 18, 2017).

**3. FSL teacher supply issue is on the agenda of a national working group** - agreed to by the Council of Ministers of Education (announced by Minister Hunter at the CPF symposium).

The Provincial and Federal governments have heard our concerns loud and clear. One cannot easily dismiss all these initiatives aimed at the same issue and claim that in his/her opinion the "political realities" will not see these come to fruition. There are just too many approaches, from different angles, and by multiple levels of government (some already put into action and others in the hands of bureaucracy) to make such a claim in any believable way.

Both Early Immersion and Extended French must now be given the time to see these initiatives come to fruition. If EFI is phased out now HCDSB will be left behind while other Boards reap the benefits from these initiatives in the very near future. We are now in year 5 of the implementation of EFI. It doesn't make sense to quit now. As Minister Hunter said, "don't make a decision that you don't have to make." Vote against the recommendation of the Ad Hoc Committee and move to make Early French Immersion a permanent program - relief is forthcoming.

Sincerely,

██████████

## Meeting Labour Market Needs for French as a Second Language Instruction in Ontario



In March 2016, the Ontario Public School Boards' Association (OPSBA) submitted a proposal to the Ministry of Advanced Education and Skill Development (MAESD), to establish a three-year Ontario Labour Market Partnership project to study labour market needs for French as a second language (FSL) instruction in the province. This proposal was in response to concerns OPSBA member boards raised about the growing gap between the number of students enrolling in French language programs and the recruitment and retention of sufficient numbers of qualified FSL teachers and support staff. This issue has become an increasing challenge for school boards.

OPSBA has received Ministry of Advanced Education and Skill Development (MAESD) approval to proceed with a one-year project entitled *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*. Based on demonstrable progress in the first year, OPSBA will apply to MAESD for annual approval for additional project years, up to a total of three years.

MAESD has approved the following committee structures and membership for the project:

### French as a Second Language Labour Market Partnership Committee (FSL-LMPC)

This committee is responsible for providing input into the project/research plans and for reviewing research findings with a view to generate recommendations. The committee is made up representatives from Ontario English public and Catholic school boards' provincial leadership associations, teacher federations, faculties of education, the Ontario College of Teachers and the Ministry of Education.

### French as a Second Language Labour Market Partnership Steering Committee (FSL-LMPSC)

This is a subset of the larger partnership committee to facilitate ongoing consultation and feedback between meetings as required.

### Research Technical Team

This committee is responsible for reviewing and providing feedback to the Research Lead regarding the research design and methodologies to ensure the rigour, validity and reliability of the research process. This committee will also help to vet the data analysis to inform the discussion leading to strategies and recommendations by the Partnership Committee. The research team is comprised of individuals with research experience including school board chief research officers and a university professor.

## Year One: Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue Initiative

OPSBA has been approved for year one of the project, which will run from May 15, 2017, to May 14, 2018, and will facilitate the "*Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue*" initiative. The first year of the project will focus primarily on research linked to FSL teachers and will include:

- A review/validation of background studies previously conducted by key stakeholders
- A qualitative study (surveys/interviews/focus groups) of recent French as a Second Language teacher hires or soon-to-graduate French as a Second Language teachers in various boards and

- faculties of education across the province to explore factors influencing their decisions to work in various boards in Ontario
- Identification and description of policies and procedures currently used to address FSL teacher supply
- Analysis of the impact of existing strategies and current recruitment practices
- Analysis of intersection of research findings (factors influencing decision-making, effects of current policy/procedures, and recruitment practices effects on supply pipeline and job vacancy rate)

At the end of Year One the Research Technical Team will produce an interim report "Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue." This report will address board recruitment practices, provide a gap analysis comparing factors affecting teacher decision-making and an analysis of existing policies and procedures and begin to formulate recommendations and strategies to improve the FSL Teacher Labour Market issue in Ontario's English public and Catholic school boards.

For more information, please contact Debra Krutila via email: [dkrutila@opsba.org](mailto:dkrutila@opsba.org)

#### Establish a French as a Second Language Teacher Labour Market Issue Committee (FSL LMTIC)

This committee will be responsible for providing input on the project's research plan and for reviewing research findings with a view to generating recommendations. The committee is made up of representatives from English public and Catholic school boards, provincial leadership associations, teacher-led regions, faculties of education, the Ontario College of Teachers and the Ministry of Education.

#### Establish a Second Language Teacher Labour Market Partnership Steering Committee (SL LMTSC)

This is a subset of the larger partnership committee to facilitate ongoing consultation and feedback throughout the project.

#### Research Technical Team

This committee is responsible for reviewing and providing feedback on the research team regarding the research design and methodologies to ensure the rigour, validity and reliability of the research process. This committee will also help to vet the data analysis to inform the discussion, leading to strategies and recommendations by the Partnership Committee. The research team is comprised of individuals with research experience including school board level research officers and a university professor.

### Year One: Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue Initiative

OPSBA has been approved for year one of the project, which runs from 2015 to 2018, and will facilitate the "Understanding Perspectives regarding the French as a Second Language Teacher Labour Market Issue" Initiative. The first year of the initiative is limited to FSL teachers and will include:

- A review/validation of background studies previously conducted by key stakeholders
- A qualitative study (surveys/interviews/focus groups) of recent French as a Second Language teacher hires or soon to graduate French as a Second Language teachers at various boards and

**EMPLOYMENT ONTARIO** **EMPLOI ONTARIO**

This Employment Ontario project is funded in part by the Government of Canada and the Government of Ontario.

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

Retrieved May 23, 2017

Franco-Canadian pact to address teacher shortage

Posted on May 17, 2017 by Beckie Smith

Posted in Associations, News, under Europe North America.

Tagged with Association des collèges et universités de la francophonie canadienne, Canada, Conférence des présidents d'université, France, Universities Canada.

A new agreement between three higher education associations in Canada and France aims to create a single solution to two problems: a lack of French teachers in Canada and a lack of teaching jobs in France.

Representatives of the three higher education associations signed the letter of intent at the French Embassy in Ottawa.

Enrolment in French immersion courses in Canada climbed 41% in the decade to 2014/15

The letter of intent, signed at the French Embassy in Ottawa on May 16, will encourage students enrolled in French universities to teach in francophone Canada. It will make up for a lack of sufficient French language teachers in Canada, while fulfilling a need for more professional opportunities for students.

"We sincerely believe that this memorandum can contribute to the development of teaching in French in Canada"

The deal aims to facilitate collaboration between the 34 member universities of the Conférence des présidents d'université in France, the Association des collèges et universités de la francophonie canadienne and Universities Canada.

Through the agreement, students and graduates of French universities will be encouraged to complete supplemental training at a Canadian institution, before taking up teaching positions in schools that offer French immersion courses or as French language teachers in primary or secondary schools.

Though the purpose of the agreement is primarily to address a teacher shortage in Canada, it will also encourage Canadian students to gain work experience in France.

Concerns about the supply and quality of francophone teachers have proliferated in Canada in recent years, as interest in French immersion has increased sharply. Enrolment climbed 41% in the decade leading up to 2014/15, according to Statistics Canada.

"We sincerely believe that this memorandum can contribute to the development of teaching in French and the French language in Canada by fostering student mobility between our two countries," commented Dominic Giroux, vice-chair of the Universities Canada board of directors and president of Laurentian University.

The agreement will also have a wider impact, added Allister Surette, co-chairman of the ACUFC and president of Nova Scotia's Université Sainte-Anne.

"The partnerships and agreements between French and Canadian universities which will emerge from this letter of intent are sure to be beneficial not only for our educational establishments but also for the communities where we live and work."

The letter of intent builds on a long history of Franco-Canadian mobility, including a longstanding youth mobility agreement to facilitate the movement of 18-35 year olds between the two countries.

A common language means France is a popular study destination for Canadian students, attracting 108,217 for-credit students in 2015. France was the third-largest source of international students for Canada in the same year, sending 20,136 students to study there.

Hi,

I would like to take this opportunity to provide further information with respect to Regulation 274 and the ability to hire new applicants to a full time permanent position. This is in support of my Delegation (item 5.17) presented at the last meeting. I encourage you to re-read the section on Regulation 274 in my delegation.

HCDSB contends that Reg 274 prevents them from offering full time contracts to new hires and maintains that the Board can only offer new hires occasional teaching positions, even when there are no qualified and interested teachers on their current OT/LTO lists for unfilled positions. They cite this as an obstacle to attracting out of province teachers who would not re-locate without a guarantee of employment (See attachment A). As I mentioned in my delegation, it was confirmed with a union rep that this Board has misinterpreted the Regulation. It was clarified that when there are no qualified and interested teachers on a Board's internal/LTO/OT list, a board may then post the position and hire a new external applicant (i.e. not on any of the Board's lists) directly to that full time position without that teacher having to work his/her way up the LTO/OT list.

I wanted to let you know that on Nov 10, I connected with **Marshall Jarvis - General Secretary of OECTA** (catholic teachers union). **He negotiated this aspect of the collective agreement. He too confirmed the above as clarified by the union rep - in WRITING!**

I also mentioned in my delegation that this misinterpretation has put HCDSB at a significant disadvantage because, while we only offer occasional teaching jobs, our neighbouring boards (Peel DSB and Halton DSB) are offering those same applicants full time positions. They do this through a concept called "pool hiring". I briefly explained this in my delegation and to support this I provided documents from those Boards in an Appendix. If you need any clarification on the concept of pool hiring I'd be happy to discuss.

As an illustration of "pool hiring" in action (the hiring of a pool of external candidates directly to permanent positions) I recently came across a **job posting from Peel DSB on ApplyToEducation**. I have attached it ([Attachment B](#)) as well as the most recent HCDSB for comparison ([Attachment C](#)). **On Nov 9, 2017, the Peel DSB posted a full time job posting open to all external candidates. They are even targeting those teachers whose OCT certification is still pending. You will see from the post that they are currently hiring teachers now, in November, to join their Permanent French Pool Teachers in anticipation of their projected needs in Sept 2018. The teachers hired now will be placed into a permanent position in September 2018.**

And so, while HCDSB continues to only offer occasional teaching positions, our neighbouring boards are actively recruiting to fill permanent positions very early in the school year - early bird gets the worm. Which offer do you suppose those qualified FSL teachers (even the Catholic teachers) will accept - an occasional position from HCDSB or a full time position at Peel DSB?

Does this misinterpretation of Regulation 274 explain why, as of the Sept 12 Committee minutes, there were 8 qualified teachers on HCDSB's supply list while 4 full time positions remained unfilled? As clarified with a union rep and an executive from OECTA, those supply teachers can be offered the full time positions. **By not doing so HCDSB risks losing even those supply teachers to other boards offering full time positions.**

This is not the first time the misinterpretation of Regulation 274 has been raised. I reviewed the delegations from last year and **on Dec 20, 2016 Cheryl Neves spoke to this very issue**. I have included a copy of her delegation for your review ([Attachment D](#)). What bothers me is that this issue was raised a year ago and overlooked, or ignored. Why did the Board not follow up on this at the time? Because they didn't, another year has gone by and this Board has likely missed opportunities to hire well qualified teachers. To be clear, this misinterpretation is affecting the ability to recruit FSL teachers to ALL 3 French programs - CORE, Extended and French Immersion - and so all HDSCB children are affected.

I don't understand how I, a physician with a full time job and not immersed in the workings of Regulation of 274 or HR recruiting, was able to obtain this information in a few short days of intermittent questioning, searching, and reaching out to various stakeholders. Why doesn't the HR department have a full understanding of Regulation 274 and the agreement as negotiated by OECTA?

There is a shortage of French teachers making hiring a challenge but it is not the crisis this Board contends. By not operating within the full scope and current authority granted within Regulation 274 HCDSB has placed itself in a significantly disadvantaged position for a number of years when it comes to filling unfilled positions - especially when our

neighbouring boards are doing just that. And as a result our children and programming has been affected. But this can be rectified.

I maintain that this Board has not done everything they can do (or even enough) to recruit FSL teachers. All avenues have not yet been exhausted. Their misinterpretation of Regulation 274 is just one example of the many that were provided during the delegations. Senior staff likely believed they were doing things correctly as it relates to Regulation 274. However, now that an executive at OECTA has clarified its proper interpretation it is time to work to rectify the situation and put HCDSB in the best possible position to attract the best teachers. I ask you to vote against the recommendation brought forth by the Ad Hoc Committee. With a more proactive and aggressive approach this Board can meet its needs and, because of this, our kids don't deserve to lose the opportunity for Early French Immersion.

Sincerely,

A solid black rectangular redaction box covering the signature of the sender.



## 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.

Select Language



Text Size [+]



November 10, 2017



75+ schools and school boards recruiting at the Toronto EdTalent job fair | Nov. 17

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Notice: Our system will be unavailable for 1 to 2 hours on Sat Nov 11th starting at 8:00 am EST while we update our software to serve you better.

## Permanent Elementary French Pool Teachers

[Back to search results](#)

[« Previous](#) [Next »](#)

**Job Code:** 2226404

Peel District School Board

**Closing Date:** Ongoing

**Posted on:** Nov 09, 2017

**Job Type:**

Full Time

**Job Category:**

Teachers, Principals & Superintendents

**Openings:**

**Mandatory Document:**

Resume  
Cover Letter

**School:**

**Start Date:** Sep 01, 2018

**End Date:**

**Salary:**

### Job Description & Requirements



The Peel District School Board (PDSB) is one of the largest school boards in Canada, with more than 150,000 students in over 250 schools. At PDSB, everything we do is designed to help all students achieve to the best of their ability. We have the incredible opportunity to inspire a smile in each student. Our collective, daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values, we build positive places for learning and working ... together at [www.peelschools.org](http://www.peelschools.org)

We are currently accepting applications for Permanent Elementary French Pool Teachers to teach in our Primary, Junior and Intermediate French Immersion and French Core programs.

Successful candidates will be placed into a permanent probationary position in September 2018 (pending OCT certification and an acceptable Criminal Record Check) in our 2018/2019 Elementary French Pool. All French Pool Teachers must teach in one of our French programs for a minimum of five (5) years, where the assignment is at least 50% French.

### Experience and Qualifications

Basic Qualifications: Candidates must hold at least two of the following basic qualifications:

- Primary
- Junior
- Intermediate

Candidates must also hold the following additional qualifications:

- FSL Part 1, or the equivalent by September 1, 2018
- Be a member in "Good Standing" with the Ontario College of Teachers by the start date of the assignment

**Commitment to Equity**

The Peel District School Board is committed to equity in employment. We are committed to equitable hiring practices that allow us to hire qualified staff who reflect the full diversity of the Region of Peel. We will make any reasonable accommodation, based on any of the human rights protected grounds, to support candidates to participate in the hiring process.

When contacted, candidates will be provided with an overview of the various elements of the selection process, such as test and skill demonstrations. We will provide employment accommodation (i.e. an accessible location, rescheduling of interviews that fall on holy days) if we are advised of an applicant's needs in advance of any part of the selection process.

**Criminal Record Check**

Successful candidates must provide a satisfactory Criminal Record Check prior to commencing employment. Please review the requirements at the [CRC link](#).

**Recruitment Process**

We appreciate the interest of all applicants, but will only be contacting candidates whose skills, experience and qualifications best meet the requirements of the position. All communication to applicants regarding this job posting, including an invitation to complete skills assessments and/or a job interview if applicable, will be made through email. Candidates are encouraged to regularly check their email as listed on their [applytoeducation.com](#) account.

This posting will remain open until February 23, 2018.

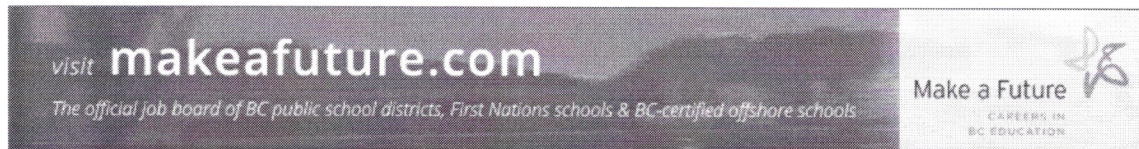
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**You do not have a credit with this School Board or Private Employer.**

**Purchase Credits and then return to this posting to apply.**

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BACK



## Elementary French Teaching Opportunities - Core French, Early Immersion, Extended French

[Back to search results](#)

[« Previous](#) [Next »](#)

**Job Code:** 1481988

[Halton Catholic District School Board](#)

**Closing Date:** Ongoing

**Posted on:** Oct 17, 2017

**Job Type:**

Full Time  
Part Time  
Contract / term  
Occasional / TTOC

**Job Category:**

Teachers, Principals & Superintendents

**Openings:**

**Mandatory Document:**

**School:**

**Start Date:**

**End Date:**

**Salary:**

### 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.hcddb.org/Careers/Pages/teachingProcess.aspx>

We thank you for your interest; however, only those candidates selected to participate in our selection process will be contacted.

The Halton Catholic District School Board will provide accommodations throughout the recruitment process to applicants with disabilities. If you are selected to participate in our recruitment process, please inform our Human Resources Staff of the nature of any accommodation(s) that you may require. Information received relating to accommodation needs of applicants will be addressed confidentially.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Play Video #2:** [https://youtu.be/IO\\_idibViXk](https://youtu.be/IO_idibViXk)

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

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

Thank you.

Hi,

I wanted to provide you with the the 2016-2017 numbers with respect to what the other Catholic Boards in the province are providing in French programming. I presented 2015-16 numbers in my delegation but recently found 2016/17 numbers.

- 19/29 Catholic Boards have only EFI (this includes Durham CDSB who is phasing out EF and expanding EFI)
- 6/29 Catholic Boards have both EFI and EF
- 1/29 Catholic Board has only EF
- 3/29 Catholic Boards had none (Wellington, Superior North, Simcoe Muskoka - 2 of which are in the north, maybe too small without enough demand. We don't have enough information to comment)

So, out of 20 Catholic Boards that offer only 1 program - 19 chose to offer French Immersion over Extended. As per the presentations given to the Ad Hoc Committee, this information was not provided to the Committee. The Committee was just told that 75% of Catholic Boards offer only one of the programs. In all fairness, it should have been clarified that of those Catholic Boards that offer 1 program, 95% offer EFI as their only program and 5% (one) offers only EF.

The numbers notwithstanding, the benefit of having both EFI and EF is that it allows for multiple entry points in order to meet more student needs.

Sincerely,

██████████

This article may be of interest.

The Windsor **Catholic** Board has 7 Early French Immersion sites, still in the roll out phase of all but 2 of them. They start in JK. They have been successful in hiring French Teachers. 33 of its last 35 elementary teachers hired were qualified to teach in the language. Six high school French teachers were hired in the last 2 years. They are now even hiring teachers who were in their French Immersion program.

Hard to believe there aren't any teachers out there. It's just going to take more of an effort (and creativity) to attract them to HCDSB.

██████████

<http://windsorstar.com/news/local-news/area-school-boards-get-creative-to-meet-demands-for-french-immersion>

Another article of interest just published. Speaks well to the equity and elitism issue.

<https://www.thestar.com/opinion/commentary/2017/11/15/french-immersion-a-success-that-should-be-celebrated.html>

██████████



Good morning Ms. Rabenda,

I am reaching out to you to request your support for the future of the early FI program in our Halton Catholic schools. I am a strong proponent of Early French Immersion for several reasons. I am a graduate of a French Immersion program which began in SK. The French language is deeply embedded in my skill set through my early exposure and participation in an early French Immersion program. My ability and comfort in the French language has provided me with many opportunities in my education, including a University level exchange program to France, as well as several advantages in my career to date. My ability to speak French is second nature and comes with minimal effort. As you likely are aware, the earlier exposure to a new language will significantly improve the ability of the individual to develop the skills of a second language. With my interest in languages, I also had an interest in developing my Spanish language skills at the grade 9 level and beyond. I had taken several courses throughout high school and university to develop my skills in Spanish. I can say with first hand experience that I excelled in French through the FI program, receiving French language awards throughout my years in elementary and high school and yet I struggled with retaining my Spanish language skills outside of the classroom. French is embedded in my language skill and I have retained and can effectively use the skill set as required and with confidence. I cannot say the same for my Spanish skills although I spent years dedicated to learning the language beginning at age 14. I strongly believe that a French program beginning in Grade 5 will have significantly less impact on our children and provide minimal benefit in their ability to learn and be comfortable with the language. It is a waste of resources to dedicate a full time staff to this type of program. In my opinion, the resources should be allocated to other Catholic Boards or the Public Boards rather than to fulfill an extended French program at the grade 5 level. The long term benefits between this program and the core French programs will be minimal.

Other boards (public and Catholic – including the TDCSB) are maintaining these programs and are expanding them to additional schools (specifically the TDCSB). I do not believe that we should be short changing our students in the HCDSB to have to choose between a Catholic education or an effective French program in the public system or to have to move from the Halton Board to obtain a comparable level of Catholic and Early FI education that can be offered in other boards.

The Ontario government is realizing the need to improve the number of French Language teachers and I believe that we cannot be too quick to make a decision on cancelling the early FI program. The pilot program currently running is wonderfully received with minimal drop out of children. My daughter has just began the program in Gr. 1 and is excelling in the program and loves it. Her enthusiasm for school has increased significantly from last year and she has already learned so much in the past two months. I ask that you please provide this wonderful, positive opportunity for our kids in this continuously global world that we live in. My daughter came home this week and said..."Mom, are they going to cancel French so I can't do it anymore? And what about Matthew (her brother), will he be able to do French?" I told her that I hoped that she would be able to continue and that the same opportunity would be

available for both her brothers. She came home devastated that she may not be able to continue to learn the French language in her current capacity. We cannot take this away from our students. There are options to figure out additional teacher resources to provide this program to our kids. This may require changing the rules, this may require new thinking but that is how we advance and how we progress to improve and become better than we are today. We need to show our kids that the easy option is not always the best option. The survey results did show a majority preferring the early French Immersion program. Please help us to keep the early FI program for the kids. We need to put the best interest of the kids first and the best program for them is to have an early FI program which I believe is understood by the majority.

Our responsibility as the parents and trustees is to figure out a way to make that happen. Our jobs are not always easy or do not always take the simplest path, however, if we put the kids first and their best interests forward, we are always able to find a way through challenges. Please vote to keep Early French Immersion.

Thank you in advance,

██████████

Thank you for your response. I truly appreciate your feedback and I respect your concerns and opinions. I also respect and thank you for all of the hard work and dedication that goes into your role with the HCDSB.

I did attend the session last week and am frustrated and disappointed with where we are as a board today. We did have wonderful delegate presentations which I hope can bring to light some potential options. My note is lengthy however, I do ask that you take a moment to read and please share with any peers or to anyone that you feel would benefit.

While I do agree that there are challenges related to hiring French teachers and it proves to be a current obstacle, I also believe that we have the ability to come up with viable options to sustain this program. The challenge that you are concerned with regarding a lack of available talent is a struggle that many businesses and other public institutions are also faced with on a day to day basis and this is not a new issue or the last issue that we will be required to work hard towards the solution that provides the best curriculum for our kids. We simply cannot give up in light of a "crisis" - we need to determine solutions to become better - not to simply regress to the most simple path with the least amount of obstacles.

I am a professional with almost 15 years of experience working in three different organizations including a professional services firm, a large Canadian public Company and a small local private family run business. In my firm days, we had highly qualified, top tier students lined up for the coveted roles in the firm. Similar to the oversupply of teachers in recent years, we had our choice of candidates and our recruiting efforts did not have to be altered to attract talent. Subsequent to my move into industry, the hiring process has changed and continues to evolve. With a smaller pool of qualified and experienced candidates, competitor salary pressures and ever changing wants and needs of millennials, the past recruiting and hiring processes have had to be re-evaluated, evolved, adapted and expanded. I do not believe that we have really put that effort into our search for French Language teachers at the HCDSB. As a trustee and chair for the HCDSB, I am sure that you see the wonderful opportunities that the

region provides for people to work, live and play. Halton is a beautiful, vibrant region with many opportunities and amenities and yet we cannot attract teachers to work here? I find that very hard to understand. The communities in Halton are equally wonderful communities to belong to and in my opinion, Halton is the best region in the GTA – yet no one wants to work here?

There are other examples of this type of struggle that I have had visibility to in the past. I grew up in Thunder Bay and we always had issues with doctor shortages. The city chose to drive forward in what was a very difficult path filled with many obstacles to try to improve the situation. They used new ideas, new concepts and community involvement to improve what many thought was an “impossible” situation. They lobbied for a brand new hospital to be built to draw physicians and become a northwestern Ontario hub. They built the Northwestern Ontario School of Medicine with preferences to candidates from the region and with requirements to practice in the region for a certain length of time. They spent time at universities in Southern Ontario drawing graduate candidates from various disciplines by marketing the beauty and advantages of the North. What would have happened if they had a narrow minded and antiquated approach and simply said, there is not enough doctors to fill our need and there is nothing we can do? They would certainly not be where they are today.

Even in my small, remote community of Thunder Bay, we had robust FI programs from SK to Grade 13. The city does not have a strong French Canadian presence (as opposed to some smaller Northern Ontario communities with high French Canadian populations). There were few Francophone families in our program. I had qualified French teachers from a variety of backgrounds including Africa, France and Quebec, among others. This was in a remote northwestern Ontario city.....and yet we cannot recruit in Halton? **A deciding factor for many French teachers will be the fact that we do not have a permanent program in place. In a teaching system that thrives on seniority and with French Language qualifications that are in demand, it is common sense that the French teachers are not committing to the Halton board, simply because the HCDSB is not committed to them. It is time that we change our approach – we are no longer in an environment where the school board has the upper hand when it comes to hiring French teachers. That is a key realization that does not seem to be present in the way that the HCDSB is operating today. The way that things have always been done is not the way that we should be operating today in order to progress and move the dial on the quality of the programming that we are able to provide to our children.**

Another relevant business example is that today companies are struggling with finding experienced data analytics professionals. This skill set is emerging and is at the forefront in determining insights from information which is the catalyst for developing business strategy. The skill set is in short supply and high demand. Companies are revamping their recruiting strategies, hiring locations, incentives and techniques to ensure that they can attract the talent and remain innovative and competitive in the marketplace. The answer could not be that they cannot attract the talent and thus not complete their objectives. The company would then fail in light of their competition’s ability to execute.

We are better than this obstacle and we have to be better than this obstacle. In my profession, we are presented with problems with “no solution” on a regular basis. Our role as leaders, is to find solutions to the impossible. Society would not be where it is today if people did not think of creative solutions outside of “normal” parameters. I always encourage my staff to come to me with potential solutions to a problem and we work together and strategize to make sure

that they provide the BEST result for the company. Now, we may be incentivized through bonuses or potential for career advancement but you and your peers have the best incentive available. You have the ability to change the lives of our kids and to directly impact the quality of programming and education available to them. That may mean spending additional time researching, obtaining expert advice, thinking strategically and in new innovative ways. The reward for coming up with a program that will provide so many benefits will have such a more impactful legacy than being known for taking the simplest most direct path of least resistance of program cancellation. Yes – cancelling the program solves the teacher shortage problem however, creates a host of new problems including less French teachers for the future (perpetuating this issue for future generations), less opportunities for current and future HCDSB students, a less attractive board to draw students in the future and a lack of trust from parents that the trustees are fighting for and believe in our children.

As a mother of three and a professional, I strongly believe that the ability that you have to influence the progressiveness of programming for our kids is a role that holds an incredible amount of importance and responsibility. I am more than willing to be patient for a decision especially providing that I do not believe that there has been a keen and driven effort into trying to determine viable solutions. The HCDSB has not been able to keep up with their more innovative and driven competitors (i.e. Hamilton-Wentworth, TDCSB, Dufferin-Peel, Niagara and Halton Public) even with having what should be a competitive advantage of being located in the beautiful region of Halton. The “competitors” are all facing similar constraints and pressures and are choosing a different strategic path and vision while we are choosing to admit defeat. If the early FI program is cancelled we are effectively giving up on providing the best opportunities to our kids. The path is not easy and I am not suggesting that it will not be difficult at times, however, the right answer is not usually the easiest answer in any aspect of life. As I mentioned earlier, the French teachers are not committing to the Halton board, simply because the HCDSB is not committed to them. **Please help to change this and please vote for a permanent early FI program in the HCDSB. The current and future generations of the HCDSB will thank you.**

Kind regards,



Dear Trustees,

I trust you've already received this news and the link to the document below, regarding the Labour Market Partnership project lead by the Ontario Public Schools Boards Association (with participation from Catholic Boards as well). Earlier this year funding for this project was announced. Its work started on May 2017 and by May 2018 an interim report will be published.

<http://www.opsba.org/SiteCollectionDocuments/FINAL%20FSL%20Partnership%20Information%20Sheet%20-%20Nov1.pdf>

I just wanted to drive your attention to this last paragraph from the news on the link above, which summarizes the output

At the end of Year One the Research Technical Team will produce an interim report “Understanding Perspectives regarding the French as a

Second Language Teacher Labour Market Issue. "This report will address board recruitment practices, provide a analysis comparing factors affecting teacher decision making and a analysis of existing policies and procedures and begin to formulate Recommendations and strategies to improve the FSL Teacher Labour Market issue in Ontario's English public and Catholic school boards. For more information, Please contact Debra Krutila via email: [dkrutila@opsba.org](mailto:dkrutila@opsba.org)

**From:** [REDACTED]  
**Sent:** 07 November 2017 08:25  
**To:** lantomasi, Arlene  
**Subject:** Please vote to keep Early French Immersion

Good morning Mrs. lantomasi,

I am reaching out to you to request your support for the future of the early FI program in our Halton Catholic schools. I am a strong proponent of Early French Immersion for several reasons. I am a graduate of a French Immersion program which began in SK. The French language is deeply embedded in my skill set through my early exposure and participation in an early French Immersion program. My ability and comfort in the French language has provided me with many opportunities in my education, including a University level exchange program to France, as well as several advantages in my career to date. My ability to speak French is second nature and comes with minimal effort. As you likely are aware, the earlier exposure to a new language will significantly improve the ability of the individual to develop the skills of a second language. With my interest in languages, I also had an interest in developing my Spanish language skills at the grade 9 level and beyond. I had taken several courses throughout high school and university to develop my skills in Spanish. I can say with first hand experience that I excelled in French through the FI program, receiving French language awards throughout my years in elementary and high school and yet I struggled with retaining my Spanish language skills outside of the classroom. French is embedded in my language skill and I have retained and can effectively use the skill set as required and with confidence. I cannot say the same for my Spanish skills although I spent years dedicated to learning the language beginning at age 14. I strongly believe that a French program beginning in Grade 5 will have significantly less impact on our children and provide minimal benefit in their ability to learn and be comfortable with the language. It is a waste of resources to dedicate a full time staff to this type of program. In my opinion, the resources should be allocated to other Catholic Boards or the Public Boards rather than to fulfill an extended French program at the grade 5 level. The long term benefits between this program and the core French programs will be minimal.

Other boards (public and Catholic – including the TDCSB) are maintaining these programs and are expanding them to additional schools (specifically the TDCSB). I do not believe that we should be short changing our students in the HCDSB to have to choose between a Catholic education or an effective French program in the public system or to have to move from the

Halton Board to obtain a comparable level of Catholic and Early FI education that can be offered in other boards.

The Ontario government is realizing the need to improve the number of French Language teachers and I believe that we cannot be too quick to make a decision on cancelling the early FI program. The pilot program currently running is wonderfully received with minimal drop out of children. My daughter has just began the program in Gr. 1 and is excelling in the program and loves it. Her enthusiasm for school has increased significantly from last year and she has already learned so much in the past two months. I ask that you please provide this wonderful, positive opportunity for our kids in this continuously global world that we live in. My daughter came home this week and said..."Mom, are they going to cancel French so I can't do it anymore? And what about Matthew (her brother), will he be able to do French?" I told her that I hoped that she would be able to continue and that the same opportunity would be available for both her brothers. She came home devastated that she may not be able to continue to learn the French language in her current capacity. We cannot take this away from our students. There are options to figure out additional teacher resources to provide this program to our kids. This may require changing the rules, this may require new thinking but that is how we advance and how we progress to improve and become better than we are today. We need to show our kids that the easy option is not always the best option. The survey results did show a majority preferring the early French Immersion program. Please help us to keep the early FI program for the kids. We need to put the best interest of the kids first and the best program for them is to have an early FI program which I believe is understood by the majority.

Our responsibility as the parents and trustees is to figure out a way to make that happen. Our jobs are not always easy or do not always take the simplest path, however, if we put the kids first and their best interests forward, we are always able to find a way through challenges. Please vote to keep Early French Immersion.

Thank you in advance,

[REDACTED]

**From:** [REDACTED]  
**Sent:** 08 November 2017 10:53  
**To:** lantomasi, Arlene  
**Subject:** Re: Please vote to keep Early French Immersion

Good morning Mrs. lantomasi,

Thank you so much for your timely response. I truly appreciate your feedback and I respect your concerns and opinions. I also respect and thank you for all of the hard work and dedication that goes into your role as a HCDSB trustee.

I did attend the session last night and am frustrated and disappointed with where we are as a board today. We did have wonderful delegate presentations last night which I hope can bring to light some potential options. My note is lengthy however, I do ask that you take a moment to read and please share with any peers or to anyone that you feel would benefit.

While I do agree that there are challenges related to hiring French teachers and it proves to be a current obstacle, I also believe that we have the ability to come up with viable options to sustain this program. The challenge that you are concerned with regarding a lack of available talent is a struggle that many businesses are also faced with on a day to day basis and this is not a new issue. I am a professional with almost 15 years of experience working in three different organizations including a professional services firm, a large Canadian public Company and a small local private family run business. In my firm days, we had highly qualified, top tier students lined up for the coveted roles in the firm. Similar to the oversupply of teachers in recent years, we had our choice of candidates and our recruiting efforts did not have to be altered to attract talent. Subsequent to my move into industry, the hiring process has changed and continues to evolve. With a smaller pool of qualified and experienced candidates, competitor salary pressures and ever changing wants and needs of millennials, the past recruiting and hiring processes have had to be re-evaluated, evolved, adapted and expanded. I do not believe that we have really put that effort into our search for French Language teachers. As a trustee for Burlington, I am sure that you see the wonderful opportunities that the city provides for people to work, live and play. Burlington was also named as one of the top cities in Canada to live and yet we cannot recruit teachers to work here? I find that very hard to understand. The other regions of Halton are equally wonderful communities to belong to and in my opinion, Halton is the best region in the GTA – yet no one wants to live or work here?

There are other examples of this type of struggle that I have had visibility to in the past. I grew up in Thunder Bay and we always had issues with doctor shortages. The city chose to drive forward in what was a very difficult path filled with many obstacles to try to improve the situation. They used new ideas, new concepts and community involvement to improve what many thought was an “impossible” situation. They lobbied for a brand new hospital to be built to draw physicians and become a northwestern Ontario hub. They built the Northwestern Ontario School of Medicine with preferences to candidates from the region and with requirements to practice in the region for a certain length of time. They spent time at universities in Southern Ontario drawing graduate candidates from various disciplines by marketing the beauty and advantages of the North. What would have had happened if they had a narrowminded and antiquated approach and simply said, there is not enough doctors to fill our need and there is nothing we can do? They would certainly not be where they are today.

Even in my small, remote community of Thunder Bay, we had robust FI programs from SK to Grade 13. The city does not have a strong French Canadian presence (as opposed to some smaller Northern Ontario communities with high French Canadian populations). There were few Francophone families in our program. I had qualified French teachers from a variety of backgrounds including Africa, France and Quebec, among others. This was in a remote northwestern Ontario city.....and yet we cannot recruit in Halton? **A deciding factor for many French teachers will be the fact that we do not have a permanent program in place. In a**

**schooling system that thrives on seniority and with French Language qualifications that are in demand, it is common sense that the French teachers are not committing to the Halton board, simply because the HCDSB is not committed to them. It is time that we change our approach – we are no longer in an environment where the school board has the upper hand when it comes to hiring French teachers. That is a key realization that does not seem to be present in the way that the HCDSB is operating today.**

Another relevant business example is that today companies are struggling with finding experienced data analytics professionals. This skill set is emerging and is at the forefront in determining insights from information which is the catalyst for developing business strategy. The skill set is in short supply and high demand. Companies are revamping their recruiting strategies, hiring locations, incentives and techniques to ensure that they can attract the talent and remain innovative and competitive in the marketplace. The answer could not be that they cannot attract the talent and thus not complete their objectives. The company would then fail in light of their competition's ability to execute.

We are better than this obstacle and we have to be better than this obstacle. In my profession, we are presented with problems with “no solution” on a regular basis. Our role as leaders, is to find solutions to the impossible. Society would not be where it is today if people did not think of creative solutions outside of “normal” parameters. I always encourage my staff to come to me with potential solutions to a problem and we work together and strategize to make sure that they provide the BEST result for the company. Now, we may be incentivized through bonuses or potential for career advancement but you and your peers have the best incentive available. You have the ability to change the lives of our kids and to directly impact the quality of programming and education available to them. That may mean spending additional time researching, obtaining expert advice, thinking strategically and in new innovative ways. The reward for coming up with a program that will provide so many benefits will have such a more impactful legacy than being known for taking the simplest most direct path of least resistance of program cancellation. Yes – cancelling the program solves the teacher shortage problem however, creates a host of new problems including less French teachers for the future (perpetuating this issue for future generations), less opportunities for current and future HCDSB students, a less attractive board to draw students in the future and a lack of trust from parents that the trustees are fighting for and believe in our kids.

As a mother of three and a professional, I strongly believe that the ability that you have to influence the progressiveness of programming for our kids is a role that holds an incredible amount of importance and responsibility. I am more than willing to be patient for a decision especially providing that I do not believe that there has been a keen and driven effort into trying to determine viable solutions. The HCDSB has not been able to keep up with their more innovative and driven competitors (i.e. Hamilton-Wentworth, TDCSB, Dufferin-Peel, Niagara and Halton Public) even with having what should be a competitive advantage of being located in the beautiful region of Halton. The “competitors” are all facing similar constraints and pressures and are choosing a different strategic path and vision while we are choosing to admit defeat. If the early FI program is cancelled we are effectively giving up on providing the best opportunities to our kids. The path is not easy and I am not suggesting that it will not be difficult at times, however, the right answer is not usually the easiest answer in any aspect of





On Nov 16, 2017, at 11:57 AM, [REDACTED] > wrote:

Dear Trustees,

Now that the AdHoc Committee clearly failed its mandate, I'm writing to you to ask you to please vote in favour of making EFI a permanent program. The future of this valuable program and the future of our children is in your hands now.

As you have heard from the many delegations presented during the last meeting, the EFI program is totally worth keeping. Across the province, EFI is gaining popularity. If you chose to terminate the program now, are you sure that you will not be forced to reconsider implementing the program again in the near future? The demand is out there -undeniably- and the HCDSB needs to remain competitive in relation to the public board.

The Ministry of Education is already putting a lot of effort into solving the hiring issue. PLEASE don't give up now. Don't make a decision that you can later regret. We cannot afford losing current students or prospective students to the public board because this demand is not met at our Board.

Please ask yourselves: am I deciding to terminate the program simply because I don't want to deal with the challenge? Or because I believe the program has no value for catholic children in Halton?

Many, many eyes are on you right now: concerned parents of current students, parents of prospective students, our families, ours priests, our neighbours, the media. Please make the right decision, not the easy one.

Thank you very much for taking the time to read my email. May God guide you in your decision and bless you and your families.

[REDACTED]

Dear Trustees,

You have a very difficult and emotionally-charged decision in front of you regarding the future of French instruction in the HCDSB.

I am a parent of a child in the extended French program at Holy Rosary in Milton. We experienced the French teacher shortage first hand in the 2016/17 school year. The grade five teacher was on maternity leave and the contracted-teacher experienced an emergency that required her to be out of the classroom from November to March. As a result of the shortage, an English teacher was hired as the long-term supply and our children only received a fraction of the French instruction they should have. The board and school did the best they could with the resources available, but it did cost our children.

When we first enrolled in the HCDSB, I have to admit that I was concerned about the grade 5 entry into the French program. But I quickly saw what the program co-ordinator had told me – the later entry did help my daughter establish strong reading and writing skills, before adding the new language.

My younger daughter is currently in grade 3. When she was entering grade 1, my husband and I made the decision to keep her in the English stream with the intention of enrolling her in the extended French program.

Again, I understand the difficult decision before you – and I experienced first-hand why it's not feasible to keep both programs going.

My only ask is that, should you choose to phase out the extended French program, you grandfather the children who are currently in grades 1-4 of the English stream. If you were to stop enrollment this coming fall, those children will be left with no options. We cannot leave those children behind.

Kind regards,

██████████

## **UPHOLDING THE SANCTITY OF LIFE THROUGH DONATIONS OR THE PURCHASE OF SERVICES**

**RESOLUTION**

Moved by: H. Karabela  
Seconded by:

**WHEREAS**, Pope Francis spoke to the participants of the March for Life in France: “Let’s say ‘Yes’ to life and ‘No’ to death” and,

**WHEREAS**, donations and the purchasing of products or services are ways of asserting our “Yes” and our “No” for or against institutions which support or violate the upholding of the sanctity of life from conception to natural death,

**BE IT RESOLVED**, that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide funding – through donations, the contracting of services or any other financial activities – to any charities, non-profits or businesses – that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, public support for these activities is not privately expressed but is available on a website, in press material or found in some other public area.

**BE IT FURTHER RESOLVED**, the Director of Education will provide a list of all charities, non-profits and businesses, which receive any financial benefits from the Board, for the first board meeting of January 2018. Financial benefits are defined in this motion as contracts, donations, or any other activity where money is distributed through any activity of the HCDSB.”

**ACTION REPORT**

**ITEM 8.3**

**2016-2017 DRAFT AUDITED FINANCIAL STATEMENTS**

**PURPOSE:**

To provide the Board of Trustees with the 2016-2017 Draft Audited Financial Statements for approval.

**BACKGROUND INFORMATION:**

At the Board Meeting of June 20, 2017, the Board received and approved Action Item 8.19 “2016-2017 Year-End Audit Planning Report from KPMG”, including the 2016-2017 Year-End Schedule. The report detailed the audit approach to be followed and the responsibilities of the Board of Trustees, Management and the External Auditors, with respect to financial statement reporting. As indicated in the plan, one of the responsibilities of the Board of Trustees is to review and approve the Financial Statements.

**COMMENTS:**

1. The financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education Memorandum 2004:B2 and Ontario Regulation 395/11 “Accounting Policies and Practices Public Entities” of the Financial Administration Act.
2. The attached 2016-2017 Draft Audited Financial Statements (on a consolidated basis) are comprised of the following pages:
  - a. Covering Page
  - b. Statement of Management Responsibility (Page 1)
  - c. Independent Auditors’ Report (Pages 2-3)
  - d. Consolidated Statement of Financial Position (Page 4)
  - e. Consolidated Statement of Operations (Page 5)
  - f. Consolidated Statement of Change in Net Debt (Page 6)
  - g. Consolidated Statement of Cash Flows (Page 7)
  - h. Notes to Consolidated Financial Statements (Pages 8-26)
3. The Financial Statements were prepared by Business Services staff and have been audited by the Board’s External Auditors. Almost all of the form and content of the Financial Statements is prescriptive in nature and they present the actual results for the 2016-2017 fiscal year. The Board approved the 2016-2017 Original Budget in June 2016 and the 2016-2017 Revised Budget in January 2017. The 2016-2017 Draft Audited Financial Statements are the culmination of the annual reporting cycle. The Director of Education and Secretary of the Board and the Chair of the Board are required to sign the approved Financial Statements on behalf of the Board.

4. The Statement of Management Responsibility (Page 1) has remained essentially unchanged from the previous year.
5. Similar to prior year, the Independent Auditor's Report (Page 2 and 3) contains four sections: Management's Responsibility for the Consolidated Financial Statements, Auditor's Responsibility, Opinion and Basis of Accounting. The Auditor's Report for the Board reflects a "clean" or unqualified audit opinion (top of Page 3).
6. The Consolidated Statement of Financial Position (Page 4) shows how the Total Accumulated Surplus position of the Board is determined (\$118.6 million). This statement is a variation of what used to be referred to as the Balance Sheet. The difference between Total Financial Assets and Total Liabilities is referred to as Net Debt. Net Debt is added to the net Tangible Capital Assets (TCA) to give the Accumulated Surplus.

The long-term accounts receivable of \$179.5 million consists of \$170.8 million due from the Province over the remaining term of existing capital debt instruments that were issued to finance approved capital and \$8.7 million due from the Province in early 2018 for capital funded through the new funding model. The long-term receivable decreased by \$17.8 million from 2015-2016 which is the impact of prior year capital construction grants received and the principal payments made on the retirement of supported debt. Supported debt is old debenture debt through the Ontario School Boards Financing Corporation (OSBFC) and new debenture debt under the Ontario Financing Authority (OFA), both of which were largely used to provide new pupil places.

The decrease in temporary borrowing of approximately (\$14.5) million is resulting from:

- Retirement of (\$11.4) million from the credit facilities for St. Gregory the Great Catholic Elementary School and for the Holy Rosary Milton addition;
- Retirement of (\$1.0) million from the credit facility for the Full Day Kindergarten capital projects; and
- Decrease in the EDC credit facility of (\$2.0) million.

The decrease of deferred revenue by approximately (\$0.4) million is resulting from:

- (\$1.9) million in capital cost construction from school renewal deferred revenue;
- \$1.0 million addition to deferred revenue relating to international students;
- \$0.4 million in Ministry programs such as Education Program – Other; and
- \$0.1 million in the Special Education Amount.

The Employee Future Benefits liability has decreased by (\$0.6) million as a result of actuarial valuation undertaken this year, and changes in discount rates, as explained in Note 7 (pages 15-18) of the Financial Statements.

The decrease in net long-term liabilities of (\$10.6) million is the result of principal payments made through the year.

The Total Accumulated Surplus is broken down in Note 11 (Accumulated Surplus) on Page 22 of the Draft Audited Financial Statements and it is important for trustees to note that the non-designated portion (or unappropriated portion) for the 2016-2017 year of this Total Accumulated Surplus is an operating surplus of \$546,516. This amount is calculated by adding the opening balance of Total Accumulated Surplus (Deficit) Available for Compliance – Unappropriated of \$330,396 to the in-year operating surplus of \$216,120, resulting in the Total Accumulated Surplus Available for Compliance – Unappropriated-closing balance of \$546,516.

The unappropriated in-year surplus of \$216,120 is the remaining surplus after the following internally appropriated surplus transfers:

- Transfer of \$2.0 million to Facility Capital Reserve
- Transfer of \$0.9 million to Operating Reserve
- Transfer of (\$0.1) million out of the Reserve for Student Activities,
- Transfer of (\$0.1) million out of the Committed Sinking Fund interest earned,
- Transfer of (\$0.2) million out of the Committed Capital Projects, and
- Transfer of \$0.3 million to Other Board Activities such as committed funds for the Empower Reading program and Curriculum Services deferred commitment.

Added together, the unappropriated and appropriated surplus give the in-year Total Accumulated Surplus Available for Compliance of \$3.1 million. The Revised Estimates approved by the Board on January 10, 2017, outlined an expected in-year Total Accumulated (Deficit) Available for Compliance of \$0.5 million. The positive impact on the Financial Statements was mainly the result of increases in average daily enrolment, international visa students' enrolment, additional rental and interest revenue and a decrease in employee future benefits.

7. The Consolidated Statement of Operations (Page 5) shows how the Total Annual Surplus/(Deficit) is calculated. This statement was formerly referred to as the Income Statement. The difference between Revenues and Expenses gives the Total Annual Surplus/(Deficit) for the year, which is then added to the opening Total Accumulated Surplus/(Deficit) position to give the closing Total Accumulated Surplus/(Deficit) position. The annual surplus for the year is \$16.6 million and includes both the Total Annual Surplus/(Deficit) Available for Compliance and the Total Annual Surplus/(Deficit) Unavailable for Compliance. The annual surplus includes the in-year Available for Compliance Surplus of \$3.1 million, and unavailable for compliance amounts of \$0.4 million increase in Employee Future Benefits described above, \$0.2 for accrued interest, \$0.2 for School Generated Funds and \$12.7 million in EDC revenue.
8. The Consolidated Statement of Change in Net Debt (Page 6) highlights the changes in Net Debt due to tangible capital assets (TCA) activities in the year and includes the acquisition of new TCA, amortization of existing TCA, and the sale of TCA if any occurred during the year.
9. The Consolidated Statement of Cash Flows (Page 7) shows the cash provided by or used in the Operating, Capital and Financing Activities of the Board during the year. It explains the movements in the Cash and Cash Equivalents balance during the year, starting with the Annual Surplus/(Deficit), adding back non-cash items, and then analyzing the changes in amounts on the other lines in the Statement of Financial Position that affect cash flows.

10. The Ministry's Education Finance Information System (EFIS) forms were submitted electronically on November 15, 2017 in order to meet the Ministry of Education's deadline; however staff has received Ministry approval to resubmit following the November 21, 2017 Board meeting which allows for any required adjustments. The resubmission will include the required signed forms needed to complete the Financial Statement's package.
11. The Board is compliant with the Ministry's defined expense enveloping provisions for the Administration and Governance Grant.
12. The grant allocation for Special Education is \$42.1 million, \$1.5 million higher than in 2015-2016. Special Education expenses continue to exceed the allocation and the shortfall for 2016-2017 is \$1.8 million. The Special Education deferred revenue balance is \$1.8 million; however, these funds can only be used for Special Equipment Amount expenses.
13. In accordance with Section 252(2) of the Education Act, and the Publication and Notice instructions from the Ministry of Education, the final Audited Financial Statements will be made available on the Board's website, and a notice indicating the same will be published in the Metroland newspapers throughout the four municipalities in the Region of Halton.
14. Attached is the updated 2016-2017 Year-End Schedule, showing the remaining items to be completed.

**RECOMMENDATION:**

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

**RESOLVED,** that the Halton Catholic District School Board approve the attached 2016-2017 Draft Audited Financial Statements.

**REPORT PREPARED BY:**

A. LOFTS  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

**REPORT SUBMITTED BY:**

R. NEGOI  
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Consolidated Financial Statements of

**HALTON CATHOLIC DISTRICT  
SCHOOL BOARD**

Year ended August 31, 2017

DRAFT

## **Management's Responsibility for the Consolidated Financial Statements**

The accompanying consolidated financial statements of the Halton Catholic District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

A summary of the significant accounting policies are described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

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Paula Dawson  
Director of Education  
and Secretary of the Board

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Roxana Negoii  
Superintendent of Business Services  
and Treasurer of the Board

November 21, 2017



KPMG LLP  
Commerce Place  
21 King Street West, Suite 700  
Hamilton Ontario L8P 4W7  
Canada  
Telephone (905) 523-8200  
Fax (905) 523-2222

## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Halton Catholic District School Board:

We have audited the accompanying consolidated financial statements of the Halton Catholic District School Board, which comprise the consolidated statement of financial position as at August 31, 2017, the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Consolidated Financial Statements*

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.



We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

*Opinion*

In our opinion, the consolidated financial statements of the Halton Catholic District School Board as at August 31, 2017 and for the year then ended, are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

*Basis of Accounting*

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

November 21, 2017  
Hamilton, Canada

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# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Financial Position

As at August 31, 2017, with comparative information for 2016

	2017	2016
<b>Financial Assets</b>		
Cash and cash equivalents	\$ 13,965,308	\$ 16,841,688
Accounts receivable (note 2)	19,367,032	17,358,460
Assets held for sale (note 3)	5,996,436	5,996,436
Long-term receivable – Government of Ontario (note 4)	179,503,360	197,336,349
<b>Total financial assets</b>	<b>218,832,136</b>	<b>237,532,933</b>
<b>Financial Liabilities</b>		
Temporary borrowing (note 5)	42,012,814	56,480,630
Accounts payable and accrued liabilities	17,483,566	18,112,460
Deferred revenue (note 6)	15,887,169	16,324,204
Retirement and other employee future benefits payable (note 7)	5,979,356	6,619,443
Net long-term liabilities (note 8)	181,124,311	191,747,370
Deferred capital contributions (note 9)	406,152,182	403,495,786
<b>Total financial liabilities</b>	<b>668,639,398</b>	<b>692,779,893</b>
<b>Net debt</b>	<b>(449,807,262)</b>	<b>(455,246,960)</b>
<b>Non-Financial Assets</b>		
Prepaid expenses	354,491	-
Tangible capital assets (note 10)	568,051,666	557,282,951
<b>Total non-financial assets</b>	<b>568,406,157</b>	<b>557,282,951</b>
<b>Accumulated surplus (note 11)</b>	<b>\$ 118,598,895</b>	<b>\$ 102,035,991</b>

Contractual obligations and contingent liabilities (note 16)

The accompanying notes are an integral part of these consolidated financial statements.

\_\_\_\_\_  
Paula Dawson,  
Director of Education and  
Secretary of the Board

\_\_\_\_\_  
Diane Rabenda,  
Chair of the Board

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Operations

For the year ended August 31, 2017, with comparative information for 2016

	2017 Budget	2017 Actual	2016 Actual
<b>Revenues:</b>			
Provincial legislative grants (note 12)	\$ 339,251,919	\$ 343,452,394	\$ 334,007,940
Provincial grants – other	2,296,977	3,331,646	2,416,751
	<u>341,548,896</u>	<u>346,784,040</u>	<u>336,424,691</u>
Federal grants and fees	1,637,646	2,302,485	1,612,107
Other fees and revenues	13,620,759	19,712,360	8,889,309
Investment income	50,000	149,546	78,543
School fundraising	12,500,000	12,746,653	12,665,806
Amortization of deferred capital contributions	14,746,120	15,313,465	14,505,808
<b>Total revenue</b>	<u>384,103,421</u>	<u>397,008,549</u>	<u>374,176,264</u>
<b>Expenses:</b>			
Instruction	289,328,682	294,211,682	286,105,516
Administration	9,654,621	9,984,732	9,330,568
Transportation	7,313,781	7,376,125	6,732,953
Pupil accommodation	55,518,305	54,524,673	53,334,617
Other	1,497,235	1,790,293	1,606,077
School funded activities	12,500,000	12,558,140	12,762,942
<b>Total expenses (note 13)</b>	<u>375,812,624</u>	<u>380,445,645</u>	<u>369,872,673</u>
<b>Annual surplus</b>	<u>8,290,797</u>	<u>16,562,904</u>	<u>4,303,591</u>
<b>Accumulated surplus, beginning of year</b>	<u>102,035,991</u>	<u>102,035,991</u>	<u>97,732,400</u>
<b>Accumulated surplus, end of year (note 11)</b>	<u>\$ 110,326,788</u>	<u>\$ 118,598,895</u>	<u>\$ 102,035,991</u>

The accompanying notes are an integral part of these consolidated financial statements.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Change in Net Debt

For the year ended August 31, 2017, with comparative information for 2016

	2017 Budget	2017 Actual	2016 Actual
Annual surplus	\$ 8,290,797	\$ 16,562,904	\$ 4,303,591
Acquisition of tangible capital assets	(27,406,310)	(27,406,310)	(25,696,574)
Disposal of tangible capital assets	-	248,757	39,832
Amortization of tangible capital assets	16,365,046	16,388,838	15,864,140
Use of prepaid expenses	-	(354,491)	-
Change in net debt	(2,750,467)	5,439,698	(5,489,011)
Net debt, beginning of year	(455,246,960)	(455,246,960)	(449,757,949)
Net debt, end of year	\$ (457,997,427)	\$ (449,807,262)	\$ (455,246,960)

The accompanying notes are an integral part of these consolidated financial statements.

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# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Cash Flows

For the year ended August 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operating Activities:		
Annual surplus	\$ 16,562,904	\$ 4,303,591
Items not involving cash:		
Amortization of tangible capital assets	16,388,838	15,864,140
Change in employee future benefits	(640,087)	474,304
Amortization of deferred capital contributions	(15,313,465)	(14,505,808)
Disposal of tangible capital assets	248,757	-
Change in non-cash assets and liabilities:		
Accounts receivable	(2,008,572)	(3,152,798)
Accounts payable and accrued liabilities	(628,894)	7,487,151
Deferred revenue	(437,035)	6,353,741
Prepaid expenses	(354,491)	-
Net change in cash from operating activities	13,817,955	16,824,321
Capital Activities:		
Gain transferred to deferred revenue	-	(6,734,323)
Net proceeds on the sale of assets	-	12,061,131
Cash used to acquire tangible capital assets	(27,406,310)	(25,696,574)
Net change in cash from capital activities	(27,406,310)	(20,369,766)
Financing Activities:		
Increase to deferred capital contributions	17,969,861	31,713,044
Decrease (increase) in long-term receivable – Government of Ontario	17,832,989	(7,753,774)
Debt principal repayments	(10,623,059)	(10,109,648)
Net change in cash from financing activities	25,179,791	13,849,622
Net change in cash and cash equivalents	11,591,436	10,304,177
Cash and cash equivalents, beginning of year	(39,638,942)	(49,943,119)
Cash and cash equivalents, end of year	\$ (28,047,506)	\$ (39,638,942)

The components of cash and cash equivalents are as follows:

	2017	2016
Cash and cash equivalents	\$ 13,965,308	\$ 16,841,688
Temporary borrowings	(42,012,814)	(56,480,630)
	\$ (28,047,506)	\$ (39,638,942)

The accompanying notes are an integral part of these consolidated financial statements.



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 1. Significant accounting policies:

The consolidated financial statements of the Halton Catholic District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the Board are as follows:

### (a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 1. Significant accounting policies (continued):

### (b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Consolidated entities:

- School Generated Funds

Proportionately consolidated entities:

- Halton Student Transportation Services

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

### (c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements, as these funds are not controlled by the Board.

### (d) Cash and cash equivalents:

Cash and cash equivalents comprise of cash on hand and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

### (e) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

### (f) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing depreciable tangible capital assets for use in providing services, or any contributions of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions when the asset has been acquired as required by Ontario Regulation 395/11. Amounts are recognized as revenue in the statement of operations at the same rate and over the same periods as the related asset is amortized.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 1. Significant accounting policies (continued):

### (g) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: OECTA, CUPE, APSSP and a trust for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Starting February 1, 2017, the Board is no longer responsible to provide certain benefits to OECTA. By February 1, 2018, all employees will be transitioned to the ELHTs. Beginning in the 2016-17 school year, school boards whose employee groups transitioned their health, dental and life benefits to the ELHT are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional Ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals and the following employee groups principals, vice principals, educational assistants and non-union staff that have not yet transferred into an ELHT and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities were actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses were recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 1. Significant accounting policies (continued):

### (g) Retirement and other employee future benefits (continued):

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (i) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employee Retirement System pensions, are the employer's contributions due to the plan in the period;
- (ii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 1. Significant accounting policies (continued):

### (h) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

<b>Asset</b>	<b>Estimated Useful Life - Years</b>
Land improvements	15 years
Buildings	40 years
Furniture & equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5-10 years

Annual amortization is charged in the year of acquisition and in the year of disposal. Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for sale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for sale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

### (i) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the tangible capital asset is amortized.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 1. Significant accounting policies (continued):

### (j) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

### (k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees (Trustees). The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

### (l) Use of estimates:

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in net expenses in the periods in which they become known. Significant estimates include assumptions used in estimating the collectability of accounts receivable to determine the allowance for doubtful accounts, in estimating provisions for accrued liabilities and in performing actuarial valuations of employee future benefits liabilities.

## 2. Accounts receivable:

Accounts receivable consists of the following:

	2017	2016
Government of Canada	\$ 2,993,637	\$ 2,189,718
Government of Ontario	2,817,556	2,398,781
Local governments	11,378,000	10,737,560
Other	2,177,839	2,032,401
	<u>\$ 19,367,032</u>	<u>\$ 17,358,460</u>

## 3. Assets held for sale:

As of August 31, 2017, \$5,996,436 (2016 - \$5,996,436) related to land was recorded as assets held for sale.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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#### 4. Long-term receivable – Government of Ontario:

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$179,503,360 as at August 31, 2017 (2016 - \$197,336,349) with respect to this capital grant.

#### 5. Temporary borrowing:

To address operating requirements and to bridge capital expenses, the Board has an operating line of credit and short-term loans.

The operating line of credit bears interest at the bank's prime lending rate less 0.75%, is unsecured, is due on demand, and has a maximum limit of \$39,986,459. As at August 31, 2017, the amount drawn under the operating line of credit was \$nil (2016 - \$nil).

The short-term loans bear interest at the bank's prime lending rate less 0.75%, are unsecured, and are due on dates ranging from on demand to October 26, 2017. As at August 31, 2017, the Board has short-term loans of \$42,012,814 (2016 - \$56,480,630).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 6. Deferred revenue:

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2017 is comprised of:

	Balance as at August 31, 2016	Externally restricted revenue and investment income	Revenue recognized in the period	Transfer to deferred capital contributions (Note 9)	Balance as at August 31, 2017
Special education	\$ 1,706,823	\$ 42,123,681	\$(42,002,761)	\$ -	\$ 1,827,743
Mental health leader	7,416	121,161	(126,520)	-	2,057
Proceeds of disposition	7,596,236	42,346	-	-	7,638,582
Retrofit for child care	1,032,200	-	-	-	1,032,200
School renewal	3,152,261	4,345,496	(1,324,131)	(4,909,348)	1,264,278
International Students Tuition	2,099,503	3,169,940	(2,225,683)	-	3,043,760
Other	729,765	37,663,273	(36,384,801)	(929,688)	1,078,549
	\$ 16,324,204	\$ 87,465,897	\$(82,063,896)	\$ (5,839,036)	\$ 15,887,169

## 7. Retirement and other employee future benefits:

	2017		2016	
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 3,704,572	\$ 2,468,681	\$ 6,173,253	\$ 6,924,081
Less: Unamortized actuarial loss at August 31	(193,897)	-	(193,897)	(304,638)
Employee future benefits liability at August 31	\$ 3,510,675	\$ 2,468,681	\$ 5,979,356	\$ 6,619,443



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 7. Retirement and other employee future benefits (continued):

			2017	2016
Retirement and other employee future benefit expenses	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Current year benefit expense	\$ 141,740	\$ 354,154	\$ 495,894	\$ 549,798
Cost of plan amendment	-	-	-	909,578
Interest on accrued benefit obligation	81,966	48,690	130,686	148,495
Employee future benefits expenses	\$ 223,736	\$ 402,844	\$ 626,580	\$ 1,607,871
Total payments made during the year	\$ (694,097)	\$ (572,570)	\$ (1,266,667)	\$ (1,133,567)

Included in the current year benefit expense is \$38,746 (2016 - \$93,738) for amortization of the actuarial loss. The unamortized actuarial loss is amortized over the expected average remaining service life of 11.05 years (2016 - 12.05 years). The actuarial gain for the year was \$71,995 (2016 - \$19,377).

Retirement benefits:

(i) Ontario Teacher's Pension Plan:

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are the direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 7. Retirement and other employee future benefits (continued):

Retirement benefits (continued):

### (ii) Ontario Municipal Employees Retirement System:

All non-teaching and support staff employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2017, the Board contributed \$4,322,837 (2016 - \$4,286,839) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2016 based on the actuarial valuation of the pension benefit obligation resulting in the plan being 93.4 percent funded (2015 – 91.5 percent funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

### (iii) Gratuity benefits:

The Board provides gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees is based on their salary, accumulated sick days, and years of service at August 31, 2012.

### (iv) Retirement life insurance and health care benefits:

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for Board subsidized premiums or contributions.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 7. Retirement and other employee future benefits (continued):

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. School boards are required to provide salary top-up to a maximum of 4 ½ years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such a provision.

(ii) Long-term disability life insurance and health care benefits:

The Board provides life insurance, dental and health care benefits to employees on long-term disability leave who are not yet members of an ELHT. The Board is responsible for the payment of life insurance and the health care and dental premiums benefits under this plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

(iii) Sick leave benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the 2017 consolidated financial statements as a result of the change in the benefits was \$180,531 (2016 - \$125,587).

The accrued benefit obligations for employee future benefit plans as at August 31, 2017 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2017. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2017	2016
Inflation	1.5%	1.5%
Wage and salary escalation	0%	0%
Insurance and health care cost escalation	8% decreasing by ¼% each year to 4.0%	8% decreasing by ¼% each year to 4.0%
Dental cost escalation	4% decreasing by ¼% each year to 3.0%	4% decreasing by ¼% each year to 3.0%
Discount on accrued benefit obligations	2.55%	2.05%

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 8. Net long-term liabilities:

	2017	2016
OSBFC (2000) – F10, repayable in semi-annual installments of \$959,133 plus interest at 7.20% per annum, maturing June 9, 2025	\$ 11,513,228	\$ 12,546,420
OSBFC (2001) – A3, repayable in semi-annual installments of \$2,515,121 plus interest at 6.55% per annum, maturing October 19, 2026	35,164,491	37,763,116
OFA (2003) – A2, repayable in semi-annual installments of \$189,051 plus interest at 5.80% per annum, maturing November 7, 2028	3,141,254	3,328,959
OFA (2006) – repayable in semi-annual installments of \$23,381 plus interest at 4.56% per annum, maturing November 15, 2031	492,159	515,672
OFA (2007) – A1, repayable in semi-annual installments of \$1,117,034 plus interest at 5.38% per annum, maturing June 25, 2032	23,906,805	24,922,509
OFA (2008) – F02, repayable in semi-annual installments of \$17,597 plus interest at 4.90% per annum, maturing March 3, 2033	383,905	399,704
OFA (2008) – F03, repayable in semi-annual installments of \$26,107 plus interest at 4.83% per annum, maturing March 3, 2033	572,376	596,082
OFA (2009) – repayable in semi-annual installments of \$908,987 plus interest at 5.06% per annum, maturing March 13, 2034	20,425,082	21,180,346
OFA (2009) – A3, repayable in semi-annual installments of \$61,119 plus interest at 5.06% per annum, maturing March 13, 2034	1,373,350	1,424,133
OFA (2010) – F02, repayable in semi-annual installments of \$738,166 plus interest at 5.23% per annum, maturing April 13, 2035	17,027,294	17,590,559
OSBFC (2010) – repayable in semi-annual installments of \$1,294,708, plus interest at 3.94% per annum, maturing September 19, 2025	18,268,096	20,083,536
OFA (2011) – repayable in semi-annual installments of \$719,169 plus interest at 2.43% per annum, maturing November 15, 2021	6,096,954	7,364,344
OFA (2012) – F02, repayable in semi-annual installments of \$357,767 plus interest at 3.56% per annum, maturing March 9, 2037	10,105,865	10,451,949
OFA (2014) – F02, repayable in semi-annual installments of \$1,068,719 plus interest at 4.00% per annum, maturing on March 11, 2039	30,907,667	31,781,549
OFA (2015) – repayable in semi-annual installments of \$53,072 plus interest at 2.99% per annum, maturing on March 9, 2040	1,745,785	1,798,492
	<b>\$ 181,124,311</b>	<b>\$ 191,747,370</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 8. Net long-term liabilities (continued):

Principal payments relating to net debt of \$181,124,311 are due as follows:

	Principal	Interest	Total
2017/18	\$ 11,164,925	\$ 9,041,340	\$ 20,206,265
2018/19	11,736,924	8,469,341	20,206,265
2018/19	12,340,840	7,865,425	20,206,265
2020/21	12,978,568	7,227,697	20,206,265
2021/22	12,932,950	6,554,146	19,487,096
Thereafter	119,970,104	34,779,346	154,749,450
	\$ 181,124,311	\$ 73,937,295	\$ 255,061,606

The expenditure for debt charges includes principal and interest payments as follows:

	2017	2016
Principal payments on long-term liabilities	\$ 10,623,059	\$ 10,109,648
Interest payments on long-term liabilities	9,583,206	10,096,617
	\$ 20,206,265	\$ 20,206,265

## 9. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Ontario Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2017	2016
Opening balance, September 1	\$ 403,495,786	\$ 386,288,550
Additions to deferred capital contributions	12,130,825	20,677,385
Transfer from deferred revenue (note 6)	5,839,036	11,035,659
Amortization of deferred capital contributions	(15,313,465)	(14,505,808)
Ending balance, August 31	\$ 406,152,182	\$ 403,495,786

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 10. Tangible capital assets:

Year ended August 31, 2017

	Cost			Accumulated Amortization			Net book value August 31, 2017	Net book value August 31, 2016	
	Balance at August 31, 2016	Additions and transfers	Transfers, disposals and write offs	Balance at August 31, 2017	Balance at August 31, 2016	Amortization			Transfers, disposals and write offs
Land	\$ 125,059,546	\$ 10,356,148	\$ -	\$ 135,415,694	-	\$ -	\$ -	\$ 135,415,694	\$ 125,059,546
Land improvements	18,023,943	2,153,506	-	20,177,449	5,877,679	1,098,537	-	6,976,216	12,146,264
Buildings	534,619,248	28,681,657	632,600	562,668,305	137,013,623	13,478,404	383,843	150,108,184	397,605,625
Construction in progress	15,513,805	3,446,323	18,347,953	612,175	-	-	-	612,175	15,513,805
Furniture and equipment	10,069,329	340,017	1,083,740	9,325,606	5,408,962	976,835	1,083,740	5,302,057	4,660,367
Computer hardware	3,537,034	605,857	527,765	3,615,126	1,801,656	715,217	527,765	1,989,108	1,735,378
Computer software	208,519	-	5,108	203,411	146,983	41,193	5,108	183,068	61,536
Vehicles	75,934	139,802	-	215,736	22,062	29,167	-	51,229	53,872
Pre-acquisition costs (PAC)	273,362	30,953	-	304,315	-	-	-	304,315	273,362
Leasehold Improvements	1,928,336	-	1,454,370	473,966	1,755,140	49,485	1,454,370	350,255	173,196
	\$ 709,309,056	\$ 45,754,263	\$ 22,051,536	\$ 733,011,783	\$ 152,026,105	\$ 16,388,838	\$ 3,454,826	\$ 164,960,118	\$ 557,282,951

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 10. Tangible capital assets (continued):

### (a) Assets Under Construction:

Assets under construction having a value of \$612,175 (2016 - \$15,513,805) have not been amortized. Amortization of these assets will commence when the asset is put into service.

### (b) Write-down of Tangible Capital Assets:

The write-down of tangible capital assets during the year was \$248,757 (2016 - \$nil).

## 11. Accumulated surplus:

Accumulated surplus consists of the following:

	2017	2016
Available for compliance - unappropriated		
Total operating surplus	\$ 546,516	\$ 330,396
Available for compliance – internally appropriated		
Operating reserve	3,405,718	2,505,718
School budgets	198,389	285,455
Facility capital reserve	7,384,186	5,383,537
Capital capacity planning	70,533	70,533
Committed capital interest earned	1,519,991	1,596,373
Committed capital projects	7,963,740	8,129,031
Other programs	262,053	-
	21,351,126	18,301,043
Unavailable for compliance		
Employee future benefit	(4,678,031)	(5,136,250)
Interest accrual	(2,662,763)	(2,821,514)
School generated funds	3,355,028	3,166,515
Revenues recognized for land	101,233,535	88,526,197
	97,247,769	83,734,948
Balance, end of year	\$118,598,895	\$102,035,991

## 12. Provincial legislative grants:

Under Public Sector Accounting Standards the entity that determines and sets the tax levy records the revenue in their consolidated financial statements. As a result, property tax revenue received from the municipalities is recorded as part of Provincial legislative grants in the amount of \$85,829,995 (2016 - \$85,297,338).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 13. Expenses:

The following is a summary of the current expenses reported on the Consolidated Statement of Operations by object:

	2017 Budget Note 1(k)	2017 Actual	2016 Actual
Salary and wages	\$ 251,073,776	\$ 255,734,243	\$ 246,968,501
Employee benefits	42,662,271	42,750,662	42,817,028
Staff development	886,794	863,614	919,139
Supplies and services	37,539,869	36,295,063	36,827,156
Interest	9,424,952	9,424,454	9,946,493
Rental expense	3,234,499	3,529,365	3,140,396
Fees and contract services	13,702,539	14,108,909	12,259,601
Other	922,877	1,350,497	1,130,219
Amortization of tangible capital assets	16,365,047	16,388,838	15,864,140
	<u>\$ 375,812,624</u>	<u>\$ 380,445,645</u>	<u>\$ 369,872,673</u>

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# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

## 14. Partnership in Halton Student Transportation Services:

On September 1, 2007, the Board entered into an agreement with Halton District School Board, Le Conseil scolaire de district Catholique due Centre-Sud and Le Conseil scolaire de district due Centre-Sud-Ouest to provide common administration of student transportation services. On February 10, 2009, Service de Transport des Eleves de Halton/Halton Student Transportation Services ("HSTS") was incorporated under the Corporations Act of Ontario. A revised agreement dated April 17, 2009 was created in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the School Boards. Each Board participates in the shared costs associated with this service for the transportation of their respective students through HSTS.

Effective September 1, 2013, two school boards have left the partnership and the partnership is supplying services exclusively to Halton District School Board and the Board.

HSTS is proportionately consolidated in the Board's consolidated financial statements whereby the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium are included in the Board's consolidated financial statements. Inter-organizational transactions and balances have been eliminated.

The following provides condensed financial information:

	2017		2016	
	Total	Board portion	Total	Board portion
<b>Financial Position:</b>				
Financial assets	\$ 71,877	\$ 24,644	\$ 300,374	\$ 100,590
Financial liabilities	(102,151)	(35,024)	(323,446)	(108,317)
Non-financial assets	31,034	10,641	23,832	7,982
Accumulated surplus	\$ 760	\$ 261	\$ 760	\$ 255
<b>Operations:</b>				
Revenues	\$ 21,419,216	\$ 7,343,978	\$ 19,978,054	\$ 6,690,314
Expenses	(21,419,216)	(7,343,978)	(19,978,054)	(6,690,314)
Accumulated surplus	\$ -	\$ -	\$ -	\$ -

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## 15. Ontario School Board Insurance Exchange (OSBIE):

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$24,000,000 per occurrence.

The ultimate premiums over a one year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one year term expires January 1, 2018.

## 16. Contractual obligations and contingent liabilities:

- (i) The Board has obligations under operating leases that require annual lease payments in the following amounts:

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2017/18	\$ 3,041,086
2018/19	2,732,656
2019/20	1,886,491
2020/21	649,857
2021/22 and thereafter	548,457

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- (ii) The Board was contingently liable under letters of credit issued to municipalities with respect to construction projects in the amount of \$2,013,540 (2016 - \$2,198,009).
- (iii) The nature of the Board activities is such that there is usually litigation pending or in the prospect at any time. With respect to claims at August 31, 2017, management believes that the Board has valid defenses and appropriate insurance coverage in place. In the event claims are successful, management believes that such claims are not expected to have a material effect on the Board's financial position.
- (iv) The Board, in the normal course of business, enters into commodities contracts, in order to fix the price of commodities to be acquired in the future. The Board has entered into these contracts in conjunction with two consortiums which includes other school boards.

## 17. Budget data:

The budget data presented in these consolidated financial statements is based upon the 2017 original budget approved by the Board on June 21, 2016.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2017

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## **18. Repayment of “55 School Board Trust” funding:**

On June 1, 2003, the Board received \$635,000 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is not reflected in the Board's financial position.

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Halton Catholic District School Board  
2016-2017 Year-End Schedule

Date (2017)	Completed	Item	Description of Activity
March 31st	✓	Ministry Memorandum 2017: SB:06	March 31, 2016 Financial Reporting Requirements (Seven-Month Report - Sept. 2016 to March 2017)
April 12th	✓	Ministry Memorandum 2017: B04	Established Financial Statements due date of November 15, 2017
April 21st	✓	Ministry Memorandum 2017: SB:09	2017-18 Estimates
May 15th	✓	Ministry Memorandum 2017: SB:06	Seven-Month Report (Sept. 2016 to March 2017) Submitted to the Ministry
June 6th	✓	Ministry Memorandum 2017: SB:06	Seven-Month Report (Sept. 2016 to March 2017) Submitted to the Board
June 12th	✓	Audit Committee - Audit Planning Report	KPMG presents audit planning report at the Audit Committee meeting.
June 19th	✓	SBCI Actuarial Valuation	Receipt of SBCI Templates and PSAB Reporting Updates, and Commencement of Compilation of Data
August 29th	✓	Business Services Memorandum #03 (17-18)	Year-End Procedures Memorandum sent to all schools and departments
August 29th	✓	Business Services Memorandum #04 (17-18)	Year-End Rollover Procedures and Training Information for School Generated Funds sent to the schools
August 29th	✓	Business Services Memorandum #05 (17-18)	School Generated Funds Audit Checklist 2016-17 (sent to all Principals)
August 29th	✓	Business Services Memorandum #09 (17-18)	Bank Account & Fraud Inquiry (sent to all Superintendents and Central Office Administrators)
September 7th	✓	Ministry Memorandum 2017: SB:25	Release of Ministry Financial Statement Forms (EFIS) and TCA/CAPT Information
September 14th	✓	Annual Audit Plan from KPMG	To the Audit Committee (with this schedule and Ministry Memorandum 2017: SB25 included)
September 15th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (external auditors)
September 15th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (school board finance personnel)
September 18th	✓	KPMG Interim Audit Field Work	Process analysis, control testing, documentation review and confirmations sent out (during this week)
September 18th	✓	Ministry Memorandum 2017: SB:28	EFIS Enrolment Verification email sent to the Finance Office IF enrolment needs update
September 25th	✓	Ministry EFIS Forms update	Ministry released updates to various EFIS forms and calculations
October 3rd	✓	Annual Audit Plan from KPMG	To the Board (with this schedule and Ministry Memorandum 2017:SBXX included)
October 10th	✓	KPMG Year-End Audit Field Work	Individual school and enrolment audits (during this week) - Six schools selected randomly
October 14th	✓	SBCI Draft Report-Employee Future Benefits	Draft SBCI actuarial valuation report of employee future benefits
October 21st	✓	SBCI Final Report-Employee Future Benefits	Final SBCI actuarial valuation report on employee future benefits
October 16th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 23rd	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 30th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
November 13th	✓	KPMG Year-End Audit Field Work	Finance Staff Meeting with KPMG to review Draft Audited Financial Statements and Audit Findings
November 14th	✓	Ministry Memorandum 2017: SB:25	Activation of completed EFIS Forms by Superintendent of Business
November 16th		Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
November 21st		Draft Audited Financial Statements	Board Approval
November 22nd		Ministry Memorandum 2017: SB:25	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
November 24th		Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
November 24th		Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
November 30th		Ministry Memorandum 2017: SB:25	Submission of completed Capital Analysis and Planning Template (CAPT) to the Ministry
Est. December 12th		Management Letter (Draft)	Draft Management Letter received from KPMG
Est. January 19th		Management Letter (Final)	Receive Final Management Letter from KPMG
Est. January 30th		Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
Est. February 2nd		Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
Est. February 9th		Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services Memo
Est. February 9th		Management Letter (Final)	Send the specific Management Letter points to the four selected schools and respective Superintendent

# 2016-2017 Financial Statements: Understanding the Results

Tuesday, November 21, 2017

# Halton Catholic DSB Financial Statements

1. Statement of Management's Responsibility
  2. Auditor's Report – Clean Opinion
  3. Statement of Financial Position
  4. Statement of Operations
  5. Statement of Change in Net Debt
  6. Statement of Cash Flows
  7. Notes to the Financial Statements
- Standard Reports**
- The key statements**
- Show the changes from prior year to current year**
- Help explain or expand on information provided in the financial statements**

# Statement of Financial Position

- **This statement shows everything the Board owns and everything the Board owes.**
- **When looking at this statement, we should do two things:**
  - Look at the current year balances and understand what is included in them, and
  - Compare the current year balances to the prior year balances.

# Stmt of Financial Position - ASSETS

## Cash \$14.0 million

- \$7.6 million from proceeds related to site sales, \$3.4 million is the school generated funds (SGF) balance, and the remainder is the operating balance.

## Accounts receivable \$19.4 million (Note 2)

- \$3.0 million receivable from Gov't of Canada, primarily HST rebates (\$1.4 million) and Federal Programs (\$1.6 million), such as Language Instruction for Newcomers Canada (LINC) and Immigration, Refugees and Citizenship Canada (IRCC),
- \$2.8 million receivable from Gov't of Ontario, mostly Grants for Student Needs (GSN) adjustments and Other Provincial Grants,
- \$11.4 million represents property taxes and Education Development Charges (EDC) revenue due from the 4 municipalities (approximately 2/3 of one quarterly payment), and
- \$2.2 million in recoverable wages, community use of school facility receivables, year end deposits and employee computer purchase plan receivable.



# Stmt of Financial Position - ASSETS

## Assets held for sale of \$6.0 million (Note 3)

- Refers to a vacant land site, identified as surplus.

## Long-term Receivable (Note 4)

- \$179.5 million is the long term receivable due from the Province.
  - One time receivable from the Province to recognize capital debt as at August 31, 2010,
  - As we build schools and incur capital costs, this receivable will increase,
  - As we pay off debentures and receive funding (2 times per year), this receivable will decrease,
  - The long-term receivable is \$17.8 million lower than 2015-16. The change is made up of:
    - \$8.2 million decrease in capital projects; primarily relating to the completion of St. Gregory the Great Catholic Elementary School,
    - \$9.6 million capital debt principal repayment on supported debentures.

# Stmt of Financial Position - LIABILITIES

## Temporary borrowing of \$42.0 (Note 5), made up of:

- \$42.0 million loan to cover the EDC funding timing shortfall,
- \$12,800 for Employee Computer Purchase Loans,
- Lower by \$14.5 million from 2015-16, change due to:
  - \$12.4 Million repayment for St. Gregory the Great capital loan and Holy Rosary (Milton) capital loan,
  - \$2.1 net change in EDC loan.

# Stmt of Financial Position - LIABILITIES

## Accounts Payable and Accrued Liabilities

- \$17.5 million, primarily:
  - \$0.1 million payable to Gov't of Ontario (EPO grant payable),
  - \$8.4 million outstanding invoices relating to the capital construction and other supplies and services,
  - \$2.7 million in accrued interest,
  - \$0.7 million vacation accrual,
  - \$5.0 million in other payroll liabilities (incl. salary accruals, LTD, OMERS, OHIP, deferred salary leave plan, union dues, etc.),
  - \$0.6 million in earned leave program.

# Stmt of Financial Position - LIABILITIES

## Deferred Revenue (Note 6)

- \$15.9 million, including:
  - Special Education (special equipment amount) \$1.8 million,
  - Proceed of Disposition \$7.6 million,
  - Retrofit for Child Care \$1.0 million,
  - School Renewal \$1.3 million,
  - Temporary Accommodation \$0.2 million,
  - Other deferred revenue mainly for international students and other ministry programs \$4.0 million,

# Stmt of Financial Position - LIABILITIES

## Employee Benefits Payable (Note 7)

- Accounting number determined by actuaries (\$6.0 million),
- \$0.6 million decrease from prior year as a result of changes in the discount rate which lead to a decrease in the gratuity liability and retirement health, dental and life insurance plans, long term disability and workers compensation benefits.

## Employee Future Benefits (EFB) are comprised of:

- Gratuity Benefit Liability – frozen as at August 31, 2012 and amortized over 13.7 years (Employee Average Remaining Service Life - EARSL),
- Post-Retirement Benefits – frozen as at August 31, 2013 and amortized over 10 years,
- Other (i.e. WSIB , LTD Benefits),
- Compensated absences of \$161,000 to top up sick days in 2016-17 (not amortized).

# Stmt of Financial Position - LIABILITIES

## Net Long-Term Liabilities (Note 8)

- Comprised of:
  - Supported debentures of \$170.8 million (included in Long-Term Receivable explained on slide 5),
  - Unsupported debt of \$10.3 million (leading to the gap between amortization of tangible capital assets (TCA) and amortization of DCC explained on slide 12).
- Change in prior year of \$10.6 million is a result of:
  - Repayment of capital debt principal on supported debt of \$9.6 million,
  - Repayment of capital debt principal on unsupported debt of \$1.0 million.

# Stmt of Financial Position - LIABILITIES

## Deferred Capital Contributions (Note 9)

- Increase of \$2.7 million from prior year, as a result of increased capital expenditures.
  - As we build and renovate schools, we incur capital costs and this balance increases to cover for future amortization,
  - As we amortize TCAs, deferred capital contributions are reduced as a source of revenue for amortization expense.

Amortization of TCAs	= \$16.4 million
Amortization of DCC	= \$15.1 million
Difference (Unsupported Capital)	= \$1.3 million

# Stmt of Financial Position - LIABILITIES

## Tangible Capital Assets

- Break down provided in Note 10 to the financial statements.
- Most of the changes on the Statement of Financial Position relate to TCA (as shown on the Statement of Change in Net Debt and Statement of Cash Flows).
  - Temporary borrowing increases with spending on capital projects and decreases as funding is received from the province,
  - Long-term receivable also increases as capital spending occurs and decreases as funding is received from the province to fund capital projects in progress,
  - DCC increases as more schools are constructed, renovated or assets are acquired and decreases as TCAs are being amortized.



# Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2016	In-Year Change	At Aug 31, 2017
<b>Non-Designated Surplus</b>	<b>330,396</b>	<b>216,120</b>	<b>546,516</b>
Amounts restricted for future Board use:			
Operating Reserve	2,505,718	900,000	3,405,718
School Budgets	285,455	(87,066)	198,389
Indigenous Reserve	-	27,873	27,873
Capital Capacity Planning	70,533	-	70,533
Committed Project Reserve	-	234,180	234,180
Committed Capital Interest Earned	1,596,373	(76,382)	1,519,991
Committed Capital Projects	8,129,031	(165,291)	7,963,740
Facility Capital Reserve	5,383,537	2,000,649	7,384,186
	17,970,647	2,833,963	20,804,610
<b>Total Accumulated Surplus Available for Compliance</b>	<b>18,301,043</b>	<b>3,050,083</b>	<b>21,351,126</b>
Amounts to be recovered:			
Employee Future Benefits	(5,136,250)	458,219	(4,678,031)
Interest to be Accrued	(2,821,514)	158,751	(2,662,763)
	(7,957,764)	616,970	(7,340,794)
Other:			
School Generated Funds	3,166,515	188,513	3,355,028
Revenues recognized for land	88,526,197	12,707,338	101,233,535
	91,692,712	12,895,851	104,588,563
<b>Total Accumulated Surplus (Deficit)</b>	<b>102,035,991</b>	<b>16,562,904</b>	<b>118,598,895</b>

This represents the **accumulated operating surplus**. The change from prior year is the current operating surplus of \$216,120.

This represents closing balance of **Operating Reserve**.

This represents the total of amounts that are **internally restricted by the Board**.

# Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2016	In-Year Change	At Aug 31, 2017
<b>Non-Designated Surplus</b>	<b>330,396</b>	<b>216,120</b>	<b>546,516</b>
Amounts restricted for future Board use:			
Operating Reserve	2,505,718	900,000	3,405,718
School Budgets	285,455	(87,066)	198,389
Indigenous Reserve	-	27,873	27,873
Capital Capacity Planning	70,533	-	70,533
Committed Project Reserve	-	234,180	234,180
Committed Capital Interest Earned	1,596,373	(76,382)	1,519,991
Committed Capital Projects	8,129,031	(165,291)	7,963,740
Facility Capital Reserve	5,383,537	2,000,649	7,384,186
	17,970,647	2,833,963	20,804,610
<b>Total Accumulated Surplus Available for Compliance</b>	<b>18,301,043</b>	<b>3,050,083</b>	<b>21,351,126</b>
Amounts to be recovered:			
Employee Future Benefits	(5,136,250)	458,219	(4,678,031)
Interest to be Accrued	(2,821,514)	158,751	(2,662,763)
	(7,957,764)	616,970	(7,340,794)
Other:			
School Generated Funds	3,166,515	188,513	3,355,028
Revenues recognized for land	88,526,197	12,707,338	101,233,535
	91,692,712	12,895,851	104,588,563
<b>Total Accumulated Surplus (Deficit)</b>	<b>102,035,991</b>	<b>16,562,904</b>	<b>118,598,895</b>

Represents the interest portion of the Board's sinking fund assets **used to fund capital projects**

Represents the committed **Facility Capital Reserve** used to complement the funding of capital projects

This amount is an offset to the actuarial amounts recorded as liabilities

# Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2016	In-Year Change	At Aug 31, 2017
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	91,692,712	12,895,851	104,588,563
<b>Total Accumulated Surplus (Deficit)</b>	<b>102,035,991</b>	<b>16,562,904</b>	<b>118,598,895</b>

Represents the **interest accrual** on debenture payments

Balance of **SGF** at the end of the year

Represents the **EDC revenue** that the Board has received for land purchases to date

# Statement of Operations

## Statement of Operations – Key Areas

- This statement shows all the revenues and expenses of the Board for the year.
- When looking at this statement, we should look at the following:
  - Revenues compared to expenses (annual surplus),
  - Current year compared to the ORIGINAL budget,
  - Current year compared to the PRIOR YEAR financial statements.

# Statement of Operations - REVENUE

**\$12.9 million more than the ORIGINAL budget**

- **\$4.2 million more in grant revenue**
  - Increased enrolment results in increases in Pupil Foundation, School Foundation, Special Education, Language, School Operations and Transportation grant.
- **\$1.0 million in “Other Provincial Grants”**
  - This is the net effect of additional EPOs announced through the year.
- **\$0.7 million in “Federal Grants”**
  - This relates to additional LINC and IRCC funding.
- **\$6.1 million in Other Revenue**
  - Net increases primarily due to rental income, International Student tuition, and an increase in Education Development Charges.
- **\$0.1 million more Investment income**
- **\$0.2 million more in School Generated Funds revenue**
- **\$0.6 million in Deferred Capital Contribution for past items**

# Statement of Operations - REVENUE

## **\$22.8 million more than the PRIOR YEAR Financial Statements**

- **\$9.5 million more in grant revenue**
  - Increased enrolment results in increases in Pupil Foundation, School Foundation, Special Education, Language, and School Operations grant.
- **\$0.9 million in “Other Provincial Grants”**
  - This is the net effect of additional EPOs announced through the year.
- **\$0.7 million in “Federal Grants”**
  - This relates to additional LINC and IRCC funding.
- **\$10.8 million in Other Revenue**
  - Net increases primarily due to EDC revenue, rental income, international student tuition.
- **\$0.1 million more Investment income**
- **\$0.8 million in Deferred Capital Contribution for past items**

# Statement of Operations - EXPENSES

**\$4.6 million more than the ORIGINAL budget**

- **Increase in enrolment correlates to increase in salary and benefits.**
- **Increase in SGF expenses similar to increase in SGF revenue.**
- **Increase in other provincial grants means proportionate increases in costs – mostly instruction.**

# Statement of Operations - EXPENSES

## \$10.6 million more than the PRIOR YEAR Financial Statements

- **Instruction increased \$8.1 million**
  - Largest area of impact was salaries and wages, triggered by increase in enrolment
- **Administration increased \$0.7 million**
  - Salary increases, gratuity benefit, wage accrual, and increase in International Student staffing
- **Transportation increased \$0.6 million**
  - Growth and renewal of some contracts resulted in higher costs
- **Pupil Accommodation increased \$1.2 million**
  - Increase in amortization and contract services expense
- **Other increased by \$0.2 million**
  - Due to asset disposal (offset of \$0.2 million in revenue; Therefore net impact is nil)
- **School Generated Funds expense decreased by \$0.2 million**



# Statement of Operations – ANNUAL SURPLUS (DEFICIT)

Represents the difference between revenues and expenses.

- **\$16.6 Surplus in the current year**
  - Includes an in-year operating surplus of \$0.2 million,
  - Includes \$0.8 million of transfers into various reserves and committed capital projects,
  - Includes \$2.0 million transfer into capital reserve,
  - Includes \$0.5 million actuarial amortization recorded as a decrease in benefits,
  - Includes \$0.2 million accrued interest,
  - Includes \$0.2 million in SGF,
  - Includes \$12.7 million of EDC revenue with no corresponding expenses (recorded as tangible capital assets).

# Statement of Operations – ANNUAL SURPLUS (DEFICIT)

Overall annual surplus of \$16.6 million must be allocated by the Board to the components that make up the Accumulated Surplus

- **Some of this is prescriptive:**
  - EDC revenue must be allocated to “Revenue Recognized for Land”,
  - Reduction in employee future benefits as determined by actuarial valuations.
  
- **Some of this is at the discretion of the Board:**
  - Permit revenue for the community use of artificial turf is transferred to build up the capital reserve.

# Statement of Operations – ACCUMULATED SURPLUS

Prior Year Accumulated Surplus	102,035,991
Current Year Surplus	16,562,904
<b>Current Year Accumulated Surplus</b>	<b>118,598,895</b>
<i>Non-designated surplus</i>	
	546,516
<i>Amounts restricted for future use of the Board:</i>	
Working funds	3,405,718
Capital Capacity Planning	70,533
School budgets	198,389
Indigenous Studies	27,873
Board Commitments	234,180
Facility Capital Reserve	7,384,186
Committed capital interest earned	1,519,991
Committed capital projects	7,963,740
	20,804,610
<i>Amounts to be recovered:</i>	
Employee future benefits	-4,678,031
Interest accrual	-2,662,763
	-7,340,794
<i>Other:</i>	
School generated funds	3,355,028
Revenues recognized for land	101,233,535
	104,588,563
<b>Current Year Accumulated Surplus</b>	<b>118,598,895</b>

The prior year accumulated surplus **plus** the current year surplus **equals** the current year accumulated surplus (as outlined in the Statement of Operations)

The “Accumulated Surplus” on the “Stmnt of Operations” is the “Accumulated Surplus” on the “Stmnt of Financial Position” as per Note 11

**Questions?**

**Approved School Educational Trips**

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

Dated: Tuesday, November 21, 2017

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Benedict CES, Milton	7	80	Camp Olympia Huntsville, ON	This outing will serve as the grade 7 year end trip. Students will be celebrating their year of confirmation as a group. They will partake in activities such as a nature hike, learning about biodiversity and its place in the ecosystem. Students will grow in their leadership potential through group challenges where they must depend on each other. Through God's eyes, in the natural environment, they will develop mutual respect, trust, communication skills, and cooperation with each other while performing and executing tasks. Students will be led in a daily prayer service every evening.	Monday, June 11 - Wednesday, June 13, 2018	~\$225.00
St. Teresa of Calcutta CES, Oakville	7	39	Camp Tanamakoon Algonquin Park	This trip to Camp Tanamakoon will allow the students to develop a greater sense of community and responsibility for each other. Students are required to clean up their cabins in a cooperative way, share turns in setting tables. The students quickly understand that their actions do affect other in the community. All activities are geared toward community building and understanding our responsibility to each other and to God in His acts of creation. Staff and Students will participate in daily prayers.	Tuesday, May 22 -Friday, May 25, 2018	~\$330.00
St. Teresa of Calcutta CES, Oakville	8	40	Ottawa, ON	This trip to Ottawa will enhance St. Teresa of Calcutta's students' understanding of the history, geography and religion studies curriculum. Students will be visiting the Canadian War Museum, Parliament Hill, and the RCMP Rockcliffe Stables, to name a few places of interest. Staff and students will participate in daily prayers and a reflective tour of Notre Dame Basilica.	Wednesday, June 13 - Friday, June 15, 2018	~\$615.00

<b>Listed by Destination</b>						
<b>SCHOOL</b>	<b>GRADE(S)</b>	<b># OF STUDENTS</b>	<b>DESTINATION</b>	<b>PURPOSE</b>	<b>DATES</b>	<b>COST PER PUPIL</b>
<b>Secondary</b>						
St. Thomas Aquinas	10-12	12	Brampton, ON	The St. Thomas Aquinas Sr. Girls Volleyball team is considered one of the top teams in the province. These All Catholic Championships will be one of the highlights of the year for girls playing volleyball for St. Thomas Aquinas CSS. This experience will afford all team members an opportunity to compete, cooperate and grow together both individually and as teammates. This experience will also give all participants the chance to develop as collaborative contributors (as per the Ontario Catholic School graduate expectations) finding meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. As they always do, the team will participate in pre and post-game prayers. Players will also be attending a Celebration of the Eucharist with all 36 teams. All teams will be collecting and donating non-perishable foods as donation/gift to presented at the Mass.	Thursday, February 8 - Friday, February 9, 2018	~\$20
Jean Vanier CSS, Milton	9-12	35-40	Montreal, QC	This trip to Montreal for the Music students of Jean Vanier is a unique opportunity to experience the Canadian music scene, and the Catholic heritage of Canada in a religious, historical and musical context. The trip will include both musical, cultural and social justice components, and incorporate the new Focus on Faith Theological Them "Do you Love Me?" This trip will allow students to tour the St. Joseph Oratory, Notre Dame Basilica, and will offer many opportunities for prayer and Mass.	Friday, May 4 – Monday, May 7, 2018	~\$830.20
Christ the King CSS, Georgetown	11-12	12	Welland, ON	Students, in accordance with the developmental assets that we seek to encourage in our students, have been a member of the Senior Girls Volleyball team, practicing and competing at least 5 hours each week. This tournament is a celebration of their achievements and their progress as a team, giving them an opportunity to celebrate their achievement, and to continue learning to be a member of a team. Each night, the team will come together to reflect and pray on their day, their season, their accomplishments, and the great talents they have been blessed with. The tournament overall will help students to grow as collaborative contributors and Catholic leaders.	Friday, December 1 – Saturday, December 2, 2017	~\$63.50

**INFORMATION REPORT**

**ITEM 10.3**

**HALTON STUDENT TRANSPORTATION SERVICES (HSTS) UPDATE  
ONGOING BELL TIME EFFICIENCY INITIATIVES**

**PURPOSE:**

To inform the Board of the Bell Time Efficiency Study being undertaken by HSTS for the Town of Halton Hills.

**COMMENTS:**

On October 16, 2017, the Halton District School Board hosted a Joint Transportation Committee meeting to discuss parameters surrounding a Bell Time Efficiency Study aimed at identifying routing efficiencies within the Region of Halton.

The study would entail reviewing current bell-times and identify shifts in start and dismissal times that would reduce the number of routes required to serve eligible students. Members agreed that the shift in bell-times should not extend beyond 20 minutes where possible; later start times for secondary schools are preferable when efficiencies are present; that priority should be given to the reduction of routes when all else is equal; and the earliest and latest start and dismissal times must respect Board policy and the Education Act.

Additional discussions were had on whether HSTS or a third party consultant should complete the study. It was noted that HSTS had already completed a major study review in the Town of Oakville, resulting in a reduction of 11 buses in Oakville alone, and a total of 19 buses region-wide. It was therefore suggested that HSTS could complete the study in phases, targeting the Town of Halton Hills next.

At the October 19, 2017 HSTS Board of Directors Meeting, the above matters were discussed and re-capped, and it was ultimately resolved by the members that:

*“Be it resolved HSTS undertake a route efficiency study in the Halton Hills area with the goal of reducing the number of vehicles required”*

As such, HSTS will begin the Bell Time Review for the Town of Halton Hills in January 2018. Similar reviews may be undertaken in the Town of Milton and the City of Burlington over subsequent years. Note that HSTS continues to identify efficiencies year over year as part of the Efficiency and Effectiveness Review mandate.

**REPORT PREPARED BY:** F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES

**REPORT SUBMITTED BY:** R. NEGOTI, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

**INFORMATION REPORT**

**ITEM 10.4**

**AUDIT COMMITTEE REPORT TO THE BOARD OF TRUSTEES**

**PURPOSE:**

To provide the Board of Trustees with an update on the matters discussed at the Audit Committee meeting on November 16, 2017, in accordance with Ministry of Education guidelines. Where the audit committee brings forward a recommendation for the Board to adopt, the recommendation would be included in this report as well.

**COMMENTS:**

The most recent Halton Catholic District School Board's statutory Audit Committee meeting was held on November 16, 2017.

There were two action items presented at this meeting.

- The Audit Committee approved the 2016-2017 Draft Audited Financial Statements for submission to the Board of Trustees at the November 21, 2017 Regular Board Meeting (refer to November 21, 2017 Action Report 8.3).
- The Audit Committee approved the 2016-17 Audit Committee Annual Report to the Board of Trustees and Forwarded to the Ministry of Education. It will be brought forward to the Regular Board Meeting on December 5, 2017 as information.

The following information items were discussed:

- Compliance Report - On an annual basis, the Audit Committee is required to obtain confirmation from the Director of Education that all statutory requirements have been met as prescribed under Ontario Regulation 361/10 of the Education Act.
- Regional Internal Audit Team (RIAT) Update – the Regional Internal Audit Manager provided an update on the progress of the Continuing Education audit. This audit is expected to be completed by November 30, 2017.
- RIAT Terms of Reference for IT Security Audit – the Regional Internal Audit Manager outlined the audit scope and approach.

**REPORT SUBMITTED BY:**

J. M. ROWE  
CHAIR OF THE AUDIT COMMITTEE

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



**MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)**

Date: October 2, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	C. Cipriano	G. Merritt-Murrell
	D. Garell-Teti	R. Stagg
	Fr. Francis Salasiar	S. Guevara
	K. Bivand	A. A. LeMay
	R. Alfaro	A. Gonzalez
	S. Trites	
	V. Monaco	

Regrets M. Fuentes; H. Karabela;  
 C. Thompson

Chair: R. Stagg  
 Recording Secretary M. Zammit

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**1. Opening Prayer: Fr. Francis Salasiar**

The meeting opened at 7:05 p.m. with a prayer led by Fr. **Francis Salasiar**

**2. Approval & Revisions**

**5.1 Agenda**

**Moved by:** A. A. LeMay

**Seconded by:** S. Trites

**That,** the agenda be approved as presented;

**CARRIED**

**5.2 Minutes**

**Moved by:** K. Bivand

**Seconded by:** S. Guevara

**That,** the minutes of the September 11, 2017 Catholic Parent Involvement Committee be approved as submitted.

**CARRIED**

**3. Board Update**

C. Cipriano provided Board update on the following:

- School PRO Grants – 46 schools have been approved for a total of \$45,255;
- EQAO Results - C. Cipriano provided clarification regarding EQAO results. Discussion ensued regarding Math and communication regarding EQAO information to parents;
- Enrollment stats for international students;
- Diocesan Mass took place on September 21<sup>st</sup> in Bruce Grey Catholic District School Board in Walkerton, ON;
- First PA day was on September 25<sup>th</sup>; School Improvement Planning;
- Upcoming PA Day on October 6<sup>th</sup> – PA Day for students; Faith Day for staff.

- Cross Country Meet will take place on October 20<sup>th</sup> & 21<sup>st</sup> at Kelso Park in Milton;
- Provided dates on upcoming parent information nights for IB/AP programs.

#### 4. **Trustee Update**

S. Trites provided Trustee update on the following:

- The motion to make an exception to Policy I-15 School Name Selection was defeated at the September Board meeting;
- Policy I-44 Strategic Planning Process has been sent out for stakeholder input;
- On September 26<sup>th</sup> the ground-breaking occurred for the new Milton # 8 school.

#### 5. **Business Arising from Previous Meetings**

Nothing to report

#### 6. **Council of Chairs Agenda Review**

R. Stagg presented the agenda for the upcoming Council of Chairs meeting on October 18, 2017; a slight change was made to item 7. Discussion took place about setup.

#### 7. **Other Business**

##### **PRO Regional Grant – Speaker Brett Ullman**

G. Merritt-Murrell discussed the upcoming CPIC event featuring Brett Ullman on October 24, 2017; 193 have registered so far. Discussion took place about setup/start time.

8. **OAPCE Directors Report** – D. Garell-Teti provided feedback from the Board of Directors meeting she attended in September. Further information was provided on the upcoming OAPCE conference and logistics. D. Garell-Teti will email C. Cipriano communication that will be shared with Council of Chairs regarding the conference and the available free spots.

#### 9. **Board Committee Report**

- **Mental Health** – Meeting has be rescheduled, further information will be provided.
- **SEAC** – G. Merritt-Murrell provided feedback from the September SEAC Meeting.

Information was provided on each Board Committee for the new CPIC members.

#### 10. **CPIC Subcommittee**

- **PRO Grant Speakers** – Discussion took place about possible speakers.
- **Faith and Family Development Committee** – A. Gonzalez requested members to join the committee.

#### 11. **Events Updates**

- **OAPCE Conference & Gala (October 13<sup>th</sup> & 14<sup>th</sup>)** – confirmed attendance
- **Halton Alive Gala (October 20<sup>th</sup>)** – confirmed attendance
- **Bishop's Dinner (November 1<sup>st</sup>)** - confirmed attendance
- **People 4 Education Conference (November 11<sup>th</sup>)** - confirmed attendance
- **Chris Stefanick Reboot Live (October 26<sup>th</sup>)** – confirmed attendance

#### 12. **Future Agenda Items**

- C. Cipriano to provide a breakdown of School PRO Grants approved/denied
- PRO Grant funds – possible ideas for webinars/resources

**13. Adjournment**

**13.1 Moved by:** R. Alfaro

**Seconded by:** V. Monaco

**That,** the meeting proceed past 9:00 p.m.

**CARRIED**

**14. Moved by:** R. Alfaro

**Seconded by:** K. Bivand

**That,** the meeting adjourn.

**CARRIED**

**15. Closing Prayer**

Fr. Francis Salasiar closed the meeting with a prayer.

The meeting adjourned at 9:10 p.m.