

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, May 7, 2019
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 2018 - 2019 Bullying Prevention Awards - See the Problem, Be the Solution (T. Pinelli)	1 - 2
5. Delegations	
5.1 French Programming (N. Cambone)	3 - 24
5.2 French Programming (M. Campos)	25 - 143
6. Approval of Minutes	
6.1 Minutes of the April 2, 2019 Regular Board Meeting	144 - 150
6.2 Minutes of the April 9, 2019 Special Board Meeting	151 - 153
7. Business Arising from Previous Meetings	
7.1 Summary of Outstanding Items from Previous Meetings	154 - 155
8. Action Items	
8.1 Response to Delegations (P. Murphy)	
8.2 Rescind - Policy I-13 Appointment of Architect (N. Guzzo)	156 - 158
8.3 Policy I-43 Use of Technology and Digital Citizenship (N. Guzzo)	159 - 166

8.4	Policy II-07 The School Day (Daily Session) - Elementary & Secondary (N. Guzzo)	167 - 171
8.5	Uniform Supplier Contract Extension (A. Lofts)	172 - 173
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10.1	Appointment of 2019 - 2020 Student Trustees (C. McGillicuddy)	181 - 182
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10.3	School Educational Field Trips (J. Crowell)	183 - 185
10.4	Release of the 2019-20 Grants for Student Needs (GSN) (A. Lofts)	186 - 216
10.5	Budget Report for September 1, 2018 to February 28, 2019 (A. Lofts)	217 - 223
10.6	Capital Projects Report as of February 28, 2019 (A. Lofts)	224 - 244
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10.8	Long Term Capital Plan (LTCP) Update (Draft Report) (A. Lofts)	255 - 257
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10.10	Extensive Trip Advisory Committee (ETAC) Trip Proposals (J. Crowell)	260 - 271
10.11	Construction Report – St. Nicholas Catholic Elementary School (R. Merrick)	272 - 272
10.12	Construction Report – St. Mark Catholic Elementary School (R. Merrick)	273 - 273
10.13	Construction Report – Assumption Catholic Secondary School (R. Merrick)	274 - 274
11.	Miscellaneous Information	
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12.	Correspondence	
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (J. O'Hearn-Czarnota)	



Regular Board Meeting

Presentation

2018 - 2019 Bullying Prevention Awards -
See the Problem, Be the Solution

Item 4.1

Tuesday, May 7, 2019

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

Purpose

To provide trustees with information regarding the Halton Catholic District School Board Bullying Prevention Awards for the 2018-2019 school year and to recognize the award-winning students.

Background Information

The Halton Catholic District School Board recognizes the profound importance of creating safe and inclusive communities. Our Student Trustees William Charlebois, Denzel Herrero and Stephanie Mazza continue to lead this initiative within our Board and Region. All students have the right to feel safe, cared for, and that they belong. The 'Give Respect-Get Respect' movement that was first launched in 2010 aimed Halton Region to spread the message of respect and healthy relationships. Halton Catholic students in Grades 6 - 12 have been challenged, since 2010, to develop creative arts-based public service messages that use the theme "See the Problem, Be the Solution", promoting healthy relationships and inclusion to prevent bullying. Secondary and elementary student submissions were judged separately in the following categories: Best Poster, Best Original Song, and Best Video.

During the 2018-2019 school year, thirty-two (32) of the elementary schools and six (6) secondary schools, (with approximately 220 students), submitted entries. On April 4, 2019 all participants were invited to the See the Problem, Be the Solution Awards at Corpus Christi Catholic Secondary School. This year all students in Grades 6 - 12 were able to vote on-line for the twelve (12) contenders that met the requirements. The response and participation was very positive. In the end, the students are the ones engaged and making the decisions on the favorite poster, song and video.



Category	Student Participants	School
Best Original Poster	Marlon D'Sa, Isabella Klepczynski, Riley Shepard, Isabella Suarez	St. Joan of Arc CES
Best Original Song	Alfrancis Losa, Phillis Ong'ete, Nicole Roasa, Meriam Ziyadeh	Jean Vanier CSS
Best Original Video	Andrea Pace, Ashlie Morocho	Holy Trinity CSS

Conclusion

Congratulations are extended to not only our winners tonight, but to all the other students that participated in this Bullying Prevention initiative.

Report Prepared by:

T. Pinelli
Superintendent of Education, School Services

Report Submitted by:

T. Pinelli
Superintendent of Education, School Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

OPTIONAL FRENCH PROGRAMMING DELEGATION

May 7, 2019

Natalie Cambone

History

- In 2013 the HCDSB started the EFI pilot program in each municipality
- Breakdown of the program is 50% in English and 50% in French
- In 2016 Parents did not see any information on the Board site for the year of 2017 for EFI
- 10 delegations in total in December 2016
- The Ad Hoc Committee was created in response
- The role of the ad hoc committee which you can find on the board site: was to review the optional French Programs offered in our school district, and come back to the Board of Trustees with a recommendation that includes **a multi-year plan to address and resolve the ongoing challenges in delivering these programs.**

- In October 2017 the ad hoc committee put a proposal forward in which the Board could not sustain EFI and EF
- A survey went to stakeholders in both program to vote in favor or not of this recommendation
- The majority voted against phasing out EFI
- This is when the second round of delegation happened on November 7th, 2017 (17 delegations).

By the short history I gave you, do you think the ad hoc committee did what they were mandated to do? Do you think the board was transparent?

2017 Trustees Vote

- December 2017 in a unanimous vote the trustees voted to keep the EFI program and moved from a pilot to permanent program.
- Another vote was made that evening and passed that EFI would continue through high school and busing would continue.

In addition

Senior staff was asked to report back to the Board of trustees in December of each year 2018, 2019 with a report that must include hiring practices, retention figures, current pool numbers and any and all information as it pertains to the sustainability of the EFI program.

2016 and 2017 Delegations

- December 6, 2016 (delegations)

<https://www.hcdsb.org/Board/Lists/Meetings/DisplayMeeting.aspx?ID=665>

- December 20, 2016 (delegations)

<https://www.hcdsb.org/Board/Lists/Meetings/DisplayMeeting.aspx?ID=666>

- November 7, 2017 (delegations)

<https://www.hcdsb.org/Board/Lists/Meetings/DisplayMeeting.aspx?ID=719>

- November 21, 2017 (Trustees vote)

<https://www.hcdsb.org/Board/Lists/Meetings/DisplayMeeting.aspx?ID=720>

Teacher's shortage

Yes it is real.

- why do other boards have running programs and at a much higher scale than us.
- Other boards are expanding. How do they do it? What do they do that we don't?
- Are they hiring earlier than us? Are they recruiting teachers somewhere that we are not? Are we going to all of the possible universities that we can or are we just focusing on some?
- Should we start thinking outside the box?

45% of teachers in Quebec do not have permanent positions?

46000 teachers

In BC they are actually going to France to recruit teachers.

Are we truly doing all that we can?

Why do parents choose to put their children in EFI?

- Give their child the equal opportunity as our neighbours who are in the public board.
- Value early language acquisition
- English and French are the official languages of Canada
- to build their child resume and open doors for their future employment
- Students in EF or EFI show in High School they have an average of higher grades.

TDSB review:

<https://www.tdsb.on.ca/Portals/0/docs/TDSB%20FSL%20Review%20Summary%20of%20Findings.pdf>

Let's meet the growing demand.

Enrollment in elementary schools has been declining across Ontario on average, while at the same time, French Immersion enrollment is increasing.

The last few years the EFI sites have had a wait list and parents have been put in a position they should not be in.

How many catholic students have we lost to the public board and how many more will we lose?

- The HDSB has around 11209 in EFI how many of these are Catholic?
- They accept everyone.
- Catholic families are currently in a position to go to the public board.
- Have to make this impossible decision regarding their child's education.
- Choose between Catholic education or French studies.

- How you going to retain them?
- Keep their faith?
- One child will have access and the other not. How fair is this and what example do we set as Catholics? Yet they stand with us.
- Every Catholic students deserves the same and equal opportunities as our neighbor who are the public board.
- Why should students be penalized for being Catholic and living in Halton?
- How fair it is that surrounding boards are expanding the program yet we are not?

Who expanding?

Other boards utilizes Optional French Programming to assure that they retain numbers in their schools.

- Hamilton is expanding the EFI program next year to 2 more schools. They also do not have a lottery or refuse students on enrollment.
- Waterloo is also adding 2 more sites in 2019 and 2 more in 2020. They have a sibling rule. I have included the Waterloo recent finding and plan here:

<https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/FI-Review-Final-Board-Report.pdf>

Why a sibling ruling is important.

- We are separating families who want their children in the same optional program.
- Boards who have an acceptance of all for this program do not have a sibling ruling. Such as Hamilton, Brant Haldimand ...
- The ones who do have a sibling ruling are the boards who have limited space such as Waterloo, York & Toronto...
- Our Board has limited space and we are not protecting the families who are already **committed** to this Board and this program.
- Stress continue for their younger children who are not yet in the program.

Let's give the families who are already committed peace of mind.

Inclusive to all

All French programming should include all students as well as students with exceptionalities. Students should be given the help they need prior to advising parents that they should consider removing their child from the program. Did you know the minister as a documents in regards to this?

Link to document:

<http://www.edu.gov.on.ca/eng/amenagement/includingfls2015.pdf>

The documents is about:

*Including Students with Special Education Needs in French as a Second Language Programs*¹ has been developed as part of the Ministry of Education's ongoing commitment to strengthen French as a second language (FSL) education in Ontario. This document is intended to promote discussion among various stakeholders about issues related to the inclusion of all students, particularly students with special education needs, in FSL programs. It is also intended to serve as a resource for school boards, educators, and other stakeholders as they embrace diversity and work to ensure that schools are places where all students are welcomed and respected, and where all students can succeed.

The foundational belief that all students can learn applies to students across all subject and program areas. Throughout this document, it is emphasized that *decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student.*

IMPORTANCE OF THIS POLICY

- It will send a message to the parents who have had faith to keep their children in EFI and have faith in the HCDSB.
- Encourage the future elementary graduates of EFI at the HCDSB to continue and pursue their education in the Catholic Board.
- Eliminate the incomprehensible decision for the catholic parents of young ones who are debating between the Public and Catholic Board.
- Going to grow our board further and ensure that catholic stay in the Catholic Board.

Dear Trustees this policy is in your hands please ensure that siblings have equal opportunity, to ensure we do not lose more people to the Public Board and grow with the demand.

Optional French Programming Delegation

May 7, 2019

Natalie Cambone

Good evening,

Thank you for giving me the opportunity tonight to delegate. My name is Natalie Cambone and I am a parent of an EFI student at St Mary. I am here for the same reason that we are all here, for the success of students. I thought it was important to delegate tonight before the French policy would be presented to you from the board next week and highlight to you, the trustees the importance of this policy. I believe that it is important that everyone knows the history of what has transpired regarding optional French programming in recent years, from the parent perspective and have some facts to consider.

In 2013 the HCDSB started the EFI pilot program in each municipality. The breakdown of the program is 50% in English and 50% in French. In 2016 parents who were looking to register their children in the EFI program for 2017 did not see any information up on the board website and decided to contact the board to know when the information would be shared. This is when parents were blindsided and were informed that a vote was going to take place at the next board meeting to abolish the program. This is when a group of parents first delegated (10 delegations in total in December 2016) to salvage this amazing program and came together. Parents delegated and a decision was made not to remove the program but create a committee which was called the ad hoc committee. The role of the ad hoc committee which you can find on the board site: was to review the optional French Programs offered in our school district, and come back to the Board of Trustees with a recommendation that includes **a multi-year plan to address and resolve the ongoing challenges in delivering these programs.**

In October 2017 the ad hoc committee put a proposal forward that the board could not sustain both EFI and EF. It was recommended to phase out the EFI program. Then a survey went to stakeholders in both program to vote in favor or not of this recommendation. The majority of stakeholder were against the recommendation of phasing out EFI. Even with the results of the survey the ad hoc committee did not change their opinion.

This is when the second round of delegation happened on November 7th, 2017 (17 delegations).

By the short history I gave you, do you think the ad hoc committee did what they were mandated to do? Do you think the board was transparent? This is why on December 2017 in a unanimous vote the trustee voted to keep the EFI program and moved from a pilot to permanent program. Another vote was made that evening and passed that EFI would continue through high school and busing would continue. In addition senior staff was asked to report back to the Board of trustee in December of each year 2018, 2019 with a report that must include hiring practices, retention figures, current pool numbers and any and all information as it pertains to the sustainability of the EFI program. It was apparent that evening how parents and trustees came together as a united force for the benefit of the students.

I do recommend that you listen to the 2016 and 2017 delegation. You will find a lot of interesting facts and research parents have done.

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<https://www.hcdsb.org/Board/Lists/Meetings/DisplayMeeting.aspx?ID=665>

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Teacher's shortage

Is this real? Unreal? Yes it is real, but why do other boards have running programs and at a much higher scale than us. Plus they are all expanding and see the value. How do they do it? What do they do that we don't? Are they hiring earlier than us? Are they recruiting teachers somewhere that we are not? Are we going to all of the possible universities that we can or are we just focusing on some? Should we start thinking outside the box?

In 2017 I delegated on teachers from Quebec did you know that 45% of teachers in Quebec do not have permanent position? This is around 46000 teachers in the neighboring province without a permanent position. Did you know the salary of teachers is much higher here than in Quebec and we in Ontario pay much less taxes? Did we ever think to approach the different diocese in Quebec to recruit?

In BC they are actually going to France to recruit teachers. The Catholic Church in Canada was founded because of them. Did you know in France they pay a lot more taxes than here? Did you know that in Quebec they have seen in the last few years a rise of immigrants from France?

Are we truly doing all that we can? Please note that in just 2 years, our EFI 4 the 4 municipalities will be fully staffed all the way to grade 8. Our EFI teachers are doing a fabulous job and can now serve as mentors to new staff and encourage and support one another. Why wouldn't we want, to not only retain our numbers but grow them in this invaluable program.

Why do parents choose to put their children in EFI?

- Give their child the equal opportunity as our neighbors who are in the public board.
- They value early language acquisition
- English and French are the official languages of Canada
- To build their child resume and open doors for their future employment
- Students in EF or EFI show in High School they have an average of higher grades.

TDSB has recently done a review of their French program. Their finding was interesting, students in EFI and EF have less resources (example: books) but when they take a look at the High School grades their grades average higher than students in core. Wouldn't this fit in the HCDSB board achievement goal? Why wouldn't our board want to grow just a little more in regards to optional French programming considering if there is a demand. I've included the link to the recent research done by TDSB:

<https://www.tdsb.on.ca/Portals/0/docs/TDSB%20FSL%20Review%20Summary%20of%20Findings.pdf>

Concerning us, the parents in Optional French Programming I want to address a few false perceptions. We do not want to make our board French, we do not want to kick the Core students out of our schools. I invite you to come and see how welcoming each of the schools have been to the program. How the students work and play together. How beautiful our Christmas concert and liturgies are with the mix of students.

Let's meet for growing demand

Enrollment in elementary schools has been declining across Ontario on average, while at the same time, French Immersion enrollment is increasing.

The last few years the EFI sites have had a wait list and parents have been put in a position they should not be in. How many catholic students have we lost to the public board and how many more will we lose? HDSB has an estimate of 11209 students in EFI (based on 2016-2017 school year). How many of these students are Catholic? They accept everyone. Catholic families are currently in a position to go to the public board as they are on the wait list. Some have 1 child or 2 or 3 children already in the program, yet one of their children is on the wait list or has been on the wait list and have to make this impossible decision regarding their child's education. Choose between Catholic education or French studies. Are they to give the sibling less of an opportunity or move them to the public board where all would be accepted. Some of these families have had faith in our board and have been committed yet they might have to leave our board.

How you going to retain them? Keep their faith? One child will have access and the other not. How fair is this and what example do we set as Catholics? Yet they stand with us. Every Catholic student deserves the same and equal opportunities as our neighbor who are the public board. Why should students be penalized for being Catholic and living in Halton? How fair it is that surrounding boards are expanding the program yet we are not?

Other boards utilize Optional French Programming to assure that they retain numbers in their school. Hamilton is expanding the EFI program next year to 2 more schools. They also do not have a lottery or refuse students on enrollment. Waterloo is also adding 2 more sites in 2019 and 2 more in 2020. Waterloo does have a sibling rule. I have included the Waterloo recent finding and plan here:

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This brings me to why a sibling ruling is important. We are separating families who want their children in the same optional program. Currently boards who have an acceptance of all for this program do not have a sibling ruling. Such as Hamilton, Brant Haldimand ...The ones who do have a sibling ruling are the boards who have limited space such as Waterloo, York & Toronto... Yet our board has limited space and we are not protecting the families who are already committed to this Board and this program. It would have been very easy to lose faith in the system but they stood together and made it through the tumultuous times. The difficulties and stress continue for their younger children who are not yet in the program. Let's give the families who are already committed peace of mind.

Inclusive to all

All French programming should include all students as well as students with exceptionalities. Students should be given the help they need prior to advising parents that they should consider removing their child from the program. Did you know the minister as a documents in regards to this?

The documents is about:

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<http://www.edu.gov.on.ca/eng/amenagement/includingfls2015.pdf>

IMPORTANCE OF THIS POLICY

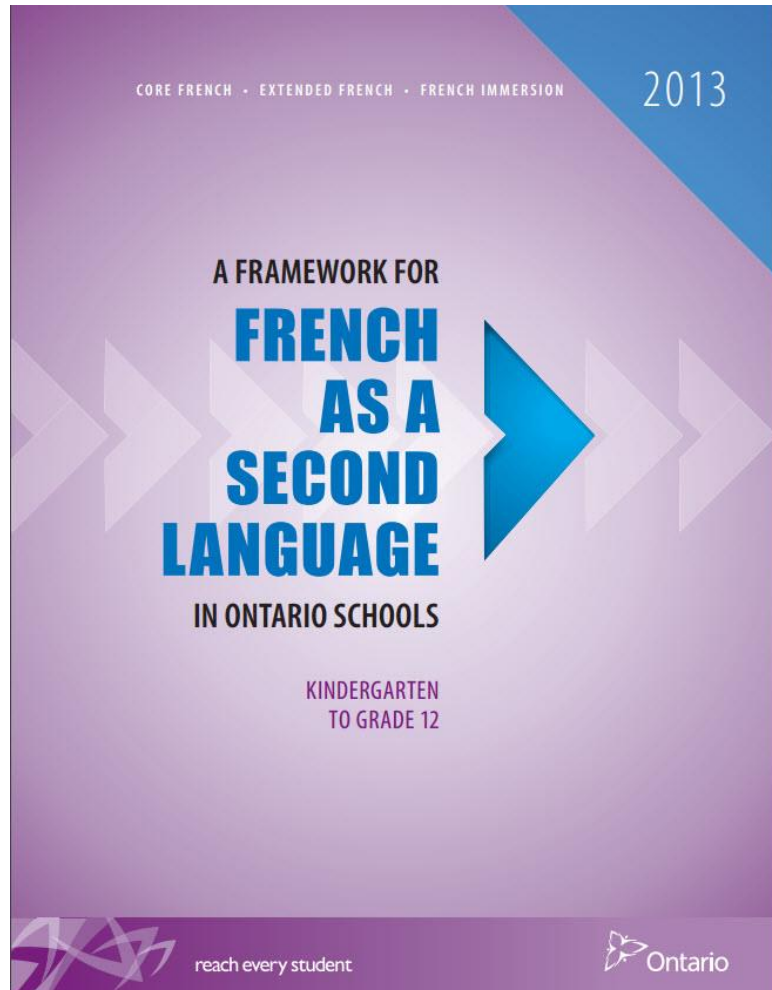
This policy is important because it will send a message to the parents who have had faith to keep their children in EFI and have faith in the HCDSB. This policy is going to encourage the future elementary graduates of EFI at the HCDSB to continue and pursue their education in the Catholic Board. This policy will eliminate the incomprehensible decision for the catholic parents of young ones who are debating between the Public and Catholic Board. This policy is going to grow our board further and ensure that catholic stay in the Catholic Board. Dear Trustee this policy is in your hands please ensure that siblings have equal opportunity, to ensure we do not lose more people to the Public Board and grow with the demand.

Delegation to the HCDSB Board of Trustees

French as Second Language Programming

Márcio Campos
May 7th, 2019

Ministry of Education Goals for FSL



GOAL 1:

Increase student confidence, proficiency, and achievement in FSL.

GOAL 2:

Increase the percentage of students studying FSL until graduation.

GOAL 3:

Increase student, educator, parent, and community engagement in FSL.

School Boards were required to submit their FSL plan to support these goals, and report on progress - 10 year plan.

What is our plan? How do we acknowledge and commit to these goals?

Government of Ontario Employee and Organization Directory

Education

Student Support and Field Services Division

Field Services Branch

French as a Second Language Policy and Implementation Unit

Primary Address: Mowat Block 12th Flr, 900 Bay St, Toronto, ON M7A 1L2

Mailing Address: Mowat Block 12th Flr, 900 Bay St, Toronto, ON M7A 1L2

Employees:

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Josee Dumas-hurt | [FSL - Education Officer](#) | 416-669-5827 | josee.dumas-hurt@ontario.ca

Kara Bowles | [Education Officer](#) | 647-292-5431 | kara.bowles@ontario.ca

Maryline Rebeiro | [Administrative Assistant](#) | 437-221-3174 | maryline.rebeiro@ontario.ca



FSL Enrollment in Ontario – Elementary

Data from the Ontario School Information System, 2016-2017

- Total Elementary enrollment Province-wide: 1,219,369 students
 - Catholic Boards: 341,903 (28%)
 - HCDSB: 22,344 (1.8%), 18th largest overall, 5th largest Catholic
- Province Elementary enrollment in FSL:
 - Core French:
 - Province: 47%
 - Catholic Boards: 55%
 - HCDSB: 43.4% (43rd overall, 19th Catholic)
 - French Immersion + Extended French:
 - Province: 17%
 - Catholic Boards: 16%
 - HCDSB: 8.6% (37th overall, 15th Catholic)

- Total FSL enrollment (Core, EF, EFI):
 - Province: 64%
 - Catholic Boards: 72%
 - HCDSB: 52%
 - 47th overall, 24th amongst Catholic

Where to grow?

	Earlier entry point for Core French	Expand access to EFI & EF
Existing curriculum?	✗	✓
Additional funding? (FSL allocation)	✗ Provincial funding starts on Grade 4	✓ Additional funding from Grade 1 for EFI
Existing demand?	Unknown if optional, certain if mandatory	Currently there are wait lists (lottery). What is the unmet demand?
Effectiveness?	How do we measure the effectiveness of each program in student proficiency and achievement outcomes?	

What should a Policy on FSL programming cover?

- Scope:
 - Alignment with *Framework for FSL, K-12 and Ontario Curriculum*
 - Commitment to the Ministry's goals for FSL
 - Definition of FSL programs offered, entry points
- Access
 - Commitment to increasing access / strive to meet demand
 - If programs are capped (lottery), family-acceptance system (uniting siblings)
- Equity & Transparency
 - Access fairly distributed (no barriers for underprivileged neighbourhoods)
 - Site selection criteria, relocation and phase-out procedures
 - Consultation/notification in advance to the affected community

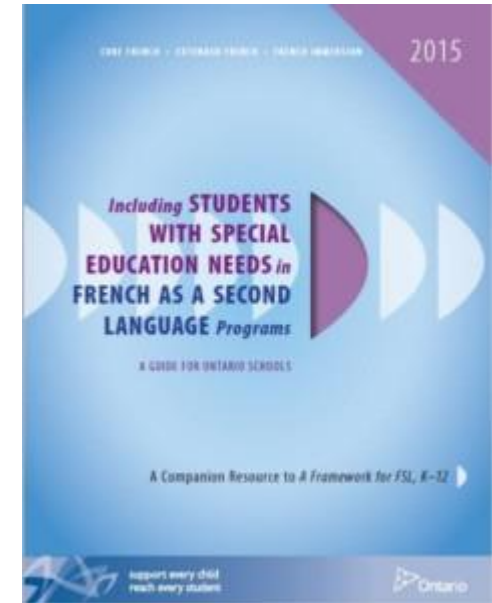
What should a Policy on FSL programming cover?

- Inclusion

- Commitment to assessing needs and providing adequate support resources; strive to retain struggling students
- Commitment to including students with exceptionalities
- Monitoring data on exemptions and transfers from FSL programs

- Community Involvement

- FSLAC – Permanent FSL Advisory Committee: include community in monitoring data, discussing recommendations, promoting student and parent engagement, and supporting learning opportunities
 - Representation from Trustees, staff, principals, French teachers, school councils, parents organizations



Accountability

- Framework to collect and periodically review data on progress towards the goals, including:
 - Percentage of students, by program, studying FSL to graduation
 - Confidence, proficiency and achievement measurables (program effectiveness monitoring)
 - Access: program spots offering vs demand, and how to adjust
 - Equity: “mapping” of registrants (demand) home schools for EF/EFI
 - Inclusion: indicators on adequacy of support resources and effectiveness of accommodations
 - Retention: attrition data (stats, reasons) and comparison with regular track; retention measures and late entry

Transportation

- Providing transportation is an important piece for equity, but it adds cost and needs funding
- Transportation cost is closely related to efficiency – the more sites offering a given program, and the more spread out their locations, the greater the opportunities for efficiency and cost reduction
- The solution for transportation cost reduction is the expansion of programs to multiple sites

Financial Implications

- Grant for Student Needs: FSL Allocation in the Language Grant provided to support **additional costs** of providing FSL programming

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$300.59
60 – 149 minutes	Extended, Grades 4 to 8	\$342.46
150 minutes or more	Immersion, JK/SK, Grades 1 to 8	\$383.11

- For 2019-2020, announced GSN doesn't change Language Grant
 - Projected for HCDSB: \$8,841,022 (4.43% increase over 2018-2019 revised estimates)
(<http://www.edu.gov.on.ca/eng/funding/1920/GSNProjections2019.pdf>)

Financial Implications

- Data on **additional costs** vs **additional funding**
- What are the additional costs to deliver our French programs?
- Which of those costs are common (shared) to all 3 programs, and which are specific to each program?
- How do they compare to the additional funding provided?

About proficiency outcome expectations

The Ministry of Education funded a pilot project in 2013-2014 to assess FSL student Proficiency and Confidence level from Grade 12 graduates from all FSL programs (Core, Extended French, French Immersion). The research was commissioned to Dr. Katherine Rehner, from the University of Toronto.

Watch the video presenting their findings at
<https://transformingfsl.ca/en/components/video-featuring-dr-rehner-2015/>

Read the synopsis or the full report at
<https://transformingfsl.ca/en/resources/student-proficiency-and-confidence-pilot-project/>

Attached is a graphic summary of that project for your reference

Attachments / References

- Enrollment in FSL per program, grouped by Board / Ontario 2016-2017 (Source: Ontario School Information System) – data extracted from <https://on.cpf.ca/wp-content/blogs.dir/1/files/Tab-4A-Enrolment-by-program-by-board.pdf>
- FSL Student Proficiency & Confidence Pilot Project – Graphic Summary Resource (https://transformingfsl.ca/wp-content/uploads/2015/12/CSc707-02_Graphic_Resource_Summary_v6.pdf)
- A Framework for French as Second Language in Ontario Schools, Kindergarten to Grade 12 (<http://www.edu.gov.on.ca/eng/amenagement/frameworkfls.pdf>)
- Including Students with Special Needs in French as Second Language Programs – A Guide for Ontario Schools (<http://www.edu.gov.on.ca/eng/amenagement/includingfls2015.pdf>)

Total Enrollment in French as Second Language (FSL) by program type, grouped by Board in publicly funded Elementary Schools, 2016-2017

Source: as reported by schools through the Ontario School Information System, 2016-2017.

Board #	Board Name	Public or Catholic?	FSL - Core		FSL - Extended		FSL - Immersion		EF + EFI		Total FSL		Total Elementary Enrollment	% of Province Enrollment
			Enrollment	% total	Enrollment	% total	Enrollment	% total	Enrollment	% total	Enrollment	% total		
B66192	Upper Canada DSB	Public	9,080	51.3%	0	0%	8,603	49%	8,603	48.6%	17,683	99.8%	17,712	1.5%
B67040	St Clair CDSB	Catholic	5,219	83.9%	0	0%	973	16%	973	15.6%	6,192	99.5%	6,222	0.5%
B66214	Renfrew County DSB	Public	4,810	80.8%	123	2%	988	17%	1,111	18.7%	5,921	99.5%	5,953	0.5%
B67008	Bruce-Grey CDSB	Catholic	1,855	67.7%	0	0%	861	31%	861	31.4%	2,716	99.2%	2,739	0.2%
B67199	Renfrew County CDSB	Catholic	2,793	77.9%	759	21%	0	0%	759	21.2%	3,552	99.1%	3,586	0.3%
B66184	Ottawa-Carleton DSB	Public	15,856	32.9%	0	0%	31,641	66%	31,641	65.7%	47,497	98.6%	48,152	3.9%
B67180	Ottawa CDSB	Catholic	2,954	10.6%	11,054	40%	13,525	48%	24,579	88.0%	27,533	98.6%	27,930	2.3%
B67172	CDSB of Eastern Ontario	Catholic	4,031	46.6%	42	0%	4,229	49%	4,271	49.4%	8,302	95.9%	8,654	0.7%
B28002	DSB Ontario North East	Public	2,100	50.4%	0	0%	1,718	41%	1,718	41.2%	3,818	91.7%	4,165	0.3%
B67202	Algonquin and Lakeshore CDSB	Catholic	5,308	68.2%	0	0%	1,214	16%	1,214	15.6%	6,522	83.8%	7,784	0.6%
B29025	Huron-Superior CDSB	Catholic	1,948	54.1%	0	0%	1,048	29%	1,048	29.1%	2,996	83.1%	3,604	0.3%
B67075	York CDSB	Catholic	27,462	75.3%	0	0%	2,653	7%	2,653	7.3%	30,115	82.6%	36,448	3.0%
B67059	Toronto CDSB	Catholic	45,588	74.5%	0	0%	4,492	7%	4,492	7.3%	50,080	81.9%	61,159	5.0%
B67091	Simcoe Muskoka CDSB	Catholic	11,389	81.6%	0	0%	0	0%	0	0.0%	11,389	81.6%	13,958	1.1%
B79910	Penetanguishene PSSB	Public	192	80.7%	0	0%	0	0%	0	0.0%	192	80.7%	238	0.0%
B66176	Waterloo Region DSB	Public	27,741	64.1%	0	0%	6,779	16%	6,779	15.7%	34,520	79.8%	43,244	3.5%
B67016	Huron Perth CDSB	Catholic	2,108	67.3%	0	0%	392	13%	392	12.5%	2,500	79.8%	3,132	0.3%
B28010	Algoma DSB	Public	3,904	61.9%	0	0%	1,117	18%	1,117	17.7%	5,021	79.6%	6,311	0.5%
B67164	Brant Haldimand Norfolk CDSB	Catholic	4,374	68.2%	0	0%	298	5%	298	4.6%	4,672	72.9%	6,411	0.5%
B29033	Sudbury CDSB	Catholic	1,289	32.3%	0	0%	1,442	36%	1,442	36.1%	2,731	68.4%	3,991	0.3%
B66133	Halton DSB	Public	17,567	39.1%	0	0%	11,279	25%	11,279	25.1%	28,846	64.3%	44,880	3.7%
B29076	Superior North CDSB	Catholic	464	64.3%	0	0%	0	0%	0	0.0%	464	64.3%	722	0.1%
B66028	Greater Essex County DSB	Public	10,436	43.5%	0	0%	4,376	18%	4,376	18.3%	14,812	61.8%	23,971	2.0%
B66117	Upper Grand DSB	Public	9,525	41.2%	0	0%	4,741	21%	4,741	20.5%	14,266	61.8%	23,094	1.9%
B67067	Peterborough Victoria Northum Clarington CD	Catholic	4,540	44.5%	0	0%	1,756	17%	1,756	17.2%	6,296	61.7%	10,211	0.8%
B28029	Rainbow DSB	Public	2,579	30.2%	0	0%	2,610	31%	2,610	30.6%	5,189	60.9%	8,526	0.7%
B67024	Windsor-Essex CDSB	Catholic	6,722	51.4%	0	0%	1,188	9%	1,188	9.1%	7,910	60.4%	13,086	1.1%
B29041	Northwest CDSB	Catholic	411	31.8%	0	0%	369	29%	369	28.5%	780	60.3%	1,294	0.1%
B67105	Durham CDSB	Catholic	6,271	43.1%	188	1%	2,166	15%	2,354	16.2%	8,625	59.2%	14,558	1.2%
B66095	York Region DSB	Public	37,175	44.1%	0	0%	12,147	14%	12,147	14.4%	49,322	58.5%	84,341	6.9%
B66125	Peel DSB	Public	49,449	43.5%	585	1%	15,355	14%	15,940	14.0%	65,389	57.5%	113,656	9.3%
B66060	Durham DSB	Public	20,900	43.0%	0	0%	6,699	14%	6,699	13.8%	27,599	56.8%	48,591	4.0%
B66001	Bluewater DSB	Public	5,014	43.6%	0	0%	1,487	13%	1,487	12.9%	6,501	56.5%	11,498	0.9%
B66087	Trillium Lakelands DSB	Public	4,631	42.6%	0	0%	1,499	14%	1,499	13.8%	6,130	56.4%	10,872	0.9%
B66079	Kawartha Pine Ridge DSB	Public	8,699	39.3%	372	2%	3,326	15%	3,698	16.7%	12,397	56.1%	22,110	1.8%
B66168	Grand Erie DSB	Public	8,293	46.8%	0	0%	1,570	9%	1,570	8.9%	9,863	55.7%	17,715	1.5%
B66150	DSB Niagara	Public	11,084	44.8%	0	0%	2,618	11%	2,618	10.6%	13,702	55.4%	24,746	2.0%
B29068	Thunder Bay CDSB	Catholic	1,976	35.7%	0	0%	1,049	19%	1,049	18.9%	3,025	54.6%	5,539	0.5%
B67121	Hamilton-Wentworth CDSB	Catholic	8,949	48.3%	0	0%	1,120	6%	1,120	6.0%	10,069	54.3%	18,543	1.5%
B66044	Thames Valley DSB	Public	23,352	44.9%	0	0%	4,882	9%	4,882	9.4%	28,234	54.3%	52,042	4.3%
B67083	Dufferin-Peel CDSB	Catholic	23,278	47.1%	1,528	3%	1,945	4%	3,473	7.0%	26,751	54.2%	49,400	4.1%
B66109	Simcoe County DSB	Public	16,011	44.3%	1,868	5%	1,641	5%	3,509	9.7%	19,520	54.0%	36,127	3.0%
B66141	Hamilton-Wentworth DSB	Public	15,656	44.6%	0	0%	3,265	9%	3,265	9.3%	18,921	53.9%	35,108	2.9%
B66052	Toronto DSB	Public	68,688	40.0%	5,072	3%	18,224	11%	23,296	13.6%	91,984	53.6%	171,633	14.1%
B67130	Wellington CDSB	Catholic	2,916	53.3%	0	0%	0	0%	0	0.0%	2,916	53.3%	5,467	0.4%

B66010	Avon Maitland DSB	Public	4,973	49.4%	0	0%	397	4%	397	3.9%	5,370	53.3%	10,074	0.8%
B67113	Halton CDSB	Catholic	9,700	43.4%	1,264	6%	650	3%	1,914	8.6%	11,614	52.0%	22,344	1.8%
B67148	Waterloo CDSB	Catholic	7,686	50.8%	0	0%	128	1%	128	0.8%	7,814	51.7%	15,121	1.2%
B66222	Hastings & Prince Edward DSB	Public	4,370	43.0%	87	1%	645	6%	732	7.2%	5,102	50.1%	10,174	0.8%
B28070	Superior-Greenstone DSB	Public	319	40.3%	0	0%	0	0%	0	0.0%	319	40.3%	792	0.1%
B28053	Rainy River DSB	Public	673	38.7%	0	0%	0	0%	0	0.0%	673	38.7%	1,741	0.1%

TOTAL		Province	572,308	47%	22,942	2%	189,105	16%	212,047	17%	784,355	64%	1,219,369	
		Catholic	189,231	55%	14,835	4%	41,498	12%	56,333	16%	245,564	72%	341,903	28%
		Public	383,077	44%	8,107	1%	147,607	17%	155,714	18%	538,791	61%	877,466	72%

Including **STUDENTS
WITH SPECIAL
EDUCATION NEEDS** *in*
**FRENCH AS A SECOND
LANGUAGE** *Programs*

A GUIDE FOR ONTARIO SCHOOLS

A Companion Resource to *A Framework for FSL, K–12*



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Une publication équivalente est disponible en français sous le titre suivant : *Inclure les élèves ayant des besoins particuliers dans les programmes de français langue seconde : Guide à l'intention des écoles de l'Ontario, 2015.*

This publication is available on the Ministry of Education website at www.ontario.ca/education.

Introduction

*Including Students with Special Education Needs in French as a Second Language Programs*¹ has been developed as part of the Ministry of Education's ongoing commitment to strengthen French as a second language (FSL) education in Ontario. This document is intended to promote discussion among various stakeholders about issues related to the inclusion of all students, particularly students with special education needs, in FSL programs. It is also intended to serve as a resource for school boards, educators, and other stakeholders as they embrace diversity and work to ensure that schools are places where all students are welcomed and respected, and where all students can succeed.

The foundational belief that all students can learn applies to students across all subject and program areas. Throughout this document, it is emphasized that *decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student.*

Background


Achieving Excellence: A Renewed Vision for Education in Ontario (Ontario 2014a, p. 3) outlines four goals for education in Ontario:

- Achieving excellence
- Ensuring equity
- Promoting well-being
- Enhancing public confidence

These goals are interconnected – success in one leads to success in others. Because of this, ensuring equity in our education system is a foundational step that will help all students in Ontario achieve excellence. A key strategy related to ensuring equity is inclusive education, which is based on the acceptance and inclusion of all students. The fundamental principles of equity and inclusive education have inspired a cultural shift, as barriers are identified and removed and the potential of all students is increasingly recognized and valued. But it is not enough simply to remove barriers.

1. Hereafter, *Including Students with Special Education Needs in FSL*.

Achieving Excellence reminds us that “it is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding” (p. 8). For this reason, *Including Students with Special Education Needs in FSL* focuses not only on ways of making FSL programs more available to students with special education needs but also on the supports these students need to succeed.



Key Terms

French as a Second Language Programs

French as a second language (FSL) is taught in English-language school boards. The FSL programs in Ontario are Core French, Extended French, and French Immersion. For more information about each program, refer to *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013* (available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf) and *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion, Grades 9 to 12, 2014* (available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf).

Students with Special Education Needs

Students with special education needs are students who are receiving special education programs and/or services, including students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC); those who have not been identified by an IPRC but require an Individual Education Plan (IEP); and those who are receiving special education programs and/or services even though they may not yet have an IEP. For more information, see the Ministry of Education’s website, at www.edu.gov.on.ca/eng/parents/speced.html.

Inclusive Education

“Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.” (*Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy, 2009*, p. 4. This publication is available on the ministry’s website, at www.edu.gov.on.ca/eng/policyfunding/equity.pdf.)

In 2013, the Ministry of Education released *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*,² demonstrating its commitment to continue to strengthen FSL education in Ontario. *A Framework for FSL* articulates a vision for FSL education in Ontario – namely, that “students in English-language school boards have the confidence and ability to use French effectively in their daily lives” (Ontario 2013b, p. 8). This document describes three goals, identified by the Ministry of Education, that support this vision:

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

A Framework for FSL also outlines guiding principles, strategic focus areas, and a range of actions that can be applied to strengthen FSL programs and attain these goals. One of these guiding principles is that *FSL programs are for all students*. This principle advances a common understanding of the importance and benefits of FSL education. It is realized when FSL classrooms from Kindergarten to Grade 12 reflect the diversity of the student population, including English language learners and students with special education needs.

Embracing the principle that FSL programs are for all students, *Including Students with Special Education Needs in FSL* builds on *A Framework for FSL*, promoting the inclusiveness of Core French, Extended French, and French Immersion programs. The purpose of *Including Students with Special Education Needs in FSL* is to increase the participation and engagement in FSL programs of students with special education needs – that is, students receiving special education programs and/or services, who may or may not have been identified as exceptional.

Including Students with Special Education Needs in FSL is based on an examination of current research literature, data, policies, and practices, as well as on feedback from various stakeholders, all of which confirm that inclusion in FSL programs is a timely and important topic. Consultations with educators from Ontario’s sixty English-language school boards as well as other groups provided input and valuable feedback from a variety of perspectives, including those of stakeholders in FSL, special education, and the Student Success initiative. By reviewing research on the participation of students with special education needs in FSL and providing information and strategies to support this participation, we hope to engage all stakeholders and encourage them to take action that will contribute to enhanced outcomes for all students.

2. Hereafter, *A Framework for FSL*.

Realizing the Promise of the FSL Framework

Including Students with Special Education Needs in FSL complements *A Framework for FSL* and clarifies the foundational principle that FSL programs are for all students. The Ministry of Education is committed to including and supporting all students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion, and the revised curriculum policy documents for FSL released in 2013 (the elementary curriculum) and 2014 (the secondary curriculum) make specific reference to the importance of supporting all students in FSL programs.

The intended audience for *Including Students with Special Education Needs in FSL* includes educators, resource staff, principals and vice-principals, system administrators, and parents. This document provides information intended to enhance the knowledge and understanding of all stakeholders about the social benefits of, and literacy supports associated with, the study of FSL. It also provides information about the options available to students with special education needs with regard to participation in FSL programs. In addition, it includes examples of actions taken by school boards to ensure that their FSL programs welcome and are respectful of all students. Greater understanding of inclusionary policies and insights into effective practices will enable educators, parents, and other decision makers to overcome incidences of exclusion and ensure that all students have the opportunity to experience the benefits of linguistic duality.

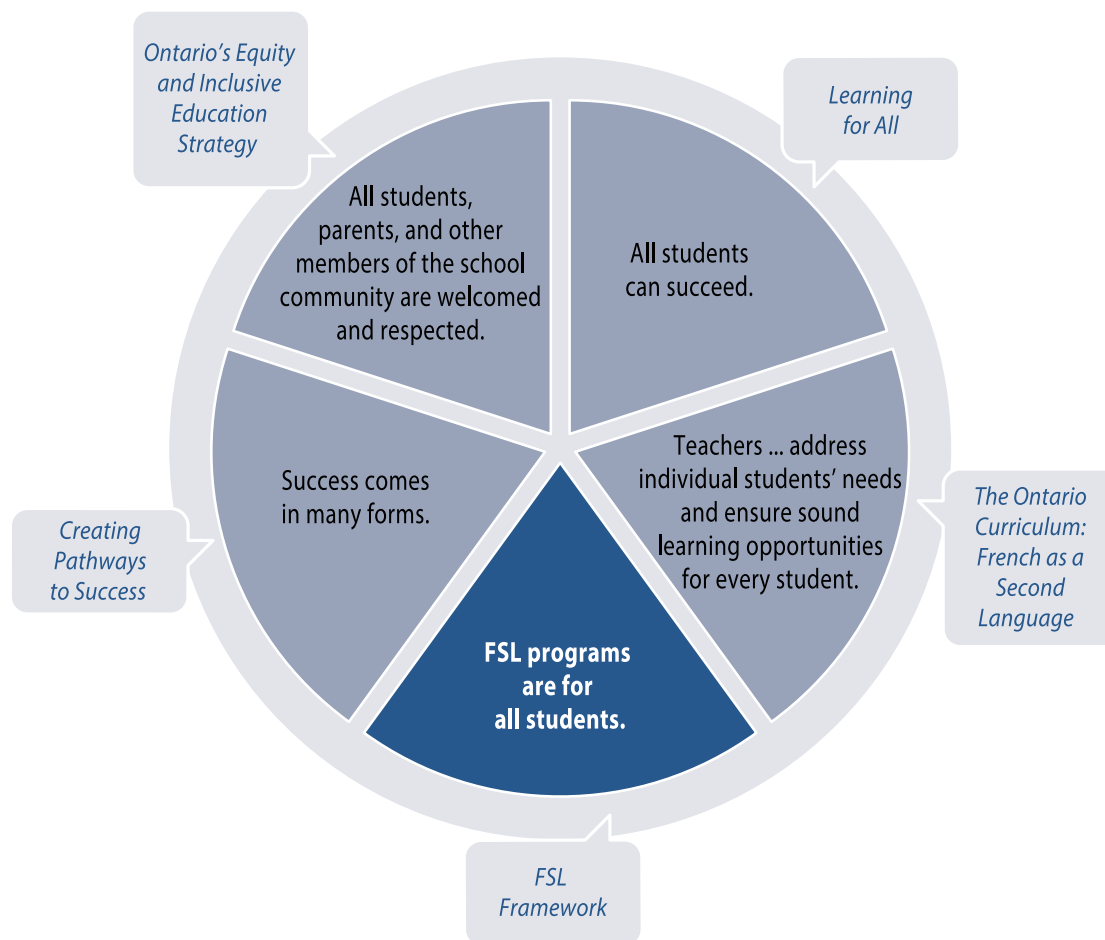
All stakeholders have a role to play in promoting inclusiveness in FSL programs. At the system level, school boards can collect data about participation and achievement in FSL; analyse trends in the participation of students, including students with special education needs, in FSL; ask questions about the inclusiveness of their policies and practices; and propose changes to address emerging areas of need. At the level of the school and the individual student, principals, teachers, parents, and students can all benefit from accurate information about programs, policies, and potential supports. This information, combined with knowledge about the strengths, needs, and pathway goals of individual students, can then be applied in order to make informed, case-by-case decisions that are in the best interests of students.

Alignment with Ministry Policies and Initiatives

The beliefs and principles articulated in *Including Students with Special Education Needs in FSL* and in *A Framework for FSL* have strong connections to those in several other ministry initiatives. The following documents endorse principles of diversity and inclusiveness and highlight the importance of supporting all students so that they can succeed:

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*, 2013, available at www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*, 2013, available at www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8*, 2013, available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12*, 2014, available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf
- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, 2009, available at www.edu.gov.on.ca/eng/policyfunding/equity.pdf
- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools*, 2013, available at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

The following figure highlights ways in which the preceding documents align with the core beliefs and principles underpinning *Including Students with Special Education Needs in FSL*. Each segment features a key quotation relevant to the fundamental principle of supporting all students in their unique education journeys.



The Organization of This Document

Including Students with Special Education Needs in FSL is organized into three sections. Section 1 presents an analysis of research and specific data relevant to the participation in FSL of students with special education needs. Section 2 provides information about relevant legislation and policies, clarifying the basic requirements in Ontario with respect to both FSL education and students with special education needs. Section 3 discusses new ways of thinking about diversity, participation, and engagement, and suggests strategies for aligning educational practices with emerging values to create inclusive environments for all students, including students with special education needs.

1. A Review of Research and Provincial Data

This section presents a review of research findings related to FSL education, with a particular focus on participation in FSL programs, the benefits of studying FSL, and strategies that support students with special education needs, enabling them to participate in these programs and experience their benefits. We also analyse data on the participation of all students, including those with special education needs, in FSL programs in Ontario. Various questions arise from reflecting on these data, and we highlight some questions that boards and schools may wish to consider in the interests of increasing the inclusiveness of FSL programs.

Reviewing Research Findings³

To ensure that practices and decision making related to the participation of students with special education needs in FSL are in the best interests of students, it is important to ground these practices and decisions in reliable research. By presenting findings from recent research, we hope that *Including Students with Special Education Needs in FSL* can serve as a resource for educators seeking to update their practices and to have informed conversations with parents and colleagues about issues related to inclusiveness in FSL programs. Educators, school board staff, parents, and other stakeholders in the educational community may find it useful to draw on the research findings presented here in order to support effective communication, professional learning, and decision making at the board, school, and individual student levels. Reflections from various stakeholders are highlighted throughout the following pages.

3. This commentary and review of research is based on an unpublished literature review conducted in 2014 by Callie Mady (Nipissing University), Stefanie Muhling (York University and University of Toronto), and Katie Rose (Nipissing University). The literature review was commissioned by Nipissing–Parry Sound Catholic District School Board, with funding from the Ontario Ministry of Education, as part of the commitment to support school boards and educators as they respond to the call for inclusive education in FSL programs.

“Research can help us inform policies and procedures at the board level which will then inform the work at the school level. I also think that research is helpful when helping parents make decisions.”

A superintendent of education

Three important findings arise from a review of the literature:

- Students with special education needs benefit from learning French as a second language.
- Specific strategies and supports have been shown to be effective in meeting the needs of students with special education needs.
- Educational policies reflect increasing support for including all students in FSL programs.

The following three subsections provide details related to these findings.

The Benefits of Learning French as a Second Language

Students with special education needs are a diverse group of learners. Many students in this group have no inherent difficulties with learning a second language, as their individual needs are not specifically related to receptive or productive language. In fact, some students in this group have a heightened capacity for many aspects of language learning. Even some students with learning difficulties that relate specifically to language learning can, with the provision of support, experience both academic and social benefits from participation in FSL programs.

Academic benefits include heightened phonological, morphological, and metalinguistic awareness and enhanced ability to use reading strategies. Researchers have found that such awareness and strategies are transferable and applicable across languages. For example, Kruk and Reynolds (2011) compared the reading abilities of French Immersion students (groups of average and at-risk readers) and English students (groups of average and at-risk readers). They determined that at-risk readers benefited from participation in the Immersion program, a finding that they attributed to the transfer of phonological awareness across languages and to increased flexibility in the use of comprehension strategies. Deacon, Wade-Woolley, and Kirby’s (2007) longitudinal study also provides robust evidence of the transfer of knowledge across languages, as English morphological awareness contributed to reading comprehension in French, and French morphological awareness subsequently had a positive impact on reading in English. Sauvé (2007)

suggests that students who learn to read in a second language often receive more explicit instruction in reading strategies. She found no significant difference between students with reading disabilities who were enrolled in French Immersion or English programs in a variety of areas (e.g., spelling, arithmetic, reading comprehension, perceived social acceptance, parent and teacher ratings of behaviour). Moreover, data related to the small group of students who had transferred out of French Immersion indicated that the change of program did not improve their learning outcomes.

“As researchers and educators move forward in their work to understand and address the needs of all students in FSL, they may do so with the knowledge that students with special education needs have the potential to gain second language skills and related cognitive skills, while remaining at least on par academically with students with special education needs who do not study FSL. Furthermore students with special education needs who are included in FSL programs may also gain increased confidence and other affective benefits associated with feeling included.”

A researcher

Social benefits associated with the participation in FSL of students with special education needs include increased motivation, self-esteem, and confidence, which can be linked to being included with one's peers (Arnett, 2013). Students with special education needs who receive appropriate supports in FSL programs also gain access to the numerous advantages available to all Canadians who have the confidence and ability to communicate in both official languages. These advantages include greater employment options and earning potential, enhanced problem-solving skills, greater creativity, and increased cognitive flexibility and ability to formulate concepts (Alberta Education, 2009).

Effective Strategies and Supports

Research findings offer insight into the effects of removing barriers and providing support for all students in FSL. These findings confirm that all students can be successful when the learning *environment*, learning *goals*, and teaching and learning *strategies* are appropriate for their needs. Arnett (2003, 2008, and 2010) outlines instructional strategies that have been used to create a supportive and inclusive

learning environment in the FSL classroom, including reminding students of the time remaining to complete an activity, minimizing distractions, and providing positive reinforcement. Academic coaching was found to help exceptional students by using positive questioning and active listening to maximize their potential (Harding, 2012). Successful results have also been documented with respect to the use of technology and the promotion of related strategies such as diversified and individualized instructional and assessment practices to increase student engagement (Pellerin, 2013). Another research-based practice, peer tutoring, was found to have positive effects on reading proficiency among FSL students (Bournot-Trites, Lee, & Séror, 2003).

Several researchers who explored aspects of early literacy indicators highlight the importance of early identification of French immersion students who require literacy remediation, given that early identification enhances the effectiveness of remedial instruction for at-risk students (Wise & Chen, 2010; Jared, Cormier, Levy, & Wade-Woolley, 2011; Erdos, Genesee, Savage, & Haigh, 2014; and Bourgoin, 2014). This literature also strongly supports the need for increased assistance for such students within the FSL program. Research identifying and studying ways to support inclusive environments, such as that by Brims (2012), can be used to assess innovations intended to support students with identified literacy-related learning disabilities who are integrated into Core French, Extended French, and French Immersion classrooms. Assistance and strategies that were found to be of potential value in the FSL classroom include the development of phonological and metacognitive awareness, the explicit teaching of reading strategies, assistance in developing and applying reading skills, team teaching, the provision of social support, and the use of assistive technology. Researchers also noted the value of teachers' developing their awareness of ways in which students' home languages influence how they learn French and come to understand the workings of the language. Including such strategies and practices in FSL programs enhances the potential of students with special education needs to benefit from learning FSL.

“Learning another language helps children to become more aware of their own. This awareness can lead to improvements in literacy across the curriculum.”

“Languages without Limits” website, at www.languageswithoutlimits.co.uk/why.html

Research also points to the need to provide supports and professional development opportunities for classroom teachers. Professional learning opportunities can enhance the awareness of resource teachers and FSL teachers of the practical applications of research findings related to supporting all students in FSL programs. Moreover, classroom FSL teachers benefit from support and professional development focused on meeting the diverse needs of their students and providing appropriate accommodations for students with special education needs (Lapkin, Mady, & Arnott, 2009; Lapkin, MacFarlane, & Vandergrift, 2006).

More information on strategies and practices that can support all students in FSL classrooms can be found in Section 3 and Appendix A.

Including All Students in FSL Programs

A review of documents from ministries of education across Canada indicates that they all contain general policies that ensure access to education for students with special education needs. However, it would appear that, in practice, such broad policies are not necessarily being applied in FSL education. In light of this finding, it is important to note that current legislation and policies in Ontario do not endorse exemptions for students with special education needs from FSL programs – it is expected that all students in English-language publicly funded schools will have access to FSL programs.

The issue of access is addressed in various policy documents. As we have noted, one of the principles of *A Framework for FSL* is that “FSL programs are for all students” (Ontario, 2013b, p. 9); this document also explicitly deals with access for students with special education needs. In addition, *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* (Ontario, 2009) calls for each school to create and support a positive school climate that fosters and promotes equity, inclusive education, and diversity. The principles identified in this strategy can support crucial conversations about fostering greater engagement and participation in FSL, as stakeholders collaborate to identify and address discriminatory biases and systemic barriers in order to support the achievement and well-being of all students.

“In my role at the university, I ensure that my syllabi for future teachers of FSL include developing an awareness of research. Identifying barriers and solutions to overcome them was part of a recent assignment to help break myths around ‘privilege’ and FSL.”

A university instructor

Based on her research findings, Arnett (2013) has called for greater inclusiveness in FSL. She states that, by allowing exemptions from French for students with special education needs, schools are not only demeaning the value of FSL programs, but they are also inhibiting students from exploring the possibilities that come with learning a second language. Critical examination of potential biases and barriers to inclusion can lead to positive changes and greater student participation and engagement.

Reflecting on Data on FSL Enrolments in Ontario

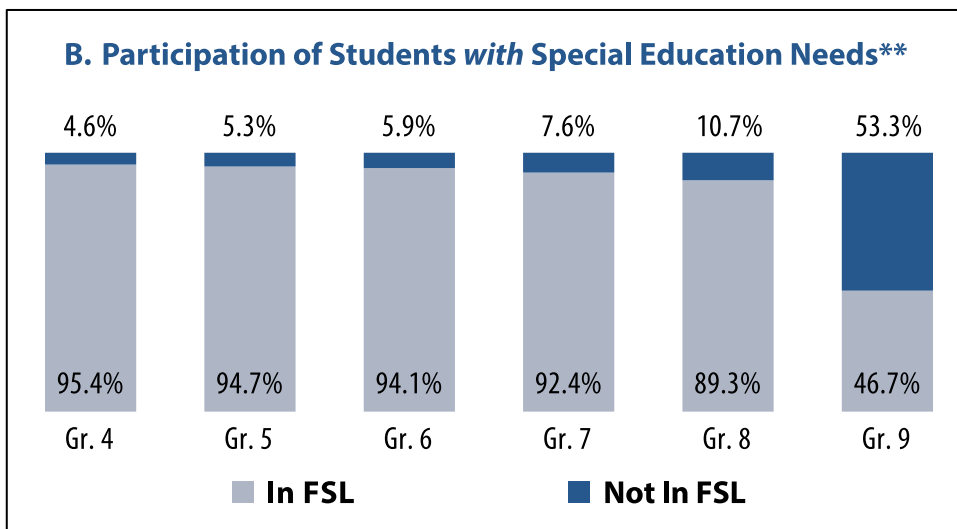
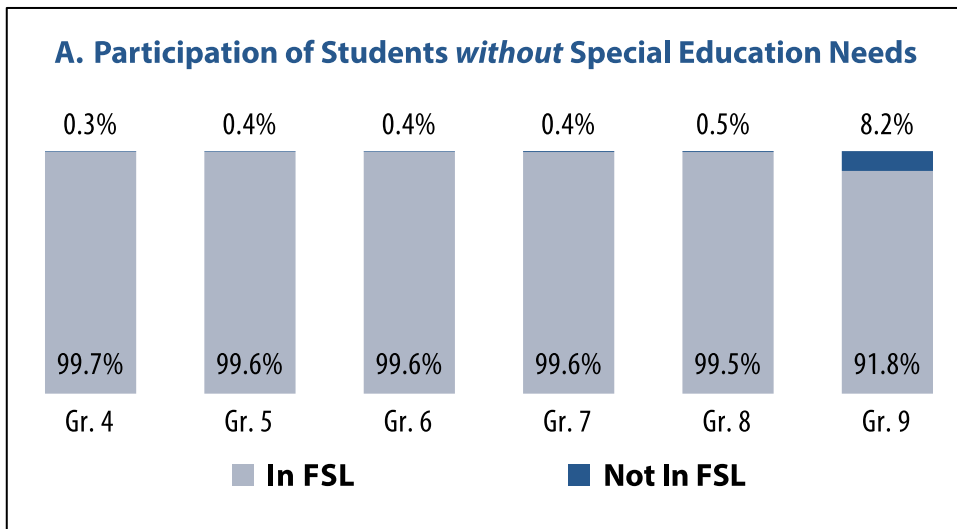
When developing appropriate practices to address issues relating to inclusion in FSL, it is useful to have access to accurate, up-to-date data on participation in FSL programs. By reflecting on such data, and the questions that arise from them, stakeholders are able to assess the need to create or revise practices and procedures.

This section presents data on the enrolment of students, including students with special education needs, in FSL programs in Ontario. The data are from the 2012–13 school year, as these were the most recent data available at the time of the development of this document. They are consistent with comparable enrolment data from previous years.

Graphs A and B show the participation in FSL programs of students without (Graph A) and with (Graph B) special education needs in Grades 4 through 9. These grades were selected because participation in FSL is mandatory from Grades 4 to 8 for all students in English-language elementary schools, and secondary students must earn at least one FSL credit (which would typically be a Grade 9 course) to obtain an Ontario Secondary School Diploma. Both graphs show a pattern of decreasing participation in FSL, with the most significant decline occurring between Grades 8 and 9. However, as Graph B makes clear, the participation of students with special education needs decreased much more substantially, not only from Grade 4 to

Grade 8 but, most dramatically, between Grades 8 and 9: in Grade 8, over 89 per cent of students with special education needs participated in FSL; in Grade 9, that proportion fell to under 47 per cent.

Participation of Students in FSL Programs, Grades 4–9, 2012–13*



* Data used in these graphs are specific to the purposes of *Including Students with Special Education Needs in FSL* and are not strictly comparable to other figures published by the Ministry of Education.

** Calculations related to “students with special education needs” in these graphs are based on the number of students who receive special education programs and/or services.

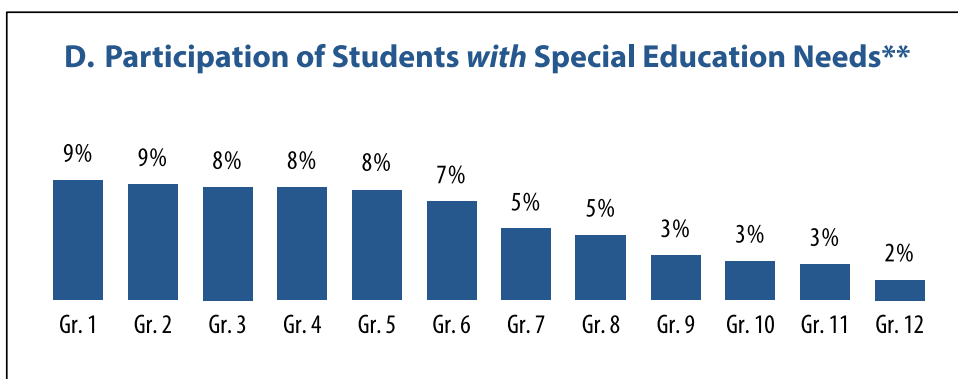
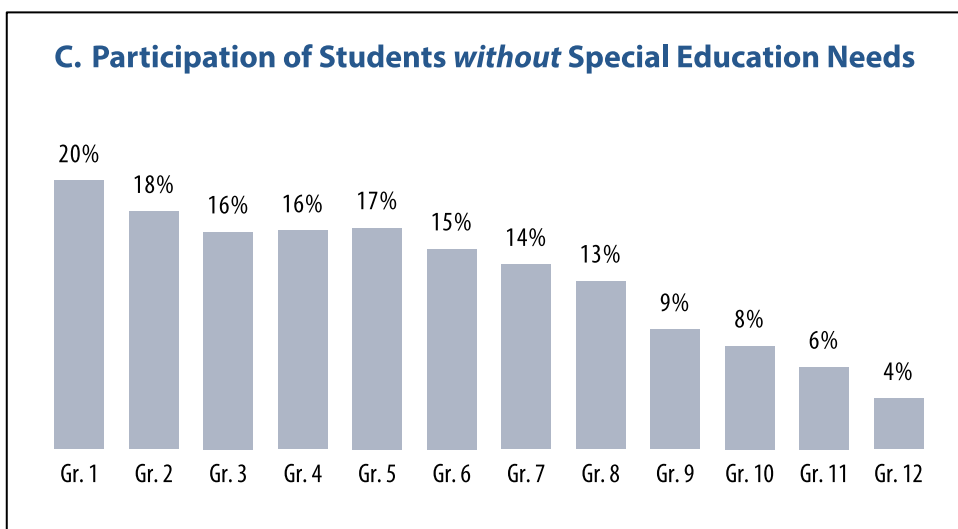
One of the goals of *Including Students with Special Education Needs in FSL* is to stimulate conversations in schools and school boards about student participation in FSL. To that end, administrators and educators may wish to consider the following list of questions, which are intended to support conversations at the school and board levels regarding the participation of students in FSL programs in Grades 4 to 9 and the decline in participation, particularly for students with special education needs, after Grade 8.

Questions for Reflection Relating to the Data in Graphs A and B

- Are decisions with respect to transfers, exemptions, and/or substitutions made on a case-by-case basis, informed by each student's strengths, needs, and interests? If not, how are such decisions made?
- How is student engagement in FSL reflected in our board/school improvement strategies?
- What are our practices and procedures with respect to transitions for all students, including those with special education needs?
- How many students (in our school/district) are enrolled in FSL in Grade 9? How many are not? Why are these students not enrolled?
- To what extent do the data in these graphs align with our awareness of the benefits of FSL, and our commitment to equity and inclusive education?

Graphs C and D show the participation in French Immersion and Extended French programs of students without (Graph C) and with (Graph D) special education needs in Grades 1 through 12. As in Graphs A and B, the data reveal a difference in participation in FSL across grades. They also reveal a consistent gap in the participation of students with special education needs, which is roughly half the participation rate of students without special education needs.

Participation of Students in French Immersion and Extended French Programs, Grades 1–12, 2012–13*



* Data used in these graphs are specific to the purposes of *Including Students with Special Education Needs in FSL* and are not strictly comparable to other figures published by the Ministry of Education.

** Calculations related to “students with special education needs” in these graphs are based on the number of students who receive special education programs and/or services.

The trends in Graphs C and D also raise a number of questions that schools and school boards may wish to consider, with the goal of increasing student participation in all FSL programs.

Questions for Reflection Relating to the Data in Graphs C and D

- What local (school/district) data do we have about participation in various FSL programs? Are there data about why students leave the FSL programs at various times (e.g., in the primary years or between Grade 8 and Grade 9)?
- What factors may contribute to the patterns in these data?
- What supports are available for students experiencing difficulties in FSL programs?
- How do we support the belief that students can be successful in and benefit from FSL?
- What training and support are FSL teachers receiving to help them meet the needs of all learners?

School boards and educators may wish to use these questions, and those related to participation in FSL in Grades 4 to 9, as a basis for investigating patterns within their own school or district. Educators are encouraged to critically reflect on relevant policies and practices at the classroom, school, and district levels (e.g., policies/practices related to transition planning, FSL program reviews, resource team meetings, course selection, timetabling), using an equity and inclusive education lens. Such analysis and reflection can be used to promote equity and inclusive education and to support decision making about participation in FSL programs on a case-by-case basis, to serve the best interests of individual students.

2. Policies That Inform Decision Making

This section of *Including Students with Special Education Needs in FSL* provides information and links to relevant legislation and ministry policies related to FSL, transitions, education and career/life planning, and special education. By outlining actual requirements in these areas, we hope to encourage boards and schools to review their local practices and procedures to ensure that they promote the best possible outcomes for each individual student.

Like all students, students with special education needs have diverse strengths, interests, abilities, and challenges. Not all exceptional students face difficulties in learning a second language; others require specific interventions and supports to enable them to succeed in FSL programs. Because of this diversity, it is important that decisions regarding participation in FSL programs be made on a case-by-case basis, and it is essential that those involved in making these decisions have accurate and up-to-date information about relevant legislation, ministry policies, and related school board procedures. Research suggests that FSL program decisions are sometimes based on practices and traditions that boards and/or schools assume to be grounded in policy when, in fact, relevant policies may have changed over time or proposed policy may never have been formalized.

FSL Policies and Practices

Until 2004, the ministry's Policy/Program Memorandum (PPM) No. 58 provided for the possibility of exemptions from the elementary Core French program. Since the revocation of PPM No. 58 in 2004, however, there is no ministry policy outlining exceptions to the inclusion of all students in FSL programs.

The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013 and The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014 are inclusive of all students. These documents state that, “to be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students” (Ontario, 2014b, p. 35).

In the section “Planning French as a Second Language Programs for Students with Special Education Needs”, the FSL curriculum policy documents outline program and planning considerations to meet the needs of all students.⁴ They describe the importance of supporting all learners in FSL and include information about appropriate instructional approaches; the importance of identifying the areas of strength and need in the student’s Individual Education Plan (IEP); the provision of instructional, environmental, and/or assessment accommodations; and the modification of curriculum expectations, as outlined in the IEP.

In addition, the secondary FSL curriculum includes new courses that are intended to enhance the participation, engagement, and achievement of all students in FSL. The new Grade 9 course in Core French is an introductory course for students with little or no previous knowledge of French. In French Immersion, new applied courses in Grades 9 and 10 provide an additional pathway option for students.

Supporting Successful Transitions: Education and Career/Life Planning

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools is based on three core beliefs (Ontario, 2013a, p. 9):

- All students can be successful.
- Success comes in many forms.
- There are many pathways to success.

The education and career/life planning program in every school is intended to be inclusive (designed to engage all learners) and holistic (taking the whole student into account). Through this program, students will get to know themselves as learners, explore their opportunities, set goals, and make decisions. The program also supports students throughout the many transitions that they experience, including the one from elementary to secondary school.

As part of the education and career/life planning program, students are required, with teacher support, to document and reflect on their learning, as well as their strengths, interests, and goals, in “All About Me” portfolios (for students in Kindergarten to Grade 6) and Individual Pathways Plans (IPPs – for students in Grades 7 to 12). As students engage in FSL programs, second language learning becomes part of these educational self-portraits. These portfolios and IPPs are useful sources of information when planning for transitions for all students, including students

4. See the FSL curriculum documents for Grades 1–8 (pp. 30–40) and for Grades 9–12 (pp. 38–43).

with special education needs. Students and parents contemplating decisions about pathways, courses, and the transition between elementary and secondary school – including options for the study of FSL – may find it useful to review IPPs. In addition, the “All About Me” portfolios and IPPs can be used as a source of information when developing transition plans, which are required for all students with an IEP. (For further discussion of IEPs, see “Individual Needs and the IEP” below.) With respect to FSL, decisions can be further informed by access to current, reliable information about the cognitive, social, and academic benefits of second language learning, up-to-date information about FSL courses in different pathways, and information about the potential employment advantages associated with second language proficiency.

For more information about transitions and the education and career/life planning program, see *Creating Pathways to Success*, which can be found on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf.

Information on the supports that will be available in the classroom to particular students can also inform decisions made during transition planning. It is important that students and parents are aware that all classrooms, including FSL classrooms, are required to provide appropriate supports for students who have special education needs. As noted earlier, to ensure that all students receive the support they need to be successful in FSL, both the elementary and secondary FSL curriculum documents include sections that are intended to support FSL teachers in planning for students who have special education needs, based on accommodations, modifications, or alternative expectations outlined in the IEP. As the curriculum documents also note, FSL teachers “have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal” (Ontario, 2013d, p. 35).

In order to support educators in continuing to develop the professional knowledge and skills needed to meet the needs of diverse learners in FSL, other Ministry of Education resources provide further information and strategies related to differentiated instruction, universal lesson design, and the integration of instruction and assessment practices. More information and examples of such strategies can be found on the following websites:

www.edu.gov.on.ca/morestudentsuccess/instruction.html

www.edu.gov.on.ca/eng/general/elemsec/speced/asdsecond.pdf

www.curriculum.org/fsl

www.edugains.ca/newsite/di/index.html

www.edugains.ca/newsite/curriculum/index.html

“I need to learn more about strategies and accommodations to support my students. I also want to collaborate with my special education resource teacher so that he will know more about my program.”

An FSL teacher

Course Selection and Credit Requirements

Course selection is a significant aspect of education and career/life planning, and it is important that all stakeholders understand the available options and requirements. *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011* sets out the requirements that govern the policies and programs of all publicly funded elementary and secondary English-language schools in Ontario. It outlines (on p. 55) the credit requirements for the completion of the Ontario Secondary School Diploma (OSSD), which include one credit in French as a second language. Up to three FSL credits may be used to meet compulsory credit requirements for the OSSD.

Ontario Schools states that secondary school principals have the discretion to substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. These substitutions “should be made to promote and enhance student learning or to respond to special needs and interests” (p. 61). It should be noted that there is no policy or program requirement suggesting that such substitutions should be made for FSL in particular. If a substitution for a compulsory credit is deemed necessary or in the best interests of an individual student, there are a variety of options. For example, if a Grade 8 student is planning to enrol in a Grade 9 learning strategies course in the coming school year, the principal could:

- defer a compulsory credit that would have been taken in Grade 9 to a later year, or
- substitute the learning strategies course for a compulsory credit in another subject area (e.g., courses in arts, health and physical education, geography, French as a second language, and information technology that are not prerequisites for a compulsory Grade 10 credit).

For more information on credit requirements and substitutions, see *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*, which can be found on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf.

Special Education Policies and Practices

The Education Act and the regulations made under it mandate the provision of special education programs and services in Ontario's publicly funded schools. School boards must establish policies and practices in accordance with current legislation and Ministry of Education policies. Decision makers at the local level comply with provincial policies in different ways. Their local practices and procedures can have a profound impact on the participation of students, particularly students with special education needs, in FSL programs. Consequently, it is important that decision makers at the local level understand what is and what is not required.

The following section focuses on aspects of program planning for students with special education needs who are enrolled in FSL programs. For details on legislation and policies related to special education – including those related to the identification of exceptional students and determining needs for accommodations, modifications, and/or alternative expectations – readers should consult the ministry website, at www.edu.gov.on.ca/eng/policyfunding/speced.html.

Individual Needs and the IEP

A key process in program planning for students with special education needs is the development of the Individual Education Plan (IEP). This is a working document that outlines the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.⁵ It must include all subjects or courses in which the student requires instructional, environmental, and/or assessment accommodations and/or modified or alternative expectations. The development, implementation, and monitoring of an IEP is a collaborative effort that involves the student, parents, and school staff. If a student requires accommodations and/or modified or alternative expectations in FSL, it is important to include the FSL teacher as part of the team creating and implementing that student's IEP.

For detailed information on the development and implementation of IEPs, consult *The Individual Education Plan (IEP): A Resource Guide* (2004), which can be accessed on the ministry's website, at www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf.

5. Students with IEPs may or may not have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

The supports recorded in IEPs may vary from subject to subject. For example, some students with special education needs do not necessarily experience difficulty in second language learning, so the supports needed by a student in FSL may differ from those needed by the same student in another subject. Students who have strengths in oral communication may enjoy the oral focus of learning French, and students who may require literacy remediation in other subjects can benefit from the extra time that is spent on literacy strategies in the FSL classroom. Joy and Murphy (2012) reported that students with special education needs who were beginning FSL studies with their peers “[felt] like all the other students in the class, like they’re on a more even playing field with their peers” (p. 112). These students demonstrated greater confidence and lower frustration and anxiety than they had in the past and took pride in their new skills.

The following four case studies⁶ illustrate a range of support for students with special education needs who are enrolled in Core French, Extended French, or French Immersion programs in different grades. The unique learning profile of each student is considered by a team of relevant educators, who identify and implement accommodations and/or modifications that are appropriate for the student’s individual needs.

6. Note that these case studies are not IEPs. Sample IEPs can be accessed at www.edugains.ca/newsite/SpecialEducation/transitions.html.

CASE STUDY A – JODIE

Providing Accommodations in a Grade 2 French Immersion Program

Jodie is a Grade 2 student who is currently enrolled in French Immersion. She has strong relationships with her peers and says that music and drama are her favourite subjects. Jodie's teachers and her parents have been in regular communication about her progress. Jodie's FSL teacher has observed that she understands oral instructions and, with support, is able to communicate effectively. She also observed that Jodie is continuing to experience difficulty in reading fluency and comprehension. Jodie has not been identified with an exceptionality by an IPRC. A team composed of the French teacher, special education resource teacher, and school principal reviewed the relevant assessment data and decided to develop an IEP outlining Jodie's strengths and needs and including a list of accommodations to be applied in her French classes.

The information discussed at the team meeting included the following items:

- Jodie's reading assessments from Grade 1 indicated that she achieved Level 2 in reading fluency and comprehension in French (using the assessment tool GB+).
- Jodie is slowly making gains in her reading but is behind many of her peers; she sometimes experiences difficulty understanding text in other classes (e.g., science and technology).
- Jodie's classroom teachers have focused on the reading strategies of phonemic awareness and using contextual cues.
- The resource teacher will include Jodie in a primary reading intervention program for twenty minutes twice a week, with a focus on improving her reading fluency.
- Jodie's classroom teachers will use the following instructional accommodations:
 - ✦ bilingual voice-to-text software,
 - ✦ scribing, and
 - ✦ extra time for processing instructions and information.

CASE STUDY B – JOSEF

Implementing an IEP in a Grade 6 Core French Program

Josef is a confident Grade 6 student who enjoys using the computer and playing sports and games. His strengths include oral language (speaking), decoding, computer keyboarding, gross motor skills, and kinesthetic/tactile learning. Josef has been identified with a Mild Intellectual Disability, and he spends part of each school day in a special education class. In addition to listing Josef's strengths, which are noted above, his IEP includes areas of need related to reading and writing skills, listening comprehension, and problem-solving and critical-thinking skills.

Josef's special education classroom teacher, French teacher, and special education resource teacher, as well as a special education consultant, contributed to the development of his IEP, including some modified expectations for Core French. Josef's Annual Program Goals for French are to complete the Grade 5 expectations for Speaking and Listening, with a focus on using a variety of listening and speaking strategies to communicate information and participate in simple interactions.

Listed below are modifications that have been made to the complexity of the specific curriculum expectations for Reading and Writing as part of Josef's IEP for the first term of the school year:

- *Using Reading Comprehension Strategies*: focus on using pictorial and contextual cues to predict meaning and confirm understanding
- *Writing in a Variety of Forms*: apply some of the structural elements of text to create a greeting card

Josef's IEP lists the following teaching strategies and assessment methods to support his goals:

- daily peer support
- use of a personal word bank and picture dictionary
- the provision of models (i.e., sample greeting cards) and a writing checklist
- simple, structured oral assessments (e.g., daily check-ins)
- weekly anecdotal observations and feedback (e.g., during guided reading)

CASE STUDY C – MARIAM

Providing Accommodations in a Grade 8 Core French Program

Mariam is a Grade 8 student whose strengths include oral language, intellectual curiosity, and number and mathematical skills. Mariam's areas of need include writing skills, self-regulatory skills, problem-solving skills, gross motor skills, and social skills with peers. Mariam has been identified with an exceptionality – autism – and is receiving special education support in a regular classroom, with withdrawal assistance.

With the input of the French teacher in the development and monitoring of her IEP, instructional, environmental, and assessment accommodations were identified to support Mariam's achievement of the Grade 8 Core French expectations (and all subjects identified in the IEP), as shown in the following chart.

Accommodations for Mariam

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Visual individualized daily schedule • Use of a laptop with text-to-speech, speech-to-text, and concept-webbing software • Visual supports to augment auditory information • Organization coaching • Incorporating student's interests whenever possible • Task analysis • Praise, reassurance • Shaping when introducing new behavioural expectations 	<ul style="list-style-type: none"> • Strategic seating • Quiet setting with reduced social interaction for breaks • Sensory equipment 	<ul style="list-style-type: none"> • Individual or quiet setting • Periodic breaks • Videotaping of responses • Use of a laptop with speech-to-text and concept-webbing software

CASE STUDY D – NIALL

Supporting Transition in a Grade 9 Extended French Program

During a meeting prior to his transition from Grade 8 to Grade 9, Niall's Grade 8 teachers met with secondary school staff to review his strengths and needs. Niall's areas of strength include social skills with adults, strong expressive language (speaking) skills in English and French, and the ability to follow routines. Assessment data from teachers and psycho-educational testing indicate difficulties in the areas of reading and writing; Niall was identified with a learning disability in Grade 4. He has been receiving indirect support in a regular classroom setting. At the meeting, Niall's French teacher shared that Niall has been more successful when sharing his ideas and opinions orally, sometimes using a digital recorder.

Discussions with Niall about his educational and personal goals reveal that he particularly enjoys health and physical education and math, in part because the learning activities can be kinesthetic. Niall is thinking about a future career in business. He believes that continuing to learn French would be an asset, although he has some concerns about the reading and writing components of this and other subjects. He has found it helpful to use a computer with grammar and spell checks, to have extra time to complete reading/writing tasks, and to work in a quiet setting, but he still finds reading and writing tasks very challenging.

Niall's IEP includes instructional and assessment accommodations related to the Reading and Writing strands in FSL and other program areas that involve reading and writing tasks. For his first semester in Grade 9, Niall's courses will be Science, French, Health and Physical Education, and Learning Strategies. In his second semester, he will take English, Mathematics, Issues in Canadian Geography (in French), and Information and Communication Technology in Business. The high school resource teacher will set up a meeting with Niall and his parents during the first week of school, at which time they will discuss:

- resources and supports (including technology) available to help Niall with his coursework in his first semester;
- ways for Niall to self-advocate for his learning needs, particularly in his French and Science classes; and
- results of discussions with the guidance counsellor about career goals and community volunteer opportunities.

3. Creating Inclusive Environments Together

This section begins with a discussion of mindsets and ways of thinking about inclusion, achievement, and success. We discuss the importance of open, progressive mindsets and the need to align practices with such beliefs. To support boards and schools in exploring their own practices and beliefs, we provide sample questions that can be used when assessing local practices and the values that underpin them. Finally, we outline a range of actions and strategies that schools and boards may wish to consider to help them create inclusive environments together.

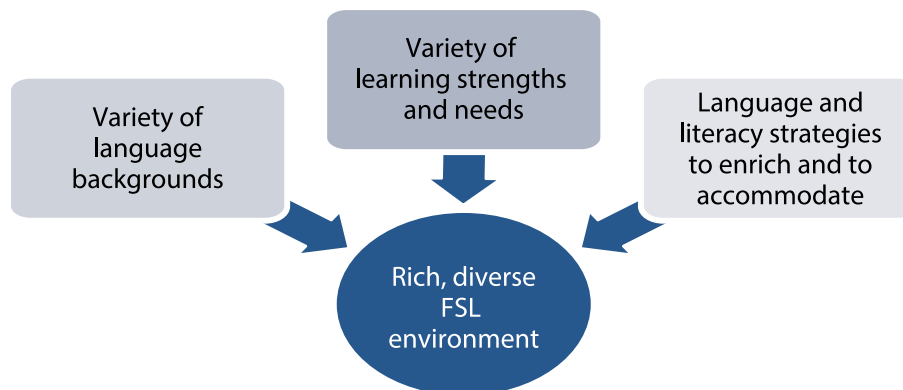
Aligning Practices and Beliefs

In the twenty-first century, educators and other stakeholders in the educational community have been moving away from “either/or” ways of thinking, which polarize program options, towards “both/and” ways of thinking, which promote diversity and positive learning environments. As an example of “either/or” thinking, French Immersion programs were sometimes considered to be “enrichment” programs and therefore unsuitable for, or unable to meet the needs of, some students. This sense of exclusivity distinguished optional Immersion programs from mandatory Core French programs and led to misleading comparisons between optional and mandatory FSL programs. Furthermore, the idea that FSL was not suitable for some students extended beyond the realm of optional programs, leading to practices that exempted students from even mandatory FSL.

In contrast, from a “both/and” perspective, all FSL programs are seen as offering *both* opportunities for enrichment *and* opportunities for support, based on individual students’ strengths and needs. Rather than focusing on a perceived need for exclusion, the “both/and” perspective promotes discussion of initiatives to support teachers and resource staff in providing high quality FSL education for all. From this perspective, FSL programs are enriched by including a diverse group of learners, and all students benefit from an explicit focus on second language and literacy strategies. The following diagram illustrates how FSL programs are viewed from a “both/and” perspective.

“Both/And” Thinking

FSL programs are enriched by including a diverse group of learners.
All students benefit from second language education
and a focus on literacy strategies.



Other perspectives/mindsets can also affect decision making about inclusiveness in FSL programs. Based on many years of research on achievement and success, Carol Dweck (2006) has identified two kinds of mindsets – *fixed* and *growth*. In a fixed mindset, people believe that their basic qualities, such as intelligence or talents, are fixed traits. They believe that they are born with certain abilities and that, because of this, their success or failure is pre-determined (“*I can’t do French; I’m just not good at learning languages*”). She contrasts this with a growth mindset, in which people believe that their intelligence and abilities can be developed through dedication and hard work – brains and talent are just the starting point (“*French was pretty hard for me at first, but the more I practise, the more I can communicate my ideas in French*”). Dweck and other researchers have applied this theory of mindsets in a variety of settings and have found that a growth mindset leads to a love of learning, a higher degree of perseverance in problem-solving situations, and a higher degree of resilience, as errors and challenges are seen as a natural part of learning.

This theory of mindsets provides a useful tool for examining beliefs about the participation in FSL of students with special education needs. It allows us to identify and analyse values and beliefs that may underlie local/district procedures and policies related to the inclusion of students with special education needs in FSL programs. In the following chart, the statements on the left reflect a fixed mindset. They might be considered “unproductive beliefs”, because they perpetuate the status quo, lead to the categorization of students, and may limit the inclusiveness of FSL programs. The statements on the right reframe these beliefs within a growth mindset. By moving towards these more “productive beliefs”, we are able to take actions on a case-by-case basis and develop evidence-based practices that reflect a commitment to equity and inclusiveness, that provide more opportunities for all students, and that continue to improve FSL teaching and learning.

Moving Towards Productive Beliefs about Participation in FSL Programs

FIXED MINDSET ----->	GROWTH MINDSET
The learning needs of students with special education needs cannot be met in an FSL program.	If a student's learning needs are not met, changes may have to be made to the teaching/learning program.
Having French as the language of instruction offers an additional layer of difficulty that students with special education needs "just don't need".	Language learning is a challenging and rewarding experience with the potential to benefit all students. Students with special education needs may benefit from particular strategies and/or supports to meet their individual needs as second language learners.
FSL programs are better suited to some learners than others. Optional French Immersion programs should be pursued only by certain students.	All students have equitable access to FSL programs. When parents make choices about optional programs, these choices are informed by specific information about each program (and not information that reflects old assumptions about the attributes students need in order to be able to succeed in FSL).
Because FSL teachers do not have the resources or training to support students with special education needs, such students would be better served by exemption from FSL.	Teachers need the support of the larger community to create a learning environment that supports all students. FSL teachers, like all teachers, need appropriate training and resources in order to help them support students with special education needs in their classrooms.
Students with special education needs won't benefit from learning French.	Students with special education needs are included in FSL programs based on their ability to participate in the regular classroom, not based on the subject of instruction. When students with special education needs require additional supports or resources, these are offered in all applicable subject areas, enabling students to benefit from the learning.
Students with special education needs benefit from support only if it is in French, when French is the language of instruction.	If support in the language of instruction is not available, students with special education needs benefit from support in English that meets their cognitive, social, physical, behavioural, and/or emotional learning needs.

Asking Critical Questions: A Whole-System Approach

Engagement of and collaboration among all stakeholders are important elements of ensuring the provision of equitable and inclusive FSL programs. School boards engage in regular reviews of their FSL programs, policies, and procedures. Trustees, supervisory officers, and committees strive to offer the highest quality FSL programs and to meet the needs of their local community. School administrators, teachers, and guidance, Student Success, and special education staff frequently make decisions that affect the participation of individuals or groups in FSL programs. Parents, students, and other members of the school community communicate with each other to make decisions about programs and pathways, as they weigh options and make choices based on individual interests, strengths, and needs. The vision for inclusive education in Ontario welcomes and respects all of these stakeholders. All of these participants have an important voice in supporting the vision for inclusive education, that “every student is supported and inspired to succeed in a culture of high expectations for learning” (Ontario, 2009, p. 10).

Stakeholders at all levels are encouraged to consider ways to collaborate with each other and engage in conversations about inclusive education in FSL. The chart below includes examples of questions that tend to be posed, in a variety of situations, when decisions are being made about participation in FSL. The adjacent conversation points suggest ways of addressing these questions to eliminate or reduce barriers to inclusion that may be implied – however unintentionally – by them.

Engaging in Conversations about FSL That Promote Inclusiveness

Questions That Can Limit Inclusiveness	Conversation Points to Promote Inclusiveness
<i>Parents making program decisions</i>	
How can I tell if my child will be successful in French Immersion?	<ul style="list-style-type: none"> • The differences between programs • The goals of each program • How teachers will assess learning • Supports available for students experiencing difficulties
<i>Schools developing students' transition plans</i>	
Would this student benefit from substituting a learning strategies course for Grade 9 Core French?	<ul style="list-style-type: none"> • The student's strengths and interests • Supports available for this student in his/her course work • Potential benefits from a learning strategies course • Options for accommodating a learning strategies course, including the range of possible course substitutions
<i>Boards developing policies related to inclusion in FSL programs</i>	
Which students should take FSL?	<ul style="list-style-type: none"> • Supports and accommodations offered to meet the needs of all learners • The type of information about each program that needs to be available for the community • The benefits of learning FSL

Strategies and Examples of Inclusive Practices

There is a wide range of strategies that schools and boards can consider in order to support all students in FSL programs. *A Framework for FSL* (2013b, pp. 16–17) lists several of these strategies, as follows:

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
- Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning
- Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
- Implement the Tiered Approach to prevention and intervention
- Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
- Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
- Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
- Support English language learners in transferring literacy skills to strengthen first-language and FSL skills
- Consult with students to determine what would engage them in class and help them learn French
- Engage all students in accepting and respecting the diversity of the school community
- Review practices around substitutions for Core French to support the participation of all students

Appendix B below outlines a sample process for a board-level gap analysis related to inclusive education in FSL, suggesting how actions in various areas might be reviewed. Such a review might then serve as the basis for developing further actions to promote equitable and inclusive practices. The following pages describe more fully some specific examples of strategies to promote inclusive practices in FSL and provide examples of how these strategies might be implemented.

“Research and data help us as a monitoring tool.
We can use data to do a gap analysis and plan for our
moving forward.”

A principal

STRATEGY 1

Review practices used to inform parents about all FSL programs, including optional programs.

Staff can review information on board, school, and/or teacher websites as well as other methods of providing information (e.g., parent information nights, school-based interviews). Questions raised in a review might include the following:

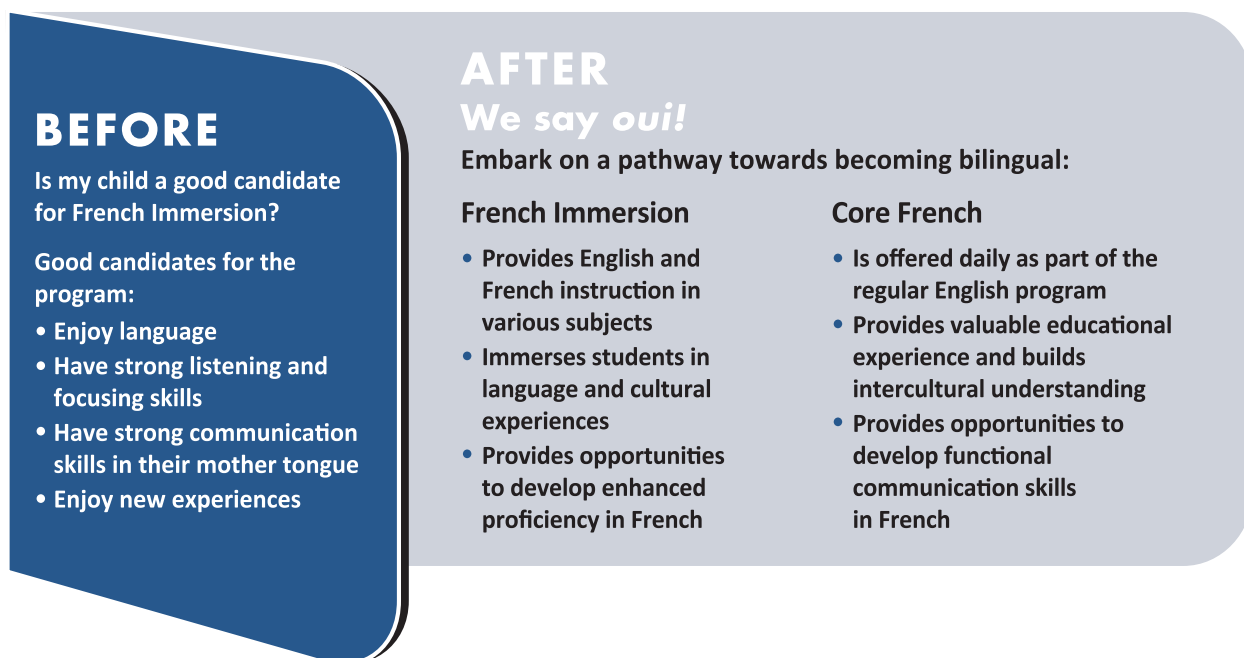
- Is accurate and relevant information available to parents about each of the available FSL programs?
- Are the messages inclusive?
- Could the information be updated to include and represent more “productive beliefs” about participation and inclusion in these programs?

When school boards offer choices about FSL programs, the following types of information can be helpful to parents as they make decisions:

- a description of each FSL program available in the board (not just the optional programs);
- a comparison of each FSL program based on the expected degree of French proficiency, the schools and grades in which the programs are offered, and the language of instruction in various subjects (including options with respect to the language of instruction in secondary school courses);
- ways in which parents can support their children at home, particularly if the parents do not speak French;
- how parents register/enrol their children in FSL programs.

Example of Practice: When providing information about programs, focus on the programs themselves rather than on the abilities of the students, as shown in the following graphic.

Providing Information about FSL Programs



STRATEGY 2

Board and school leaders review practices regarding transfers, exemptions, and substitutions within FSL programs.

To promote inclusiveness in FSL programs, boards and schools might assess their procedures and practices with respect to allowing students to transfer out of FSL programs, exempting them from FSL requirements, or allowing other courses to serve as substitutions for FSL courses. They might also consider the underlying beliefs reflected in their practices. Questions might include the following:

- Do these procedures and practices reflect an equitable and inclusive approach to FSL education?
- Are there steps in these procedures that may be perceived as excluding some students or groups?
- Can the language associated with board or school practices in relation to FSL be perceived as excluding some students or groups?

Example of Practice: To foster commitment to equitable and inclusive FSL programs, an Ontario school board superintendent sent out a memorandum informing elementary and secondary principals, FSL teachers, and resource teachers that the superintendent’s approval was required for transfer from an FSL program or exemption from an FSL requirement. The memo stated that, prior to recommending such a transfer or exemption, school staff were to share evidence that they had completed the steps of a common procedure for assessing the needs of “students of concern”. To enhance awareness among school principals and staff about the importance of inclusiveness in FSL programs, the superintendent and the FSL program coordinator shared research about the benefits of FSL. In addition, they provided information on instructional and assessment strategies, to increase the confidence of school staff in supporting all students. They also ensured that information about FSL programs, benefits, and pathways was shared with the community at parent information sessions.

STRATEGY 3

Seek opportunities for staff collaboration and professional development in order to support all students.

By including FSL teachers on school leadership teams, transition teams, and resource teams, schools can ensure that such teams reflect a greater variety of perspectives.

Example of Practice: A resource teacher wanted to learn more about supporting French Immersion students in her school. She invited other resource teachers from schools offering French Immersion to meet after school to discuss relevant issues. The school board curriculum department supported this initiative by providing release time to enable the group to continue their collaboration. The network, which grew to include the board's special education consultant and its FSL consultant, shared resources, discussed ways to maximize the use of assistive technology, and engaged in problem solving around the needs of specific students. The network members found the discussions so useful that they decided to continue to meet once a month.

These strategies and examples illustrate the engagement of schools and school boards in an ongoing process of reflecting on practice and making strategic changes to support all students. It is important that this process be based on a firm belief in the learning potential of all students, as perceptions of students' abilities can have a significant impact on their participation in FSL programs, their motivation, and their achievement. Genuine respect, high expectations, and deep knowledge of individual students' strengths and learning needs provide the foundation of inclusive FSL programs.

Conclusion

“Education creates opportunities, and it can do so for everyone.”

Achieving Excellence, p. 9

The implementation of inclusive FSL programs varies among boards and schools in Ontario, depending on individual and collective beliefs about second language teaching and learning. However, current research and provincial policy both recognize the importance of equity and inclusiveness in FSL education. By promoting informed decision making about participation in FSL programs and providing up-to-date information about supports available in the FSL classroom and options available to students in various FSL programs and pathways, *Including Students with Special Education Needs in FSL* supports the belief, articulated in *A Framework for FSL*, that FSL programs are for all students. *Including Students with Special Education Needs in FSL* has highlighted beliefs, values, and mindsets that promote inclusiveness and, at the same time, has outlined practical procedures and strategies that can be applied to help ensure that all students succeed in their educational goals. It encourages all of us, as educational stakeholders, to reflect on our attitudes and values, as part of a process of continuous improvement. Efforts to strengthen FSL education for all students reflect an ongoing commitment to translate what is known about key elements of inclusive and differentiated practice into reality in every classroom.

A Framework for FSL invited all of us to look to a future when “learning French will be widely recognized as a valuable component of every child’s education” (Ontario, 2013b, p. 38). *Including Students with Special Education Needs in FSL* supports this vision of the future by highlighting research that points to the benefits of second language learning and the importance of removing potential barriers to access. In Ontario, we recognize the value of our vibrant and increasingly diverse communities. We also recognize that equity and excellence go hand in hand, and we believe that *all* learners benefit from positive, respectful environments that promote continuous learning and high expectations. As we continue to explore and share ways to provide equitable opportunities and support to all learners in FSL programs, we plant the seeds of inclusivity and respect for future generations.

Appendix A

*Research-based Strategies to Support Students with Special Education Needs**

Instructional Strategies

- Differentiation of learning content, process, and/or product, depending on students' needs
- Use of memory aids (e.g., sentence starters, visual/auditory cues)
- Multi-sensory instruction and use of visual and manipulative supports
- Use of alternative learning resources (e.g., resources at different levels of complexity)
- Use of graphic organizers
- Teacher modelling
- Academic coaching (e.g., asking questions, scaffolding)
- Adding wait time
- Use of technology, including assistive technology
- Peer tutoring
- Reminding students of time remaining to complete an activity
- Minimizing distractions
- Providing positive reinforcement
- Providing social support

Assessment Strategies

- Early identification of at-risk students
- Use of technology, including assistive technology
- Varying the assessment format (e.g., oral, written, visual)
- Allowing additional time
- Providing an alternative location with fewer distractions
- Providing opportunities for self-assessment and individual goal setting

* Adapted from a literature review conducted by Mady, Muhling, and Rose (2014).

Intervention Strategies

- Explicit attention to strategies used by students
- Use of literacy strategies that transfer across languages
- Focus on metacognitive awareness
- Focus on phonological awareness
- Team teaching

Appendix B

Bridging the Gap from Policy to Practice

The concept of inclusion can be examined from two points of reference: inclusive education as the removal of barriers or marginalization, and inclusive education based on key goals that build and sustain positive learning environments (Australian Research Alliance for Children and Youth, 2013). In order to support multiple ways of thinking about inclusion, and to bridge the gap between inclusive policy and inclusive school practice, organizational support from a number of levels is needed.

The following chart outlines a possible approach to a gap analysis that might be conducted by a school board in relation to inclusive FSL programs. It outlines promising practices in five areas and provides key questions that can be used for reflection and discussion.

Promising Practices	What are we doing in this area?	What evidence do we have relating to our activities?	What gaps exist?
Leadership Support School and board leaders are supporters of inclusive education and are knowledgeable about the benefits of FSL. They demonstrate a commitment to reflection on and continuous improvement of policies and practices to promote the inclusiveness of FSL programs.			
Access to Opportunities All students are welcomed and respected in Core French, Extended French, and French Immersion programs. FSL classrooms reflect the full diversity of learners in the community.			
Collaborative Approach Collaborative problem solving is used when students are not succeeding in FSL. Educators, students, and parents share in decisions about participation in FSL programs, and communicate regularly about progress.			
Differentiated Instruction Different modes of instruction and assessment are used to maximize student success in achievement of the FSL curriculum expectations (or individual goals outlined in an IEP).			
Ongoing Professional Learning Ongoing training and collaboration empower FSL teachers with the <i>skills</i> to plan appropriate assessment and instruction in an inclusive environment, and the <i>belief</i> that all students can contribute to the classroom community in positive ways.			

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A FRAMEWORK FOR
**FRENCH
AS A
SECOND
LANGUAGE**
IN ONTARIO SCHOOLS

KINDERGARTEN
TO GRADE 12



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Une publication équivalente est disponible en français sous le titre suivant : *Cadre stratégique pour l'apprentissage du français langue seconde dans les écoles de l'Ontario de la maternelle à la 12^e année, 2013.*
 This publication is available on the Ministry of Education website at www.ontario.ca/education.

Introduction

*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*¹ has been developed to help school boards² and schools in Ontario maximize opportunities for students to reach their full potential in French as a second language (FSL). The framework supports the three core priorities for education in Ontario:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

Benefits of Learning French as a Second Language

The Ministry of Education's commitment to improving the effectiveness of FSL education in Ontario is strengthened by an awareness and appreciation of the many proven benefits of learning an additional language. In Canada, where French and English have equal status as official languages, there are significant advantages to being able to communicate in both. Furthermore, the benefits of learning an additional language are now widely acknowledged to extend beyond the obvious rewards associated with bilingualism.

A considerable body of research shows that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages (Jedwab, n.d.). There is also evidence that learning another language can help in the development of interpersonal and social skills. According to the 2004–05 report of the Commissioner of Official Languages, research shows that people “who master more than one language increase their self-confidence and self-esteem and are more at ease with others” (Adam, 2005, p. 107).

In an era of increasing globalization, it is critical to heighten students' awareness that English–French bilingualism is an economic and cultural asset both within Canada and beyond. In many countries around the world, as well as in Ontario's multilingual communities, it is taken for granted that students will learn more than one language, and often more than two. As the Internet makes global communication ever more widely available and more businesses become internationalized, it is increasingly important for people to have language skills in more than one language (Genesee, 2008, p. 23).

1. Referred to henceforth as *A Framework for FSL, K–12*.

2. Throughout this document, *school boards* refers to English-language school boards and school authorities, unless otherwise indicated.

“Companies want to hire more bilingual workers and we can’t find them.”

(*The Hamilton Spectator*, January 24, 2004)

French-language skills are an asset in a wide range of occupations. Whether or not an individual sees opportunities to use French in the immediate future or in the local environment, the benefits present compelling reasons to continue the study of FSL throughout secondary school and beyond.

Influences Shaping FSL in Ontario

The federal government’s support to provinces and territories to improve outcomes in FSL has had a tremendous impact on shaping FSL education. The *Canada–Ontario Agreement on Minority Language Education and Second Official Language Instruction* and other provinces’ and territories’ bilateral agreements established partnerships to enhance FSL and French minority language (FML) across the country. Under these agreements, action plans were developed to guide the implementation of both FSL and FML initiatives in all provinces and territories.

The Ontario Ministry of Education has implemented numerous initiatives to improve outcomes in FSL. The ministry has demonstrated its commitment to FSL by offering three types of FSL programs – Core French, Extended French, and French Immersion³ – with a specific elementary and secondary curriculum for each, which enable all students to continue to develop their French-language skills whether their first postsecondary destination is apprenticeship, college, university, or the workplace.

Another important influence has been the *Common European Framework of Reference for Languages* (CEFR). In Ontario, this reference tool is recognized as a valuable asset for informing instruction and assessment practices in FSL education.

The ministry also draws on the findings of research projects from a variety of professional and educational organizations⁴ to inform ongoing efforts to improve FSL programming and outcomes for students. The ministry values the expertise and perspectives of all stakeholders and provides opportunities for networking for the purpose of strengthening FSL.

3. See Appendix A, pages 39–40, for further details.

4. These include, but are not limited to, reports from Canadian Parents for French (Hart et al., 2010); the Faculty of Education at the University of Western Ontario (Majhanovich et al., 2010); the Ontario Public School Boards’ Association (OPSBA, 2007); the Ontario Student Trustees’ Association (OSTA, 2006); and the Ontario Modern Language Teachers’ Association (Mollica, Phillips, & Smith, 2005).

Development of the FSL Framework

A Framework for FSL, K–12 denotes a renewed focus on strengthening FSL education in Ontario. It looks beyond the requirements of FSL programming in schools to consider the wider benefits of learning an additional language and the important contributions that need to be made by stakeholders outside as well as inside the school system if these benefits are to be realized.

Several factors contributed to the momentum and interest in FSL education in Ontario that led to the development of *A Framework for FSL, K–12*. These factors included the engagement of FSL stakeholders through a dialogue with the ministry on the development of a shared vision and goals for FSL, the establishment of the ministry’s FSL Provincial Working Group in 2010, and the sustained efforts of Ontario school boards to enhance FSL.

Based on discussions with stakeholders and an extensive review of FSL research, it was determined that an FSL framework document aimed at strengthening FSL in Ontario would be beneficial for students. This document would support the core priorities for education in Ontario within the unique context of FSL, identify and align effective practices in FSL to improve student confidence, proficiency, achievement, engagement, participation, and retention, and consolidate key messages from research and ministry documents.

The ministry sought input and feedback from FSL educators in the province’s sixty English-language school boards, including teachers, consultants, program coordinators, system principals, and superintendents responsible for FSL. Consultations with the FSL Provincial Working Group and Canadian Parents for French (Ontario) provided valuable input from a variety of perspectives. The ministry gratefully acknowledges the commitment and expertise of all participants in the consultation process.

Alignment with Ministry Policies and Initiatives

FSL is an integral component of education in English-language school boards in Ontario. *A Framework for FSL, K–12* shares in the vision that unites all of the following ministry policies and initiatives:

- *the Aboriginal education strategy*
www.edu.gov.on.ca/eng/aboriginal/
- *the equity and inclusive education strategy*
www.edu.gov.on.ca/eng/policyfunding/equity.html
- *the Literacy and Numeracy Strategy*
www.edu.gov.on.ca/eng/literacynumeracy/
- *the parent engagement policy*
www.edu.gov.on.ca/eng/parents/policy.html
- *Student Success / Learning to 18*
www.edu.gov.on.ca/eng/studentsuccess/learning/

In addition, the principles and suggested actions outlined in this framework are consistent with the principles and goals identified in the following ministry policy and resource documents:

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12, 2010*
- *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011*
- *Politique d'aménagement linguistique: A Policy Framework for French-Language Postsecondary Education and Training in Ontario, 2011*
- *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011*
- *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8*
- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*
- *K–12 School Effectiveness Framework: A Support for School Improvement and Student Success, 2010*
- *Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010*

Organization of the Framework Document

A Framework for FSL, K–12 is organized as follows. Section 1 sets out the ministry's vision and goals for FSL and discusses the principles that should guide school boards in their decision making. Section 2 presents a range of suggested actions that will help boards to work towards the achievement of the goals for FSL. It also outlines the planning and reporting that boards will undertake as part of their FSL plan. Section 3 focuses on the role of parents⁵ and communities in supporting FSL and on ways in which boards can strengthen this role and respond to questions and concerns. Section 4 provides an overview of research findings related to FSL to help educators in their decision making.

5. Throughout this document, *parents* is used to refer to parents and guardians. It may also be taken to include caregivers or close family members who are responsible for raising the child.

1. FSL in Ontario: A Call to Action

A Framework for FSL, K–12 presents a call to action to strengthen FSL programming, promote the benefits of FSL, heighten appreciation of and support for FSL educators, and increase public confidence in FSL education. It articulates the vision, goals, and guiding principles for FSL in Ontario, and suggests actions that school boards can take to improve FSL programming throughout the province. The framework is designed to support boards in building on the current momentum through the engagement of parents, educators, school board administrators, and communities.

Implementation of the framework begins in 2013–14 and extends over a ten-year period to 2022–23. During this time, boards will be required to develop and submit FSL plans that include specific measurable goals and to report on progress made in achieving these goals. (For details, see “Planning and Reporting on Progress in FSL”, pages 20–21.)

Stakeholder involvement is a vital part of the process of renewal. In Ontario, it is mandatory for all students in publicly funded English-language schools to receive instruction in FSL beginning in elementary school. There is, however, considerable scope for local initiatives in the FSL programming that school boards offer. To meet local needs, boards may choose from a range of options for delivering FSL education, often providing different program models through which students can meet or surpass the minimum requirements for FSL in Ontario. Within the recognized types of FSL programs – Core French, Extended French, and French Immersion – further choices are available with respect to the grade in which students start learning French and the level of intensity of exposure to the language.⁶ Such choices are best made in consultation with stakeholders, taking current research into consideration.

6. See Appendix A, pages 39–40, for further details.

A Vision for FSL

Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

The vision for FSL in Ontario encompasses a heightened awareness of the value of learning French and extends beyond the development of French-language skills to include the broader advantages to be gained from learning more than one language. Making this vision a reality requires an ongoing commitment on the part of all stakeholders. Educators must be connected and supported through increased opportunities to participate in professional learning communities. School administrators must demonstrate knowledge, skills, and passion as leaders of their FSL programs. Schools and school boards must find ways of increasing student, parent, and community engagement and confidence in FSL programs. All stakeholders must continue to work together to provide more intensive support for FSL across the province.

Goals of the Framework

The ministry has identified three goals that support the vision for FSL in Ontario as well as the federal objective to promote linguistic duality.⁷ By focusing on these goals, educators, students, parents, and communities can work together to support student achievement in FSL and strengthen FSL programming.

“The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage.”

(Roadmap for Canada’s Linguistic Duality 2008–2013)

7. *Linguistic duality* in Canada refers to the use, knowledge, and appreciation of Canada’s two official languages, English and French, as well as an understanding of the historical significance of these two cultures to the development of the Canadian identity.

GOAL 1: Increase student confidence, proficiency, and achievement in FSL.

Students' achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it. It is critical that students believe in their ability to apply their French-language knowledge and skills. While many students have this confidence, others do not, particularly when using French in authentic situations. To increase the percentage of students who achieve or surpass the provincial standard in FSL, there needs to be a focus both on developing proficiency and on instilling confidence in the ability to communicate in French. Stakeholders in FSL education are urged to keep in mind that confidence, proficiency, and achievement are interrelated.

GOAL 2: Increase the percentage of students studying FSL until graduation.

Learning an additional language is a lifelong journey. Students need to have every opportunity to continue their study of FSL throughout secondary school and beyond. Increasing their confidence in communicating in French will motivate them to continue their FSL learning. Regardless of their anticipated postsecondary destination – apprenticeship, college, university, or the workplace – all students stand to benefit by staying in FSL until graduation, and stakeholders must consider all options to make that possible.

GOAL 3: Increase student, educator, parent, and community engagement in FSL.

Stakeholder engagement is a key factor in supporting the continuing success of FSL programs. Engaged students are motivated to learn. Engaged FSL educators inspire their students by sharing their passion for French language and culture. Engaged parents are committed to supporting their children in their learning. Community engagement leads to partnership opportunities that provide authentic French experiences for FSL students both within and beyond the classroom. Student achievement is enhanced when all stakeholders are engaged and place a high value on learning; therefore, increasing awareness of the benefits of learning FSL is critical.

Guiding Principles for FSL

The following principles are enduring, overarching statements that are intended to foster a common understanding of the importance of FSL in Ontario schools and to guide policy makers and educators in their decision making. These guiding principles, which are reflected throughout this document, provide a strong foundation for strengthening FSL in Ontario.

FSL programs are for all students.

Research on brain development affirms the cognitive advantages of acquiring an additional language for learners of all ages. Studies consistently identify quantifiable benefits from learning an additional language (Wachowicz, 2002; Bialystok, n.d.; Cummins, 2007; Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005). Specifically, benefits can be seen in increased intellectual potential, higher overall academic achievement, higher achievement in first-language competency, a heightened sense of respect for and valuing of cultural diversity, improved career opportunities and greater earnings potential, and better retention of mental acuity in older individuals (Saskatchewan Learning, French Education and Languages Branch, 2005). FSL educators strive to meet the diverse needs of all students through the use of differentiated instruction and by providing accommodations and/or modifying expectations if necessary (Ontario, Ministry of Education, 2011a). Participation in FSL programs should reflect the diversity of the student population, including students with special education needs and English language learners.

Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.

Recognizing the inherent benefits of studying languages and the importance for all students to develop proficiency in both official languages of Canada, the ministry values the accomplishments of all students, be they in Core French, Extended French, or French Immersion programs. All students in Ontario's English-language schools study FSL and are made aware of the benefits of studying FSL from elementary to secondary school and beyond. The importance attached to FSL is reflected in the resources and learning experiences available to students as well as in the opportunities provided for professional learning. FSL educators are valued both as experts in second-language learning and teaching and as influential role models for students.

"Linguistic duality is a fundamental Canadian value and an important asset from every perspective."

(Fraser, 2011, p. 6)

FSL education serves as a bridge between languages and cultures.

Intercultural understanding is increasingly important for today's students, and FSL education has a significant role in developing such understanding. Students of FSL not only learn to

communicate and interact with French speakers throughout Canada and the world, they also develop a deeper appreciation and sensitivity for languages and cultures, and establish a foundation for acquiring additional languages. Employers recognize that students of FSL have an aptitude for working with diverse linguistic communities, as they are “more sensitive to the culture” (Jedwab, n.d.). As international mobility and interdependence increase, many students who speak languages other than English and French bring important perspectives into the classroom. FSL education recognizes the link between culture and language, and further engages students to accept diversity.

Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.

Research consistently indicates that students participating in FSL education develop strong English-language literacy skills (Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005). It is suggested that learning FSL also develops a range of cognitive abilities, from improved memory to greater facility in abstract thinking, and as students progress in their learning, they generally become more flexible and creative thinkers (Lazaruk, 2007). Such competencies serve them well in all academic and cognitive tasks. FSL teachers collaborate with teachers of all subjects to help students make connections between French and English, and when possible, between French and the students’ other languages. By making these connections, FSL students can develop a strong understanding of how languages work and which language-learning strategies are most effective for them.

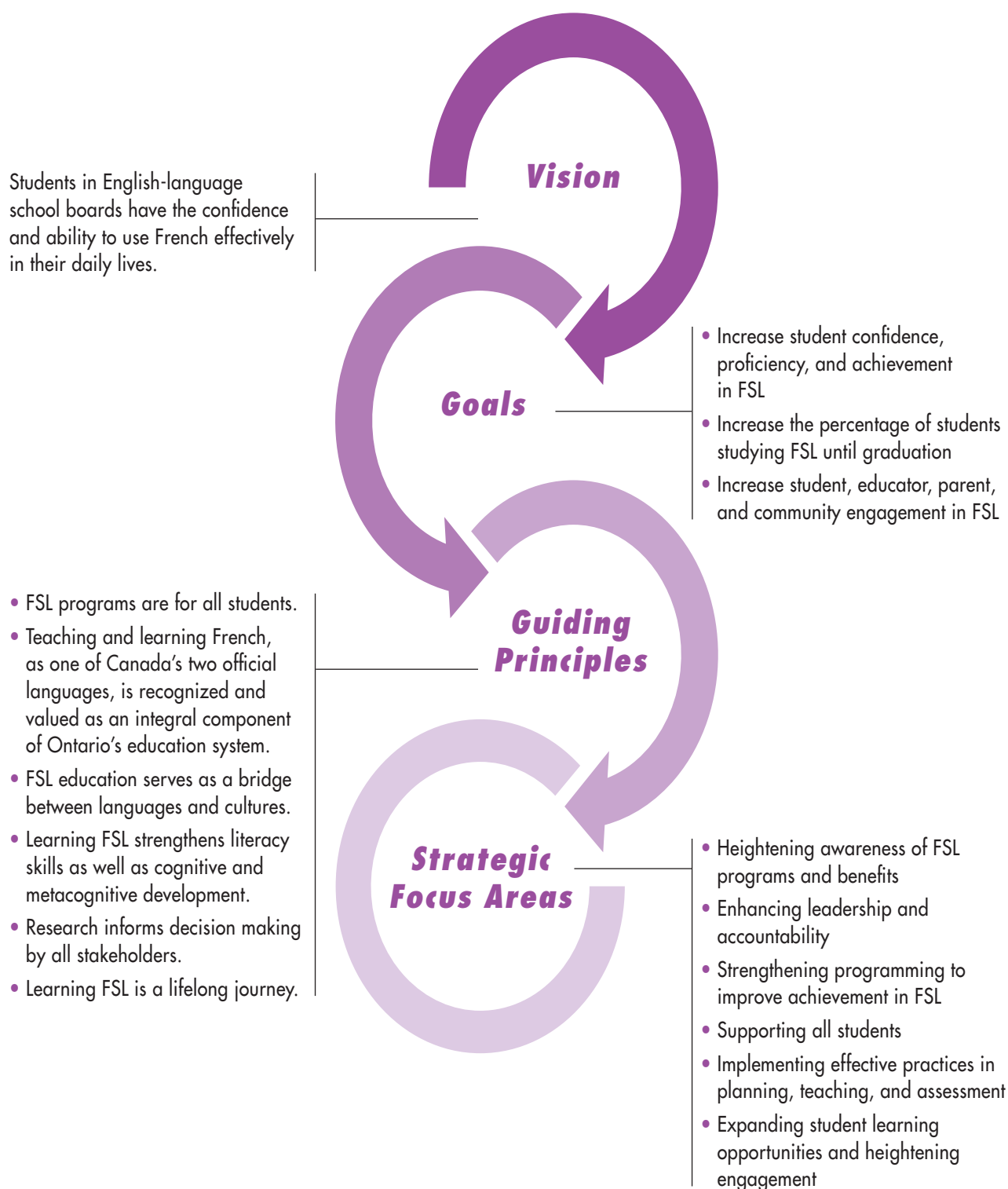
Research informs decision making by all stakeholders.

It is critical that the ministry and stakeholders remain up to date with developments in FSL research so that decision making is informed by research that reflects current thinking and effective practices in FSL education. Although research will be used primarily by educators in the organization, planning, and delivery of programs, it may also be of interest to school and board administrators, guidance counsellors, and teacher advisors, as well as parents and students who wish to make informed choices related to FSL. Educators should be prepared to share their knowledge of research findings with these other stakeholders.

Learning FSL is a lifelong journey.

Students and their families need to be aware of the benefits of continuing on their “FSL journey” throughout elementary and secondary school, and beyond. In learning a language, there are unlimited possibilities for growth and refinement. By continuing their FSL studies, students will be able to consolidate the learning acquired in previous years and reach a level at which they are able to appreciate fully their FSL skills and pursue FSL postsecondary opportunities in education and the workplace. As well, students who study FSL into adulthood provide positive role models for future generations of FSL students. It is important to value the capabilities of FSL learners at *all* stages in their journey, as this provides the motivation for continued study.

A FRAMEWORK FOR FSL, K-12



2. Responding to the Call to Action

Strategic Focus Areas and Suggested Actions

This section presents strategic focus areas and suggested actions to support the attainment of the goals for FSL in Ontario.

The six focus areas, under which the suggested actions are grouped, identify components of a strong FSL plan that school boards can use to develop and implement their own plans over the ten-year period of the FSL framework:

1. Heightening awareness of FSL programs and benefits
2. Enhancing leadership and accountability
3. Strengthening programming to improve achievement in FSL
4. Supporting all students
5. Implementing effective practices in planning, teaching, and assessment
6. Expanding student learning opportunities and heightening engagement

The suggested actions are not intended to be a checklist of actions to complete; rather, the aim is to spark discussion among and/or between stakeholders. In developing their FSL plans under *A Framework for FSL, K–12*, school boards will have the flexibility to determine specific actions to improve FSL programming according to their local needs and circumstances.

School boards, educators, parents, and FSL organizations in Ontario are invited to explore the suggested actions and to work together in identifying effective ways of contributing to the attainment of the goals for FSL. In addition, the ministry recognizes that it too has a critical role in working towards meeting the goals for FSL, and that only the dynamic, concentrated, and collective efforts of all involved will result in a positive impact on FSL, for the benefit of all Ontario students.

FOCUS AREA 1: Heightening Awareness of FSL Programs and Benefits

Schools and school boards

- Raise awareness of the benefits of FSL with a broad range of stakeholders (i.e., parents, students of all ages, trustees, administrators, educators, and community organizations)
- Collaborate with parent organizations that support FSL
- Expose students at an early age to role models who use French in their work or daily lives
- Engage students and parents in discussions regarding possible future advantages in having French-language knowledge and skills (e.g., career possibilities)
- Hold career days and workshops related to opportunities for employment requiring French-language skills
- Celebrate the accomplishments of students in FSL
- Provide materials to school principals to support them in promoting the learning of FSL
- Make information available to parents about local FSL programs in the multiple languages of the community (e.g., brochures)
- Host information sessions for parents about FSL program choices
- Include an FSL section in school board newsletters (e.g., new initiatives, research, opportunities for student exchanges)
- Include items on FSL in school board and school news (e.g., accounts of student exchanges, success stories)
- Increase the visibility of FSL on board and school websites, including a description of the FSL program(s) offered by the school board
- Explore ways to embed FSL in the school culture and to highlight the diversity of French-language countries and French-language regions across Canada
- Increase the visibility of French within and outside the school (e.g., bilingual or multi-lingual signage, incorporating French into announcements and other school activities)

Ministry

- Informs the public about FSL programs and resources in Ontario (e.g., by providing information on its website, at www.edu.gov.on.ca/eng/amenagement/FLS.html, and by sharing information about FSL initiatives with stakeholders)
- Promotes and ensures broad distribution of the document *A Framework for FSL, K–12*
- Issues publications in multiple languages that summarize the information in *A Framework for FSL, K–12*

FOCUS AREA 2: Enhancing Leadership and Accountability

Schools and school boards

- Include analysis of FSL data in the needs assessment of the Board Improvement Plan for Student Achievement
- Where identified as a need, embed FSL in the Board Improvement Plan for Student Achievement

- Include analysis of data and evidence of progress towards Ontario's goals for FSL in the School Improvement Plan (SIP)
- Promote collaboration between FSL and non-FSL educators (e.g., by ensuring that FSL educators are included in professional learning communities within the school and the board)
- Promote collaboration among FSL leaders province-wide
- Promote collaboration among Core French, Extended French, and French Immersion educators within schools and boards
- Promote collaboration among school boards
- Include FSL leaders in board initiatives to ensure consistent FSL practices within boards
- Provide appropriate support to school and board leaders to enable them to improve their knowledge and skills related to FSL education and programs
- Provide appropriate support to school principals, particularly those who do not speak French, to strengthen their role as instructional leaders of FSL programs
- Provide school leaders with opportunities to discuss effective practices in FSL
- Promote awareness of the FSL framework among parents, educators, and trustees
- Develop policies and procedures that are grounded in the FSL framework's guiding principles and support the achievement of Ontario's goals for FSL
- Develop professional learning models⁸ that meet the unique needs of FSL educators
- Consider how future FSL needs may affect the school board's recruitment and hiring process

Ministry

- Collects and analyses FSL data from a variety of sources to inform future provincial initiatives and directions
- Develops support tools to record data, goals, actions, and outcomes
- Shares provincial FSL data with stakeholders to guide decision making
- Engages in conversations with all branches within the ministry whose work involves FSL to ensure the alignment of ministry initiatives and provide cohesive support for school boards, schools, and FSL educators
- Reflects with stakeholders on progress made towards achieving Ontario's goals for FSL
- Updates the electronic version of *A Framework for FSL, K–12* when required
- Engages in ongoing dialogue with school boards regarding the achievement of the goals for FSL
- Analyses long-term trends in FSL as evidenced by local and provincial qualitative and quantitative data
- Follows and analyses current research in FSL
- Introduces initiatives in support of the three provincial goals for FSL

8. As defined in the ministry document *Learning for All, K–12*, *professional learning* refers to “focused, ongoing learning for every educator ‘in context’, to link new conceptions of instructional practice with assessment of student learning” (Ontario, Ministry of Education, 2011a, p. 7).

FOCUS AREA 3: Strengthening Programming to Improve Achievement in FSL

Schools and school boards

- Explore program delivery options at elementary and secondary schools, as well as entry levels and requirements, to maximize student participation and opportunities to develop proficiency in French
- Explore the use of flexible timetabling and scheduling to provide students with a wider range of options and to avoid conflicts with mandatory courses (e.g., use block scheduling)
- Inform students at all grade levels of the educational opportunities available with continued study of FSL
- Help Grade 8 students and their parents develop a solid understanding of FSL course types
- Facilitate collaboration of educators involved in the transition of FSL students from elementary to secondary school or from one program to another
- Provide opportunities to integrate French-language skills in curricular and extracurricular activities (e.g., volunteer hours)
- Remind students that they may count up to three FSL credits towards the 18 compulsory credits
- Increase possibilities for credit recovery in FSL
- Inform guidance staff about the province's goals for FSL (in view of the important role they play in timetabling and influencing students to pursue FSL)
- Explore the availability of French cooperative education work placements
- Increase course and program offerings (e.g., subjects other than French at the applied level for French Immersion students taking applied courses)

Ministry

- Supports school boards through ongoing dialogue and professional learning opportunities
- Reviews research relevant to FSL in order to inform decision making and enhance support
- Supports school boards in exploring various FSL delivery models by sharing research

FOCUS AREA 4: Supporting All Students

Schools and school boards

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
- Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning⁹

9. See *Learning for All, K–12*, pages 11–21.

- Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
- Implement the Tiered Approach to prevention and intervention¹⁰
- Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
- Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
- Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
- Support English language learners in transferring literacy skills to strengthen first-language and FSL skills
- Consult with students to determine what would engage them in class and help them learn French
- Engage all students in accepting and respecting the diversity of the school community
- Review practices around substitutions for Core French to support the participation of all students

Ministry

- Collects and analyses data on the participation of English language learners and students with special education needs in FSL
- Integrates ways of supporting all students in professional learning opportunities for FSL educators
- Takes every opportunity for collaboration on FSL among ministry divisions

FOCUS AREA 5: Implementing Effective Practices in Planning, Teaching, and Assessment

Schools and school boards

- Ensure that high expectations for student achievement in FSL are maintained
- Facilitate the sharing of effective practices in planning, teaching, and assessment in FSL by providing FSL-specific professional learning opportunities and engaging FSL educators in collaborative inquiry
- Promote reflection on pedagogical practices, with reference to current research related to FSL
- Ensure FSL educators are included in professional discussions and initiatives that strengthen student achievement
- Ensure FSL educators are aware of other resources that support effective practices (e.g., Literacy and Numeracy Secretariat resources, which are available online at www.edu.gov.on.ca/eng/literacynumeracy/publications.html)
- Create opportunities for FSL educators to collaborate with English-language colleagues
- Provide FSL educators with opportunities to set specific targets for each student and plan focused instruction to support student success

10. See *Learning for All, K–12*, pages 22–24.

- Provide opportunities for moderated marking of oral and written student work in FSL
- Monitor student proficiency and confidence in FSL
- Establish that French is the language of communication in FSL classes and that students are expected to interact with each other in French
- Provide learning opportunities for students to use and reuse language in meaningful activities
- Focus on what students *can* do
- Foster learner autonomy through the explicit teaching of self-assessment and goal setting, and the use of student portfolios to help students track their progress and record tangible evidence to monitor growth (e.g., video clips of students engaged in authentic, spontaneous interaction)
- Implement the action-oriented approach, which builds on previous approaches, to plan authentic, meaningful, interactive, and relevant tasks; emphasize the functional use of language; create a purpose for learning FSL
- Implement the gradual release of responsibility for learning and provide sufficient scaffolding
- Plan tasks that foster the development of higher-order and critical thinking skills as well as the ability to apply French-language skills spontaneously in interactive activities
- Teach new material so that development of oral proficiency provides a foundation on which to build skills in reading and writing, with oral language infused throughout the learning process
- Facilitate a review of the content and format of final exams at the secondary school level (e.g., Is there a focus on functional French, with opportunities to assess listening, speaking, reading, and writing?)
- Promote networking and sharing of resources electronically (e.g., through the Ontario Educational Resource Bank)
- Model lifelong learning of French in the classroom and take an active role in increasing language proficiency (e.g., by researching vocabulary relevant to student interests and participating in immersion programs for educators)

Ministry

- Liaises with the federal government, as appropriate
- Liaises with universities, faculties of education, and providers of FSL Additional Qualifications courses (e.g., to share information on provincial FSL initiatives)
- Supports school boards in deepening understanding of the CEFR to inform instructional and assessment practices
- Develops resources to support effective teaching and learning strategies

FOCUS AREA 6: Expanding Student Learning Opportunities and Heightening Engagement

Schools and school boards

- Capitalize on student interest in technology: use tools to facilitate conversations with French-language speakers; use websites to find authentic resources and software to enhance students' use and understanding of oral French; use videos to enable students to hear and develop an understanding of accents from around the world

- Explore ways to optimize the use of e-Learning resources
- Liaise with francophone communities and promote student participation in French cultural activities, immersion opportunities, and the use of technology and social digital media to connect with French communities
- Foster awareness of community organizations that promote French language and culture or that offer services in French
- Build a sense of community to create a positive and inclusive environment where students feel motivated to improve their French-language skills
- Promote awareness of French resources available through classroom, school, and public libraries
- Provide opportunities for students to have a voice in shaping learning experiences
- Host a Language Assistant through the Odyssey program, where possible¹¹
- Provide information for students and parents about opportunities for bursaries to learn French, such as the five-week intensive language-immersion course¹²
- Invite parents of FSL students to learn about how French is taught in the classroom
- Explore partnerships with parents and community organizations and within the global community to increase opportunities for students to use and/or be exposed to French

Ministry

- Seeks input and feedback on provincial initiatives from the FSL Provincial Working Group
- Meets regularly with major stakeholder groups, provincially and nationally, to cultivate FSL networks for the benefit of students
- Explores ways in which FSL educators can be immersed in a French-language environment while sharing effective strategies for integrating French culture into their teaching

11. For more information, visit the website www.myodyssey.ca/en/page/?plo_supervisors or contact the local supervisor or the provincial coordinator at odyssey.program@ontario.ca.

12. For more information, visit www.myexplore.ca/.

Planning and Reporting on Progress in FSL

Over the ten-year timeframe of *A Framework for FSL, K–12*, at the beginning of Years 1, 5, and 8, school boards will create and submit to the ministry a concise three-year FSL plan that supports the three provincial goals for FSL. This plan, which encompasses both the elementary and secondary levels, is to include at least one measurable goal, based on district needs, for each of the province's three goals for FSL.

The FSL plan, while aligning with other board plans, would assist boards in thinking strategically about FSL and planning with precision in order to support the attainment of the provincial goals for FSL. It should be noted that FSL can be embedded in the Board Improvement Plan for Student Achievement (BIPSA) if it has been identified as a need; however, doing so would not be a substitute for creating the FSL plan.

Boards will also submit a short progress report in Years 4, 7, and 10. Annually, school board staff responsible for FSL will share their progress with ministry staff.

Since research supports the benefits of consulting with stakeholders throughout the planning process, school boards may wish to consider ways of including stakeholders in their FSL planning.

Observing developments in FSL over a decade of focused collaborative effort, from 2013–14 to 2022–23, will enable the ministry to support continuity and alignment in the use of effective instructional practices in FSL programs across the province and to monitor trends in FSL education over time.

A vital component in the planning process is the establishment of baseline data¹³ that can be used to prioritize needs and provide a basis for measuring progress over time. In Year 1 (2013–14) of the plan, school boards will collect and analyse baseline data related to FSL and use their findings to set specific goals to be achieved during the first three-year plan. Boards will monitor progress by comparing data collected over the course of the plan with the baseline data.

The following table presents a summary of milestones over the ten-year period of the FSL plan.

13. See Appendix B, pages 41–42, for suggested questions to facilitate FSL data collection.

FSL PLAN: SUMMARY OF MILESTONES, 2013-14 TO 2022-23					
School boards will:					
YEAR 1 2013-14	YEARS 2, 3, 4 2014-15 TO 2016-17	START OF YEAR 5 2017-18	YEARS 5, 6, 7 2017-18 TO 2019-20	START OF YEAR 8 2020-21	YEARS 8, 9, 10 2020-21 TO 2022-23
Establish baseline data	Implement FSL plan, collect data, and monitor progress	Analyse data and compare with baseline data	Implement FSL plan, collect data, and monitor progress	Analyse data and compare with baseline data	Implement FSL plan, collect data, and monitor progress
Create and submit a concise 3-year plan for 2014-15 to 2016-17 and begin implementation	Review plan annually and adjust as required	Create and submit the 2nd 3-year plan for 2017-18 to 2019-20	Review plan annually and adjust as required	Create and submit the 3rd 3-year plan for 2020-21 to 2022-23	Review plan annually and adjust as required
	Submit progress report to the ministry at the end of YEAR 4 (2016-17)		Submit progress report to the ministry at the end of YEAR 7 (2019-20)		Submit progress report to the ministry at the end of YEAR 10 (2022-23)
ANNUALLY: Reflect and engage in focused dialogue on progress with ministry staff					

3. Parents and Communities as Partners in FSL

Increased parental and community engagement is a critical component of the FSL goals. High levels of engagement in FSL by adult role models in the school, home, and community highlight for students the value that is placed on learning additional languages, especially French, in Ontario.

Parents

Parent involvement leads to student success

Parent engagement matters. Study after study has shown us that student achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved...

Students are more likely to be motivated, to earn higher grades, to have better behaviour and social skills, and to continue their education to a higher level when their parents are actively engaged in supporting their success at school.

Ministry of Education, "Parent Engagement"
www.edu.gov.on.ca/eng/parents/involvement/

Parents and schools share responsibility for children's education throughout elementary and secondary school, and working together increases the effectiveness of the support that each provides. Influential in shaping attitudes and values, parents help their children set goals and look to the future. Parental interest and encouragement can be a significant factor in motivating students to engage fully in learning FSL and to continue their FSL studies throughout secondary school and beyond. FSL educators reach out to parents to build strong relationships and open the lines of communication between home and school. Grounded in mutual understanding, respect, and trust, these relationships provide the foundation upon which positive experiences in FSL are developed and long-lasting impressions formed.

Some parents may think that they have little to contribute to their children's FSL education because they do not speak or read French. This perception is groundless. Parents do not need to possess French-language skills themselves in order to support children in learning FSL.

It is important for parents to understand that skills developed in learning one language are transferable to the learning of others. Parents can support their children in this learning by providing a language-rich environment in the home. Having meaningful conversations and reading with children daily in their home language, as well as surrounding them with books and magazines on a variety of topics, are among the most effective ways for parents to support children's developing skills in any language(s) they may be learning.

Parents can also support their children's FSL learning by exposing them to French through television, movies, and cultural events. Children can be highly motivated to study FSL when they see that French is the language used by many people in their daily lives. Moreover, such experiences help nurture an enduring appreciation of French culture in Ontario, throughout Canada, and around the world.

The offering of FSL programs may differ in school boards across Ontario; therefore, it is essential that parents have access to detailed information about the programs their board offers so that they are aware of their options and are able to make well-informed decisions regarding their children's FSL education.

Communities

While learning FSL may begin in the classroom, research suggests that there are considerable benefits in making it come alive through authentic French-language experiences beyond the school (Mady & Arnott, 2010). In communities that are primarily English speaking, opportunities to provide such experiences may not be readily available. Yet these are the communities in which students most need to be exposed to French in real-life contexts; therefore, they should be encouraged to seek opportunities to make connections with French-language communities across the province and the country as well as internationally.

"Of course, the quality of second-language courses and programs and strengthening of these programs through opportunities for social interaction, cultural activities and exchanges are key factors for attracting and retaining young students."

(Fraser, 2008, p. 14)

Ways in which students could be exposed to authentic French-language experiences include the following:

- Provide opportunities for secondary school students to develop their FSL skills through cooperative education work placements and volunteer community involvement.
 - Cooperative education work placements could be offered in businesses, libraries, and other organizations in which French is used.
 - Volunteer placements could include reading in French to younger children at the local library or helping provide French services in local communities.

- Provide opportunities for community members and students to share their interest in French language and culture.
- Arrange travel and exchange programs between communities.
- Add a French component to camps and after-school programs.
- Offer French films at local theatres.

FSL Programs in Ontario

It is important that parents and community partners have a clear understanding of the characteristics of each of the three recognized FSL programs – Core French, Extended French, and French Immersion – and the options available in their local school board. This will help them make effective contributions and will support their continuing engagement with FSL education. Information and details regarding high school diploma requirements can be found in Section 6 of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*, posted on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/os/index.html.

Parents and community partners should be aware that the curriculum documents for the three recognized FSL programs, as well as information about FSL in Ontario, are available on the ministry website, at www.edu.gov.on.ca/eng/amenagement/FLS.html. School boards provide further details about their local FSL programs on their websites, which can be accessed at www.edu.gov.on.ca/eng/sbinfo/boardList.html.

Boards can provide information about FSL programs in several ways – for example, by holding information sessions with parents and community partners or by including a summary chart in a board newsletter. The summary of FSL programs presented in Appendix A is intended to assist boards and educators in raising awareness of the types of FSL programs offered.

FSL in Ontario: Frequently Asked Questions

The following questions and answers are intended as a guide for FSL educators, as well as other board and school staff, in responding to parental concerns.

How will my child benefit by studying French as a second language?

In Ontario and throughout Canada, many jobs require skills in both French and English, and even when it is not a mandatory requirement, French can be a valuable asset in work that involves interacting with the public. Students gain significant advantages when they speak more than one language. Besides creating more work options and the potential to earn a higher income, learning FSL helps strengthen first-language skills and establishes a solid foundation for learning additional languages. Studies have shown that learning more

than one language has a positive effect on the development of problem-solving and creative-thinking abilities. Additional personal benefits include a heightened appreciation for French culture in Canada and around the world, a broadening of global perspectives, and increased opportunities for international travel and study as well as a general understanding and acceptance of diversity.

How can I prepare my child for learning French as a second language?

Children are not expected to know any French prior to beginning Core French, Extended French, or French Immersion. Even if they do not know French themselves, parents can encourage their children to take an interest in French in various ways. Children might enjoy noticing and examining how French is used in their environment – for example, on packaging of food and household items. Some children might also enjoy listening to French children’s songs and rhymes, watching French children’s programming, videos, or movies, counting in French, or singing the alphabet in French. A positive outlook, a commitment to supporting your child’s education, and a belief in your child’s ability to learn provide a strong foundation for a positive experience in FSL.

How can I help my child succeed in learning French as a second language?

Being a positive role model can have a powerful influence on children. Showing your child that you value the learning of French is one of the most important ways to nurture your child’s motivation to do well. You can do this by periodically listening to French audio books with your child, watching French television or movies together, and talking about the many communities in Ontario, throughout Canada, and around the world in which French is spoken. Another way of showing that you value French is by learning along with your child. You may also find it useful to take part in social activities for learners of French or to join a parent group that supports FSL education. Such experiences can increase your confidence in contexts where French is used, and thus enhance your ability to support your child’s FSL learning.

Because literacy skills acquired in one language will transfer to another, seeing their parents reading in English or their first language can motivate children to read on their own, thus developing literacy skills in the languages they are learning. Taking children to the library, reading together, and encouraging them to read in French as well as English are further ways for parents to support the development of their children’s literacy skills.

Some children may be eager to share at home what they have learned in French at school, while others may feel uncomfortable if called upon to “perform”. Asking children to say something in French will not likely result in a demonstration of what they know, whereas encouraging children to read books and magazines in French, their own French compositions, or French labels on packaging shows that you value their French-language skills. You could also look out for opportunities for your child to take part in French activities beyond the classroom, such as school trips, camps, or visits and exchanges. It is always beneficial for children to see that French is the language used by many people in their daily lives.

Learning another language involves skills such as attentive listening, recalling information, inferring, and making predictions. These skills can be developed in any language, often through activities children enjoy such as oral word association and rhyming games; learning song lyrics, poetry, and riddles; playing board, computer, and card games; and doing puzzles of all types. Part of the benefit of these games is the time spent interacting with adults and friends, learning about the world, and seeing how others learn and communicate.

Open communication with the FSL teacher is invaluable in establishing a strong partnership to support your child's success. This may be accomplished by attending curriculum information sessions and parent-teacher interviews. It is important for parents to communicate with the FSL teacher if there are aspects of the children's FSL learning that need particular attention.

I don't speak French. How can I help my child with FSL homework?

Parents of FSL students are not expected to know French. Although French is the language of the FSL class, communication between school and home is in English. Parents may use opportunities such as orientation to school, meet-the-staff night, and parent-teacher conferences to find out about the FSL program, homework expectations, and how to support children's success. Homework completion can be monitored by checking home-school communications.

Parents can help by providing a regular time and place for children to complete work at home. Making homework a routine part of after-school activity will help ensure that children do their homework assignments. Parents can also help to make homework a pleasurable experience by applauding their children's efforts – for example, when they listen to their children read or practise oral French.

Resources designed to assist parents may be available in libraries and on the Internet, and parents are encouraged to access them. One example of an online resource is *The FSL Toolbox* (www.fslhomeworktoolbox.ca/), which has a wealth of information for parents and offers practical tools for learning French, including videos and audio files. As well, the ministry (at www.edu.gov.on.ca/abc123/) provides tips in several languages on a variety of ways to support children's learning at home.

How can I be involved in FSL at my child's school if I don't speak French?

There are many ways in which parents can become involved in FSL, such as assisting on class trips or with special events in the class or school, helping find out where French is spoken or used in the community, organizing French social activities, information nights, or summer programs, and networking with community groups. Many elementary schools and classes look for volunteers to listen to children read in French. Even if your French-language skills are limited, your attentive listening would be appreciated by young students. FSL students are sometimes involved in French drama or music presentations and may be grateful to receive artistic, musical, or technological assistance.

How can I help my child understand the benefits of continuing to learn French until secondary school graduation and beyond?

Children should understand that it takes time to develop French-language skills. Like a novice athlete or musician, an FSL learner cannot be expected to master the required skills without instruction and practice over an extended period. Drawing attention to bilingual role models can motivate children to continue their FSL studies so that they become proficient in French.

It is important to discuss the benefits of having French-language skills with children when they are thinking about secondary school course options, or even earlier than that, so they can make decisions that do not close doors and limit their opportunities in the future. If children find it hard to see how French-language skills will have a positive impact on their chosen field of interest, parents can point out that there are institutions and jobs, both in Canada and around the world, that require French-language skills. Having a high level of proficiency in French can open up a wider range of career opportunities.

What can I do if my child encounters difficulties in FSL?

If you are concerned that your child is experiencing difficulties, you should let the FSL teacher know so that together you can discuss what can be done to help your child's learning. Most children encounter challenges from time to time, but if your child is worried, frustrated, or expresses a concern about learning French, it could be the sign of an underlying problem that should be resolved as soon as possible. Children progress at different rates and learn in different ways, so teachers plan instruction and assessment taking into consideration the students' interests, learning styles, and previously acquired knowledge and skills.

Will my child be able to speak French as well as read, write, and understand it?

All students learning FSL are expected to develop skills in listening, speaking, reading, and writing. The Core French program is intended to help students develop a usable command of the language, while Extended French and French Immersion, which offer more hours of instruction in French, provide opportunities for students to develop greater fluency. As in any other subject, the level of achievement will differ depending on the child.

There are many factors that influence the level of proficiency attained, but students normally progress from being able to use very simple language about themselves and familiar situations to being able to communicate about a broader range of topics, using and understanding increasingly complex language structures. Generally, the more FSL courses taken, the higher the degree of fluency and accuracy attained.

How do I enrol my child in French Immersion or Extended French?

Not all schools offer Extended French and/or French Immersion. School boards have the option of offering Extended French and French Immersion programs based on local demands and resources, and the decision to establish these programs is made by the local board. In addition, boards have the flexibility to decide in which grade Extended French and French Immersion will begin. It is recommended that parents of pre-schoolers check with their

school board to find out about the FSL programs offered, their beginning grade level, and the enrolment options and process. Boards often offer an information session in winter or spring for parents interested in registering their children.

How might French Immersion programs differ at the elementary level?

There are many models of French Immersion programs in elementary schools since school boards have the flexibility to design programs to meet local needs. For example, boards decide the grade at which immersion programs begin as well as which subjects will be taught in French and in which grade courses in English language arts will begin.

“In early immersion programs, students gain fluency and literacy in French at no apparent cost to their English academic skills. Within a year of the introduction of formal English language arts students catch up in most aspects of English standardized test performance.”

(Cummins, 1998, p. 34)

What should my child consider when choosing FSL courses at secondary school?

Grade 8 students should reflect on their strengths, interests, and goals as they consider the course descriptions and expectations contained in the Ontario curriculum documents (www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html). Students may also find it helpful to discuss their choices with their current elementary FSL teacher and where possible a secondary FSL teacher.

Where can my child find out about postsecondary opportunities to study in French?

Students can search for French courses and programs on the websites of postsecondary institutions. The following links provide contacts for all Ontario colleges and universities:

www.tcu.gov.on.ca/eng/postsecondary/schoolsprograms/college/

www.tcu.gov.on.ca/eng/postsecondary/schoolsprograms/university/

French programs might be listed under various headings, so students should check terms such as Modern Languages, Humanities, French as a Second Language, French Immersion, or Français. In addition to finding out about the courses and programs offered, FSL students may be interested in seeing if postsecondary institutions provide opportunities to complete a portion of the FSL program in a French community.

Where can I find out more about FSL programs in Ontario?

The ministry provides information about FSL programs in Ontario on its website, at www.edu.gov.on.ca/eng/amenagement/FLS.html.

School boards provide details about their local FSL programs on their websites.

A complete list of all school boards in Ontario is available online at

www.edu.gov.on.ca/eng/sbinfo/boardList.html.

Elementary curriculum documents are available online at

www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html.

Secondary curriculum documents are available online at

www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html.

The following link provides information on French-language and bilingual postsecondary institutions: www.ontario.ca/education-and-training/french-language-institutions.

4. A Review of the Research

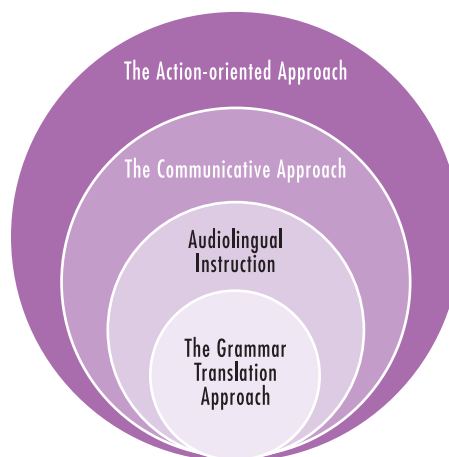
This section presents highlights from research that educators may find useful to inform and support their decision making related to FSL and their communications with other FSL stakeholders. There are numerous aspects to second-language education and acquisition. The research included in this review focuses on FSL programs, and is by no means exhaustive. The section presents an overview of teaching approaches, emphasizes that FSL is for all learners, and suggests research-based actions to improve opportunities for all students to succeed in FSL programs.

The Evolution of FSL Pedagogy

There are many practical, cognitive, and psychological benefits to learning languages. For example, research has documented that individuals who can converse in more than one language enjoy increased employment opportunities and demonstrate enhanced problem-solving skills and confidence in social situations. Recognizing such benefits, researchers have studied the various methods for teaching languages in order to evaluate which are most effective in developing strong second-language capabilities in young learners. Not surprisingly, outcomes differ depending on the strategy.

Second-language teaching approaches have evolved over time to meet the changing needs of society and to reflect new insights from ongoing research. Knowledge of the expectations and experiences of past generations with respect to second-language teaching and learning assists educators and other stakeholders to make informed choices about how to support and strengthen second-language learning for today's and tomorrow's students. The following paragraphs summarize some of the more prominent approaches to second-language pedagogy.

Each approach builds on and includes components of all preceding approaches.



The Grammar Translation Approach

As the motivations for learning languages have evolved with increasing global interconnectivity, so, too, have the approaches to and means of teaching languages. Whereas the focus of language instruction in today's classrooms is on the ability to communicate, traditional methodology in the early twentieth century focused on the ability to translate foreign words into the first-language equivalent (Puren, 2006). This methodology, often referred to as the "grammar translation approach", had its origins in the teaching of classical languages (Lightbown & Spada, 2006). The primary objective of this approach was to enable students to read literature in the target language; a typical classroom activity required students to read text in the second language and translate it into their first language. A common teaching strategy was to present vocabulary lists alongside their translation equivalents, supplemented by explicit teaching of related grammar rules (p. 138). Through the study of foreign words and the grammatical forms of the language, students acquired competencies in reading and writing but not necessarily in oral communication skills.

Audiolingual Instruction

Arising in part as a reaction to the limitations of the grammar translation approach, a subsequent phase in second-language teaching, described by some as "audiolingual instruction", placed a greater emphasis on oral elements. Rather than focusing on the reading of foreign texts, audiolingual teaching provided students with opportunities to listen to and speak the target language. Despite the greater attention given to oral language, however, students taught by this method were still limited in their ability to use the language to communicate. Since free or spontaneous speech might lead to errors that could become entrenched over time as "bad habits", instruction emphasized the repetition of learned expressions rather than impromptu speech. A typical classroom activity would have students memorize and act out a short conversation, without necessarily understanding the context or what they were saying (Lightbown & Spada, 2006, p. 139).

Studies of the use of audiolingual and grammar-based approaches in the classroom have found little evidence to suggest that they lead to second-language comprehension, fluency, or communicative competence. As Lightbown and Spada (2006) explain, "Learners receiving audiolingual or grammar-translation instruction are often unable to communicate their messages and intentions effectively in a second language. Experience has also shown that primarily or exclusively structure-based approaches to teaching do not guarantee that learners develop high levels of accuracy and linguistic knowledge" (p. 143).

The Communicative Approach

Evidence that both grammar translation and audiolingual methods were often ineffective in producing fluent, accurate speakers of the target language led to the development of the "communicative approach". In this approach, instruction focused on providing learners with opportunities to use the language in a meaningful way. Supporters of this approach hold that errors are a natural part of the language-learning process and that communication of meaning should be central, with less emphasis on language form (Lightbown & Spada, 2006). In short, fluency rather than accuracy is the priority. Classroom activities are often organized around such communicative activities as asking for information, expressing likes and dislikes,

describing, inviting, promising, or apologizing – functions that a learner would need to know to get by in a foreign language. Contextual cues, props, and gestures are used to support communication of meaning. Grammar rules are learnt in the context of how they help to express meaning appropriately (Canale & Swain, 1980, p. 2).

The notion that language is acquired most effectively when it is learned for and through communication has been widely accepted and supported through research (see Lightbown & Spada, 2006; Genesee, 1994). In a 2005 study documenting the relationship between teaching strategies and student learning outcomes, authors Netten and Germain define *highly effective teaching* as “the use of strategies which focus on language use (modelling, using and correcting) in spontaneous communication throughout the lesson, without previous practice of vocabulary or forms” (p. 198).

Teaching strategies are an important factor in the achievement of communicative abilities in a second language. Educators who employ *highly effective teaching* methods have been found to be more successful in developing students’ skills in spontaneous communication.

The Action-oriented Approach

Although the communicative approach highlights the value of listening to and producing language as a way to develop oral proficiency, some argue that it does not fully meet the diverse needs of language learners (Puren, 2006). The communicative approach is often associated with the use of themes or literature to organize units of study that may or may not be relevant to students. Recent research has proposed a view of language learning as occurring through “social action”. The “action-oriented approach” focuses on learning functional language related to accomplishing real-life tasks. This approach views students as “social agents” who use “acts of speech” to interact with others in order to complete tasks that involve a “purposeful action ... to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved” (CEFR, 2001, p. 10). Students create and process oral and written texts using general and linguistic competences and a variety of “reception, production, interaction or mediation” strategies (p. 15).

Teachers adopting an action-oriented approach may present language activities to students that closely mimic tasks they might face in everyday life. The tasks are therefore open-ended and require the use of a variety of skills and knowledge, often requiring oral and/or written interaction between two or more students. Grammar is viewed as a tool to enhance oral and written communication skills, and as such is taught in a relevant context. Activities engage learners in meaningful communication that is clearly related to their personal needs and interests and to life beyond the classroom.

Using a Combination of Approaches to Meet Diverse Needs

Each of the approaches to language instruction discussed above provides educators with a set of theoretical principles from which to derive their instructional strategies; however, basing classroom activities exclusively on one approach has limitations. Given the diversity of students’ strengths and needs, readiness to learn, interests, and learning styles, teachers may find that no single set of prescribed procedures is adequate to meet the needs of all students

(Alberta Education, 2008). Teachers generally find it more appropriate to use a combination of approaches in order to meet the needs of their students. Teachers who do so may be said to favour an eclectic approach.

Implicit Linguistic Competence versus Explicit Linguistic Knowledge

There has been considerable debate about the impact of explicit knowledge on the development of proficiency in a second language. Explicit knowledge, in this regard, refers to the conscious awareness and practice of the grammatical rules that govern a language. In this model, knowledge of a language is acquired first through explicit teaching, perhaps through the memorization of vocabulary and verb forms, and then develops into what is often referred to as “implicit competence”, or the internal grammar that facilitates spontaneous oral communication (Netten & Germain, 2005). Through time and practice, it is reasoned, explicit knowledge of language rules will eventually become internalized knowledge that enables language learners to communicate with ease in the second language (Newfoundland and Labrador, Department of Education, 2011).

Neurological research on this topic, however, indicates that the path to implicit competence through explicit knowledge is not so direct. Michel Paradis, for example, has argued that conscious knowledge and implicit knowledge require two different types of memory, which are located in different regions of the brain. The conscious knowledge of rules and grammar is stored in declarative memory, whereas the implicit or intuitive knowledge used when speaking spontaneously requires procedural memory. Studies of patients with Alzheimer’s disease confirm that these two types of memory are located in different parts of the brain and are not directly connected. In his *Neurolinguistic Theory of Bilingualism*, Paradis therefore concludes that explicit knowledge cannot be transformed into implicit competence. While implicit competence is required for spontaneous oral production, explicit knowledge is not (Netten & Germain, 2005).

Canadian studies have supported Paradis’ findings that an explicit emphasis on grammatical forms and rules does not necessarily translate into the spontaneous oral production of language. In a 2005 study conducted by Netten and Germain, two classes of Grade 6 students were given the same number of hours of instruction in French over a five-month period. Students in classroom A spent considerable time developing explicit knowledge of language with a focus on spelling, pronunciation, and error correction. In classroom B, the teacher’s strategy was much more focused on fluency, with an emphasis on student-to-student interaction, open-ended questions, and personalization.¹⁴ Despite the lack of emphasis on language form, the students in classroom B were found to be able to communicate orally with considerable spontaneity and accuracy, while their peers in classroom A were less able to do so.

14. As defined in the ministry document *Learning for All, K–12*, *personalization* refers to “education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs” (Ontario, Ministry of Education, 2011a, p. 7).

The Role of Explicit Instruction

Though a focus on grammar and language form may not be the single most effective strategy for learning a second language, the role of explicit instruction in language acquisition should not be discounted entirely. As explained by Netten and Germain (2005), “The role of explicit instruction is not to facilitate acquisition as such but to assist in increasing the degree of accuracy of the language that is being or has been acquired” (p. 195). It has been proposed that explicit instruction can be beneficial to students by drawing attention to errors and allowing students the opportunity to self-correct. Research seems to favour a combination of the implicit and explicit approaches to second-language instruction. That is, teaching methods that include correction and attention to form in meaningful and communicative tasks may be effective in capitalizing on the learning benefits of both explicit and implicit strategies (Dagenais, 2008).

FSL and the Development of First-Language Skills

A common barrier to enrolment in FSL programs is the belief that learning French as a second language, especially at a young age, can interfere with or delay the development of proficiency in English. This is of particular concern to parents who are considering enrolling their child in French Immersion or Extended French programs, but also to parents who may feel that time spent during Core French could be better spent on developing English literacy skills.

Standing in direct opposition to these fears, however, is the concept of *additive bilingualism*. The belief that learning an additional language does not interfere with the development of the first language is a central tenet of all second-language immersion programs. While some argue that strong first-language skills facilitate the learning of a second language, research also shows that second-language learning enhances first-language and overall literacy skills. Mastery of the first language is not a prerequisite for learning a second language. Rather, students can develop fluency and proficiency in a second language while continuing to learn their first, as is the case with students in French Immersion programs.

Some studies have pointed to a limited period of time during which students in immersion programs do not perform as strongly as same-age peers who have received instruction in their first language. Students in immersion programs have been found to test lower on some early literacy skills, including word knowledge, spelling, and punctuation. However, this delay has been shown to disappear within one or two years after the immersion student begins receiving instruction in the first language (Fortune & Menke, 2010; Lapkin, Hart, & Turnbull, 2003). Students are able to “catch up”, likely by transferring critical skills, including literacy skills, from French to English and vice versa (Dagenais, 2008).

FSL for All Learners

Despite the many benefits and rewards that learning languages presents, some students have been discouraged from participating in FSL programs. The following section addresses the misconceptions that FSL programs are unsuitable for English language learners and for students with special education needs.

English Language Learners in FSL

The belief that FSL programs are not suitable for English language learners (ELLs)¹⁵ may be based on the assumption that learning an additional language will disadvantage or unfairly burden students who are still working to attain proficiency in English. Requiring students to learn an additional language, it is reasoned, places undue stress on students' capacity to learn and may even interfere with English language acquisition.

There is no evidence to support this claim. In fact, research indicates that exposing English language learners to FSL may have a positive influence on their English acquisition (Lapkin, Mady, & Arnott, 2008, p. 11). In a study conducted by Bild and Swain (1989), Grade 8 students in an Ontario English–French bilingual program were given oral and written tests to measure their French proficiency. Students were selected for the study based on their first language – English, Italian, or a non-Romance language. Bilingual students, or those who were literate in English *and* Italian or another language, performed significantly better than their unilingual English counterparts on almost all measures. Other studies have also concluded that knowing a second language facilitates the learning of a third language (Hoti et al., 2011; Björklund & Mård-Miettinen, 2011, p. 29). Bilingual students are therefore considered to be excellent candidates for French Immersion programs.

A recent survey of English language learners who completed FSL programs indicates that these students can achieve great success in FSL. Of those surveyed, 87 per cent felt that their French was good, or adequate enough to continue FSL at a higher level. Roughly two-thirds felt their French proficiency was good enough to cope with social situations, to understand mass media in French, and to apply for jobs requiring the language. Ninety-five per cent of immigrant parents who enrolled their ELL children in French Immersion reported being satisfied with their decision and with the program (CPF, 2010, p. 8).

There is ample reason to encourage English language learners to participate in FSL programs. In addition to facilitating English proficiency, trilingualism has many other benefits. The ability to communicate in several languages can enhance understanding and appreciation of global diversity. Multilingual individuals also experience practical rewards such as increased career and educational opportunities (Archibald et al., 2006). Recognizing these benefits and students' vast capacity to learn, some regions in Europe have already established trilingual education programs with the expressed aim of establishing trilingualism more widely among students (Ytsma, 2001; Cummins, 2007).

15. As defined in the ministry document *Many Roots, Many Voices*, English language learners are students in English-language schools whose first language is other than English or is a variety of English that is significantly different from the variety used in Ontario's schools, and who may initially require educational interventions to assist them in attaining English language proficiency (Ontario, Ministry of Education, 2005, p. 48; www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf).

Students with Special Education Needs in FSL

Parents and educators work to provide appropriate support when a student experiences challenges in any subject. With respect to learning FSL, a number of academic researchers state that, under the right circumstances, all children are able to learn two languages.

As explained by Archibald and colleagues (2006), “Students with special needs can learn second languages. As with other subjects, they need accommodation, but there is nothing inherent in the learning of a second language that precludes special needs students” (p. 2). For these reasons, some academics have suggested that attention should be paid to creating learning environments where students feel comfortable expressing their ideas in a second language (Gersten & Woodward, 1994). Other language experts have focused on the need for differentiated instruction.

Differentiated instruction is a teaching practice that acknowledges the varied learning needs of all students – including struggling learners, students who are excelling, and all students in between. In order to adapt instruction to learners’ needs, teachers become familiar with students’ learning styles and preferences, interests, readiness, and current level of ability, as well as the factors that motivate their learning. This knowledge enables teachers to be flexible in tailoring the content of instruction and their teaching approaches to the needs and interests of students.

Fortune & Menke (2010, p.10) offer a number of principles to guide practice in additional language education, which include the following:

- Consider the student as a unique individual.
- Put student needs first.
- Hold high expectations for your learners.
- Trust the universal human capacity for language learning.

Motivation and Exposure to French Language and Culture Beyond the Classroom

Educators and parents see that students are motivated to learn a subject when the students express interest in the subject, actively participate in class, and/or devote leisure time to learning in the field. In the context of second-language learning, a great deal of research has been carried out on the relationship between the student’s attitude towards the language of study and his or her success in language learning. It is difficult to determine whether a positive attitude contributes to successful learning or whether success in learning a language creates a positive attitude towards the language. While there are no conclusive findings to prove that motivation causes success in second-language learning, there is evidence to suggest that motivation is associated with the willingness to continue learning (Lightbown & Spada, 2006).

Motivation in second-language learning has been described as occurring in two non-exclusive forms – *instrumental motivation* and *integrative motivation*. Students who are motivated to learn languages for practical purposes, including the ability to use a second language to widen

professional opportunities, may be described as being instrumentally motivated. Integrative motivation, in contrast, is illustrated when a student is learning for personal growth or cultural enrichment. The motivation to speak another language may occur as a consequence of, or arise from the desire for, interaction with speakers of the target language (Lightbown & Spada, 2006).

Exposure to French outside the classroom – through exchange programs or extended visits, for example – has been demonstrated to increase motivation to learn the language. In a survey of English-speaking and French-speaking fourteen- to sixteen-year-olds who took part in a two-week volunteer exchange program, participation in the program was found to have had a positive impact on motivation to learn the second language (Mady & Arnott, 2010). Students in this program volunteered at two cultural festivals – one in their home community and the other where their second language was the dominant language. Students were therefore required to use both official languages to function and communicate in a real non-school setting.

Exchanges between English-speaking and French-speaking students have also been found to have other positive effects on language learning. In a case study of Grade 6 immersion classes in Quebec and Ontario, students who participated in the program reported feeling more confident about themselves and their second-language skills after the exchange experience. The author of the study concludes that even brief contact with native speakers – through authentic interaction opportunities for students and exposure to peer models – can enhance classroom-based learning (MacFarlane, 2001). While no explicit links were drawn to either instrumental or integrative motivation in this study, it could be argued that an exchange program or a connection to French speakers through the use of technology, would likely tap into both forms of motivation: positive exposure to the second-language community would increase positive personal associations while allowing students to experience some of the many opportunities available to those who are able to converse confidently in a second language.

Looking to the Future

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 was developed to strengthen FSL education in Ontario by supporting English-language school boards in maximizing opportunities for students to reach their full potential in FSL.

What will the impact of this framework be for Ontario students, from those who are just beginning elementary school to those who are entering the workforce or embarking on postsecondary studies?

As a result of clearly articulated goals for FSL and in response to the call to action communicated through this framework, it is realistic to foresee cohesive efforts to strengthen FSL education evolving across the province. The collection of data will have allowed stakeholders to analyse the effectiveness of short- and long-term initiatives and actions taken in supporting these ambitious goals.

In a rapidly changing society in which the importance of languages is becoming increasingly evident, it is possible to envision FSL education in Ontario ten years in the future. Learning French will be widely recognized as a valuable component of every child's education. Students of FSL programs will be equipped with the knowledge, understanding, and skills to communicate with confidence in French. Parents, educators, and communities will support students as lifelong learners, and seek opportunities for continued enhancement of FSL education.

A decade from now, stakeholders in FSL will no doubt have different questions and challenges as well as new and exciting opportunities. It is critical that this document be viewed not only as a ten-year initiative, but as a vehicle to carry the current momentum in FSL into the future for the benefit of Ontario's students.

Appendix A: A Summary of FSL Programs in Ontario's English-Language School Boards

	ELEMENTARY SCHOOL	SECONDARY SCHOOL
CORE FRENCH	<ul style="list-style-type: none"> The Core French program must provide a minimum of 600 hours of French by the end of Grade 8. The Ontario curriculum document provides grade-specific expectations for Grades 4 to 8. All students from Grades 4 to 8 take Core French* unless they are enrolled in Extended French or French Immersion. 	<ul style="list-style-type: none"> One FSL credit (110 hours) is compulsory for high school graduation. The Ontario curriculum documents provide grade-specific expectations for applied and academic Core French in Grades 9 and 10, which lead to open and university preparation courses in Grades 11 and 12. In order to meet the needs of their student community, school boards must offer both academic and applied courses in Grades 9 and 10 French as a second language. Schools must offer at least Core French programs from Grade 9 to the end of Grade 12.
	ELEMENTARY SCHOOL	SECONDARY SCHOOL
EXTENDED FRENCH	<ul style="list-style-type: none"> The Extended French program must provide a minimum of 1260 hours of French by the end of Grade 8. A minimum of 25 per cent of all instruction is provided in French. The Ontario curriculum document provides grade-specific expectations for Grades 4 to 8. School boards have the flexibility to offer Extended French earlier than Grade 4. Students are taught French as a subject and French serves as the language of instruction in at least one other subject. Boards have the flexibility to decide which subject(s) will be taught in French and in which grade English instruction will begin. Students follow the same curriculum for the other subject(s) taught in French as their peers in English-language programs. 	<ul style="list-style-type: none"> To complete the program, students accumulate a minimum of seven credits in French: four Extended French language courses (one per grade) and three other subjects in which French is the language of instruction. The Ontario curriculum document provides grade-specific expectations for Extended French language courses from Grades 9 to 12. School boards have the flexibility to decide which subjects will be taught in French. Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs.

* Recognizing the importance of the languages and cultures of First Nation, Métis, and Inuit communities, the ministry provides a Grade 1–12 Native languages curriculum. Students enrolled in a Native language program may be exempt from learning French as a second language (Ontario, Ministry of Education, 2007, p. 27).

	ELEMENTARY SCHOOL	SECONDARY SCHOOL
FRENCH IMMERSION	<ul style="list-style-type: none"> • The French Immersion program must provide a minimum of 3800 hours of French by the end of Grade 8. • A minimum of 50 per cent of all instruction is provided in French. • As research indicates that a student's level of proficiency in French increases with the number of accumulated hours of instruction in French, many French Immersion programs exceed the minimum requirement. • The Ontario curriculum document provides grade-specific expectations for Grades 1 to 8. • School boards have the flexibility to start French Immersion in the primary years or later. • Students are taught French as a subject and French serves as the language of instruction in two or more other subjects. • An immersion program starting in Grade 1 generally provides instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4. • Boards have the flexibility to decide which subjects will be taught in French and in which grade English instruction will begin. • Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs. • Students who start their study of English in Grade 3 or 4 will be expected to achieve the curriculum expectations outlined in <i>The Ontario Curriculum, Grades 1–8: Language, 2006</i> between Grade 3 or 4 and Grade 8. • Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied French in extended or immersion programs at the elementary level should be considered for advanced placement in the Core French program. 	<ul style="list-style-type: none"> • To complete the program, students accumulate a minimum of ten credits in French: four French Immersion language courses (one per grade) and at least six other subjects in which French is the language of instruction. • The Ontario curriculum document provides grade-specific expectations for French Immersion language courses from Grades 9 to 12. • School boards have the flexibility to decide which subjects will be taught in French. • Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs.

Appendix B: Data Collection and Analysis to Support Goals for FSL

The following suggestions are provided to assist in the collection and analysis of data to support the three goals for FSL that are outlined in this document (page 9).

General
<ul style="list-style-type: none"> • What percentage of elementary FSL students achieves level 3 or 4 – at each grade in each program? • What percentage of secondary FSL students achieves level 3 or 4 – at each grade in each program? • What do the results of diagnostic assessments indicate about student achievement in FSL? • What is the percentage of students moving up in their achievement level in FSL? • Are any students substituting another course for FSL? If so, what course and in what grade? For what reason? • What percentage of secondary students drops an FSL course after starting? • Are secondary school FSL courses ever cancelled? If so, for what reasons? • Do students have access to e-learning or alternative program delivery methods? • What opportunities are there for students to increase their exposure to French or to experience French culture? • What opportunities do students have to provide input and feedback relevant to strengthening FSL programs? • What percentage of FSL students participates in extracurricular FSL activities (French public speaking, etc.)?
Core French
<ul style="list-style-type: none"> • What Core French courses are offered in each secondary school? • What percentage of Grade 9 Core French students continues to Grade 10? Grade 11? Grade 12? • What percentage of Core French students pursues postsecondary studies in French? • To what degree is Core French included in the school effectiveness reviews?
French Immersion (FI) and Extended French (EF)
<ul style="list-style-type: none"> • What percentage of the school board's student population is enrolled in FI/in EF? • What percentage of students leaves the program at each grade level? Why? • How many courses are offered in each secondary school FI/EF program? • What factors contribute to enrolling/ not enrolling in FI or EF programs?

(continued)

Educators
<ul style="list-style-type: none"> • How much FSL-specific professional learning is offered? • Are FSL educators supported by central staff who have expertise in French? • Do teachers have access to e-learning or alternative program delivery methods? • What percentage of FSL teachers seeks to transfer out of FSL or leave teaching?
Parent Engagement and Involvement
<ul style="list-style-type: none"> • Is there a local organization for parents of FSL students? • Is there a local FSL working group with parent and community representatives? • Do school councils have representation from an FSL parent perspective? • Have Parent Reaching Out grants been requested and/or provided for FSL initiatives? • What opportunities exist to inform newcomers about FSL? • What opportunities exist to inform parents of pre-school children about FSL?
Possible Survey Topics
<ul style="list-style-type: none"> • How confident do students feel about their French-language skills at the end of Grade 6, 8, 9, 12? • What are elementary and secondary students' attitudes towards learning FSL? • What reasons do students cite for taking/not taking Core French in Grades 10, 11, 12? • What reason do students and/or parents cite for leaving a French Immersion or Extended French program?

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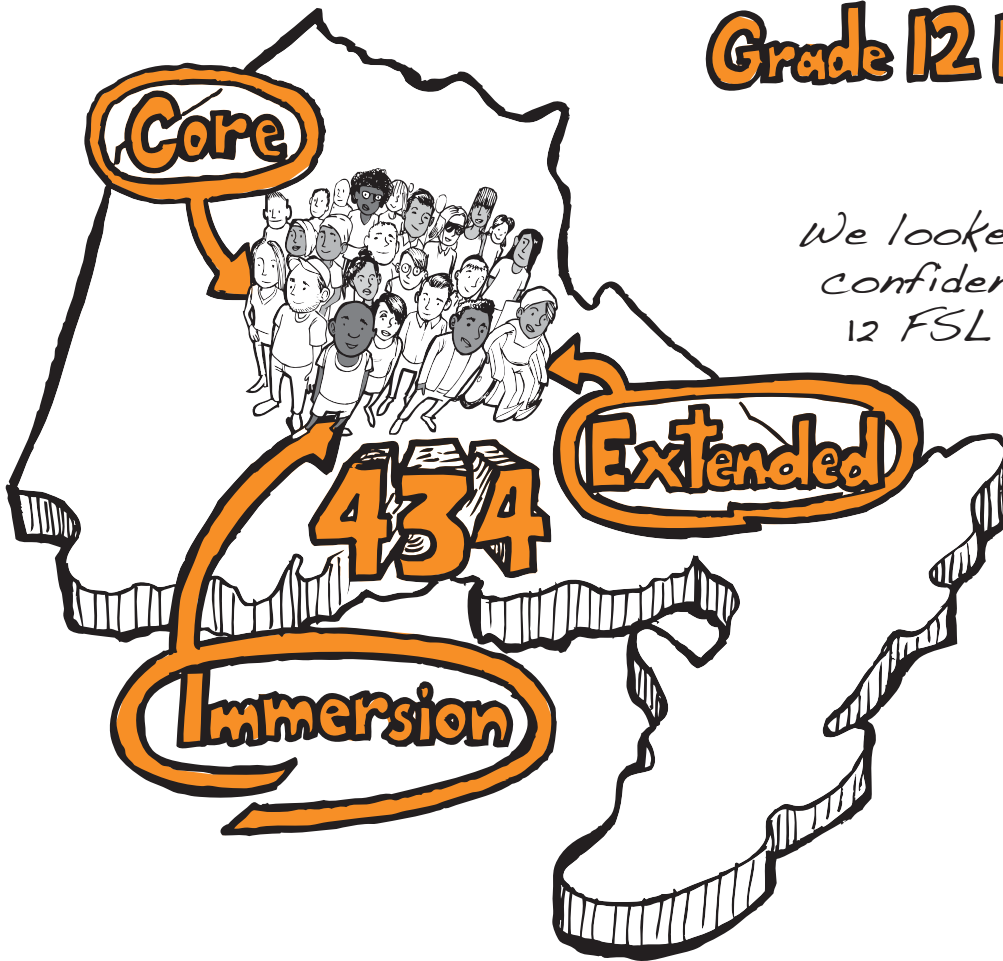
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EFL STUDENT PROFICIENCY & CONFIDENCE PILOT PROJECT

Dr. Katherine Rehner, PhD
Language Studies, University of Toronto Mississauga

Grade 12 FSL



We looked at proficiency and confidence levels of 434 Grade 12 FSL students from Core, Extended, and Immersion programs from 14 English-language school boards in Ontario.

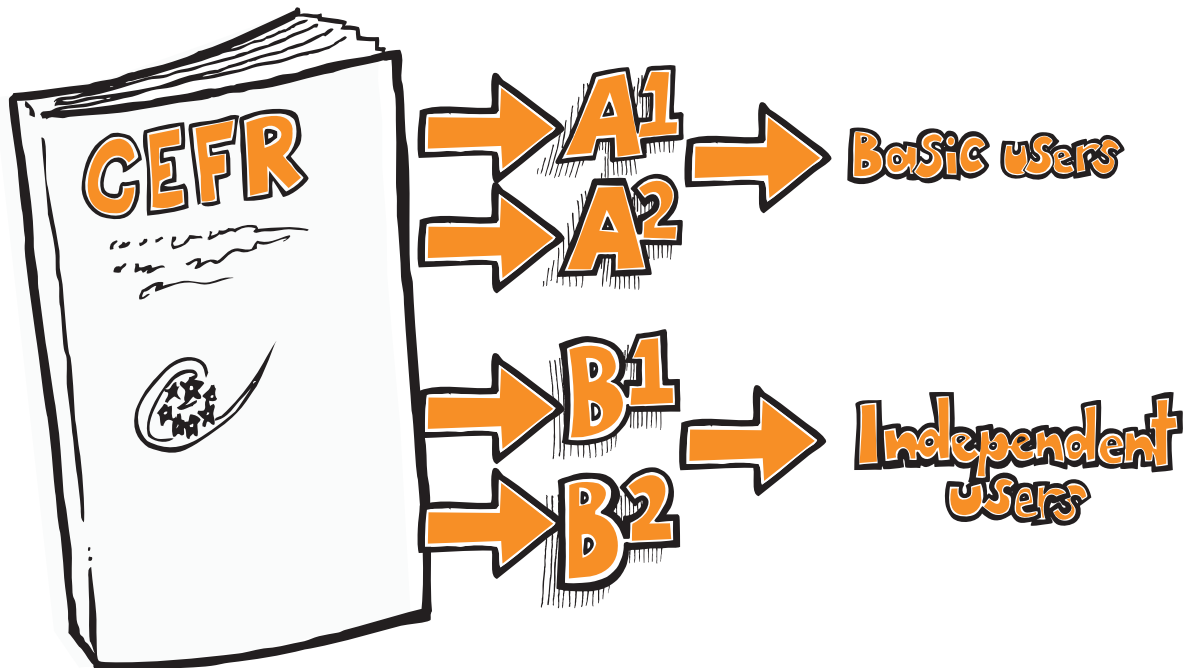
DEL F

SURVEY

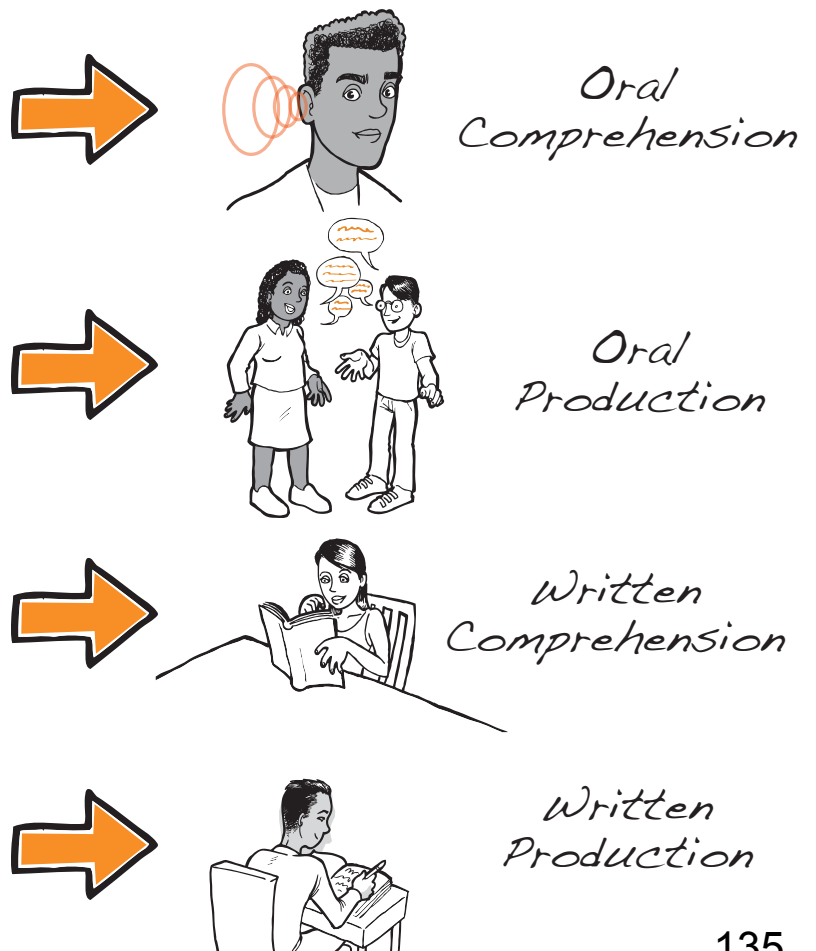
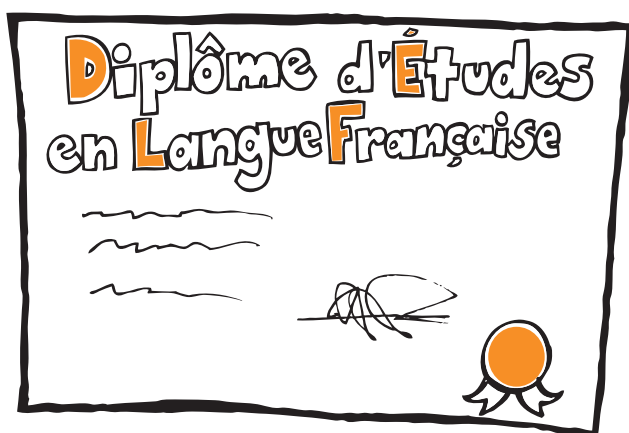
We did this by examining the students' results from the Diplôme d'études en langue française (or DELF) exam and their responses to a survey capturing their confidence.



The DELF exam provides official certification of French proficiency based on the CEFR levels A1, A2, B1, and B2.



The exam consists of four components:



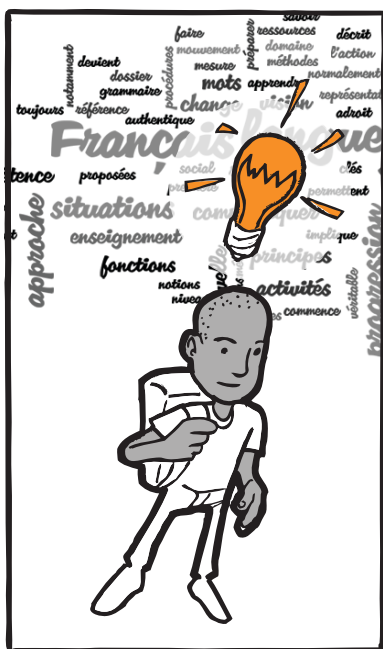
The student survey was organized into 4 sections, that examined the following areas:



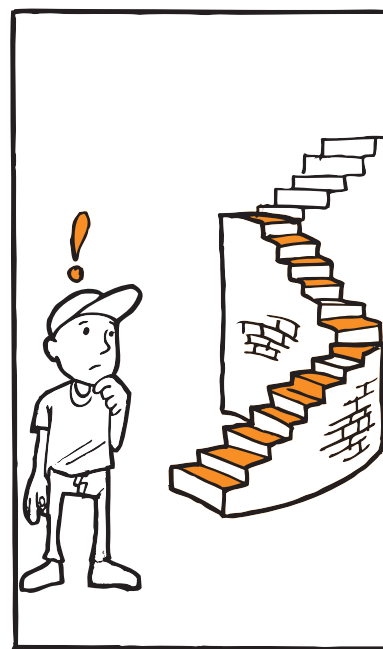
1. Students' exposure to French outside the classroom.



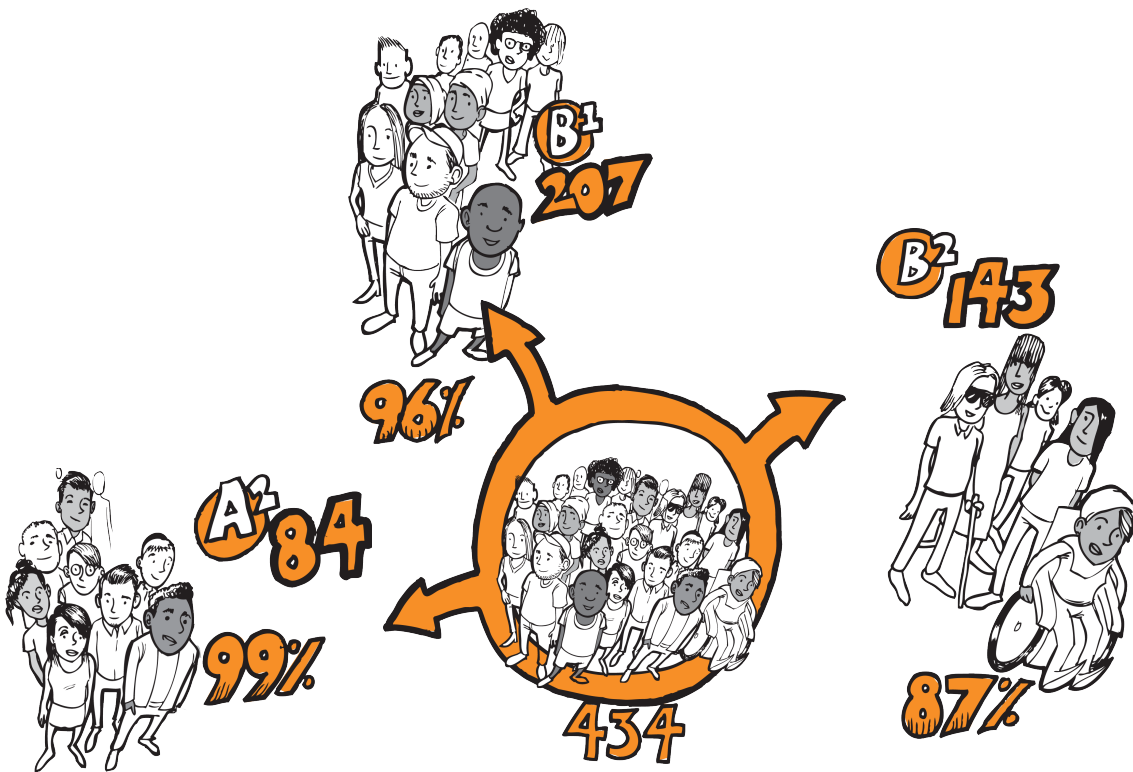
2. Students' confidence when using French while conversing, listening, writing or reading in a wide variety of situations.



3. Breadth of students' vocabulary knowledge.



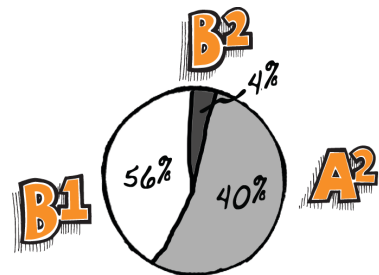
4. How difficult students found each component of the DELF exam and how well they thought they performed on each.



434 students participated in this pilot project challenging 3 DELF levels:
 84 students challenged level A2, and 99% achieved a score of 50% or higher
 207 challenged level B1, and 96% achieved a score of 50% or higher
 143 challenged level B2, and 87% achieved a score of 50% or higher

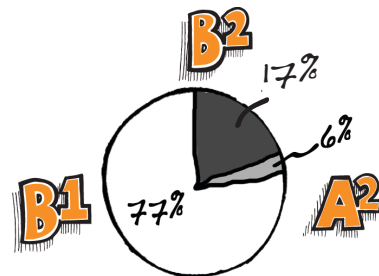
CORE

40% of Core students challenged level A2, 56% challenged B1 and 4% challenged B2.



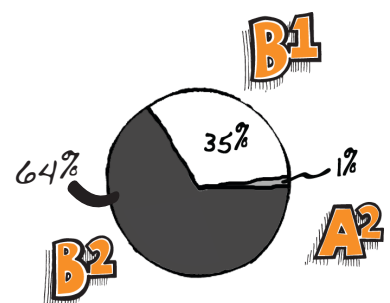
EXTENDED

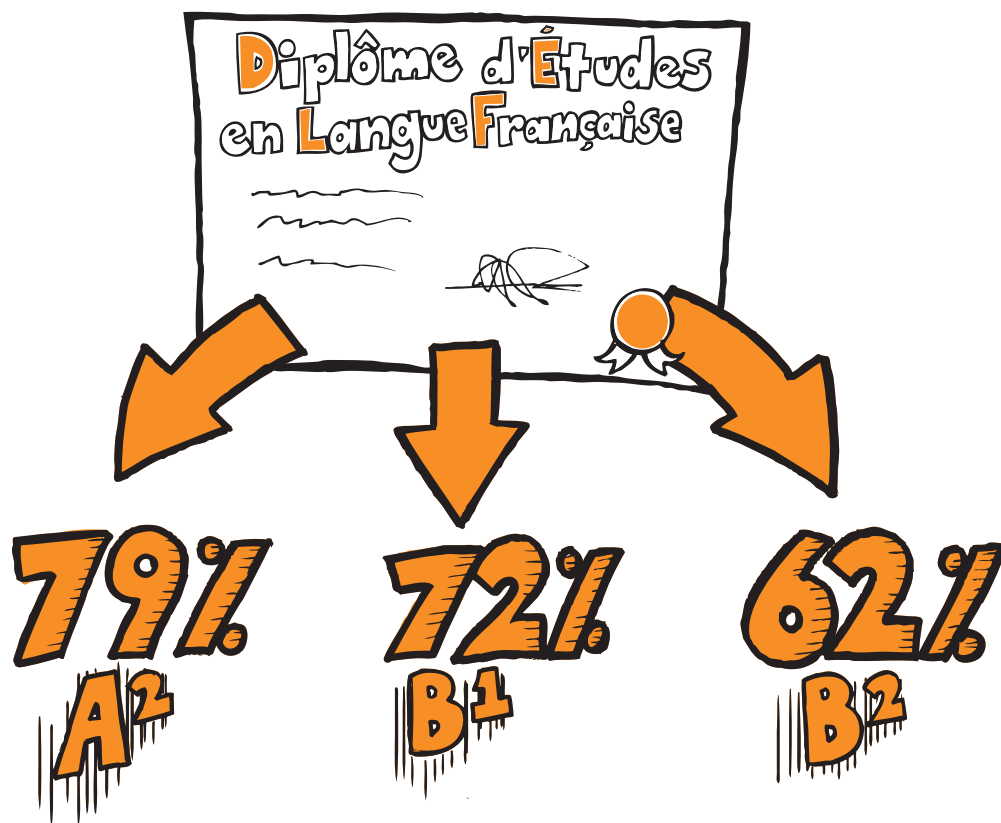
6% of Extended French students challenged A2, 77% challenged B1, and 17% challenged B2.



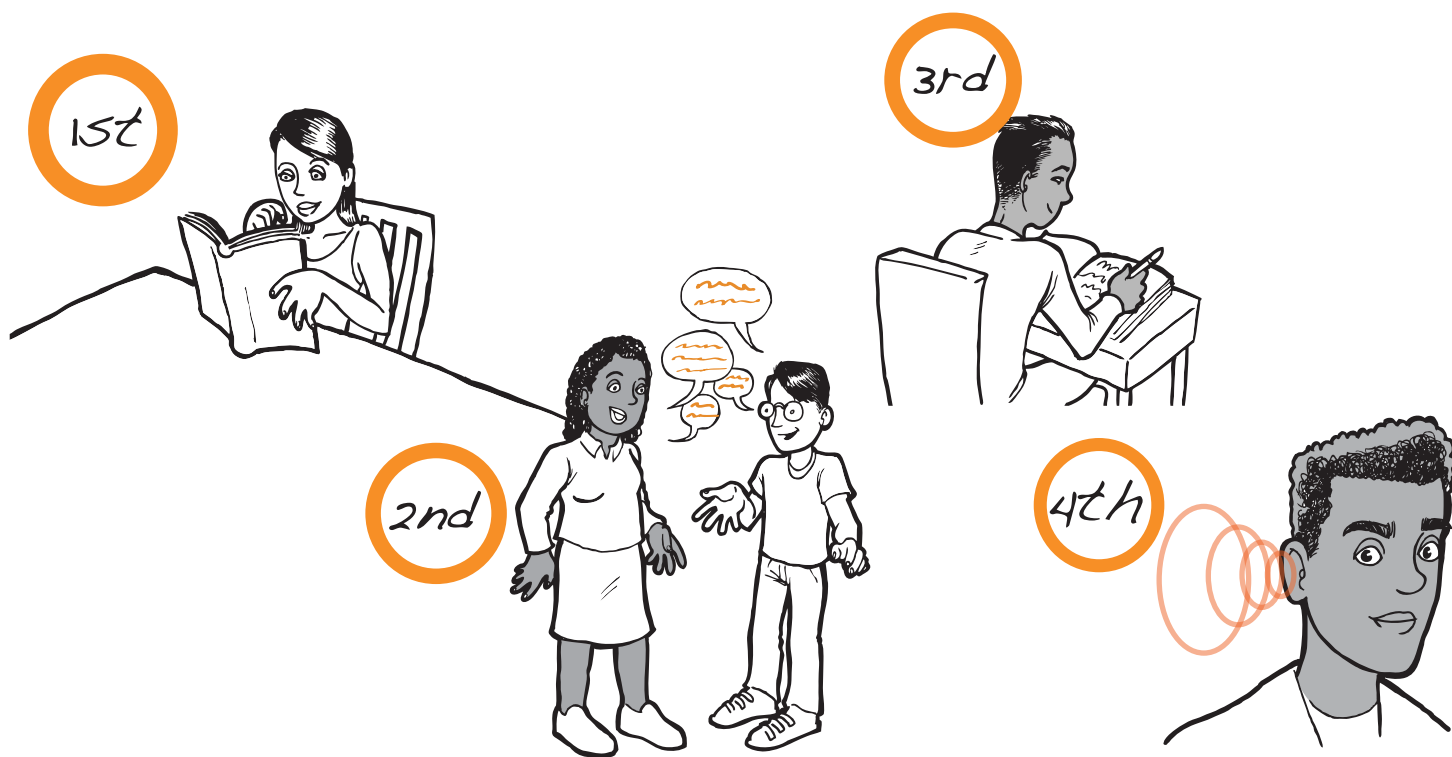
IMMERSION

1% of Immersion students challenged A2, 35% challenged B1 and 64% challenged B2.

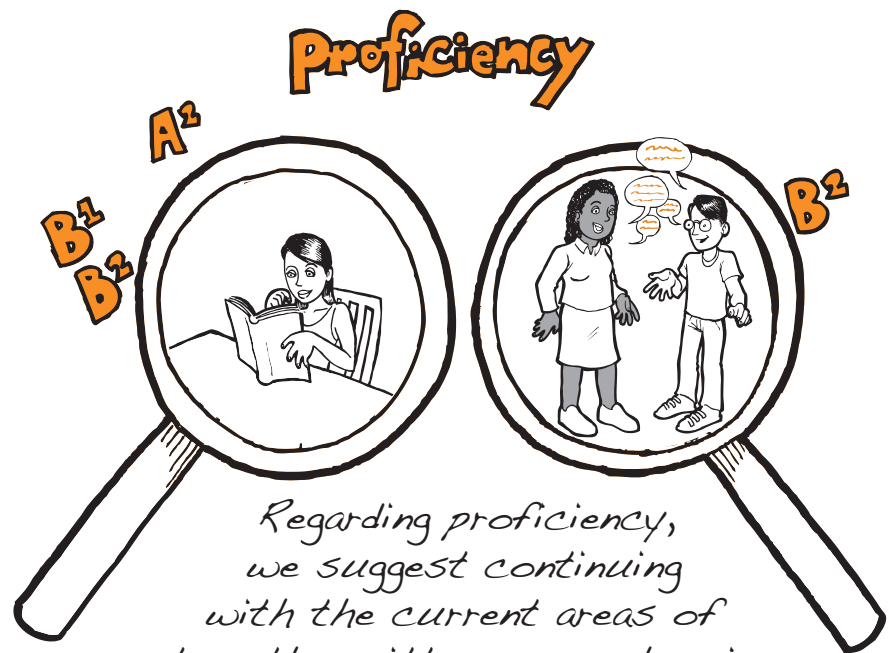




The overall DELF score was 70%.
The mean score for level A2 was 79%, 72% for B1 and 62% for B2.

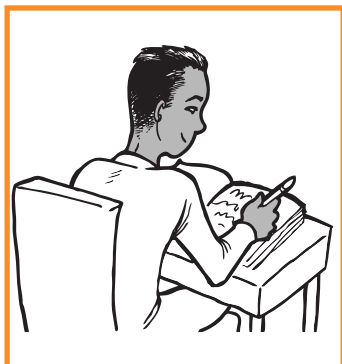


Students scored highest on written comprehension, followed by oral production, written production, and finally oral comprehension.

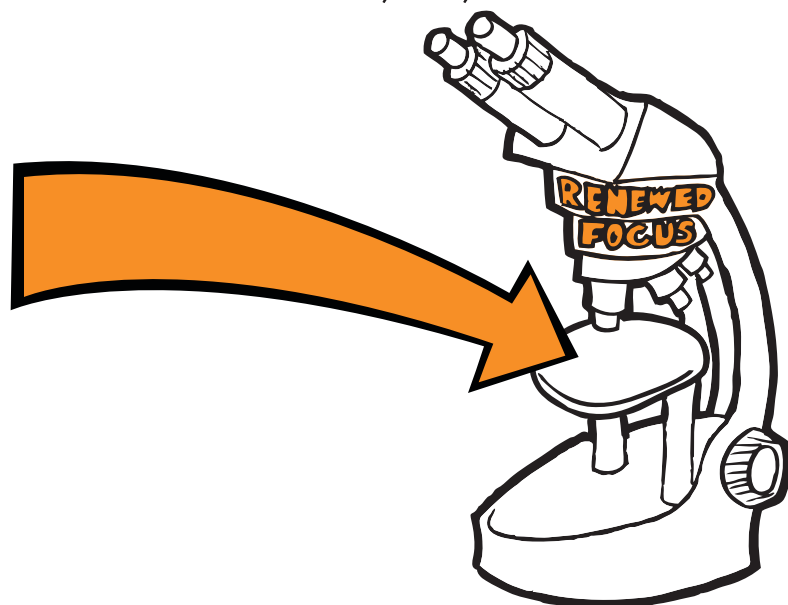


Regarding proficiency, we suggest continuing with the current areas of strength: written comprehension skills for all levels and oral production for level B2.

A renewed focus would target proficiency in oral comprehension and written production,



specifically listening (particularly the speed, accent, non-standard usages and non-linear nature of every-day oral communication and

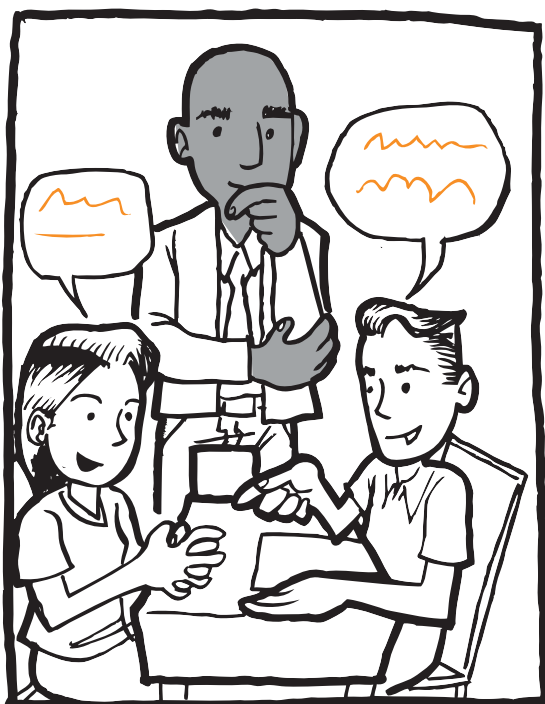


in the contextualized use of grammar and vocabulary for the purpose of communicating (spontaneous use; attention paid to subtleties like who uses particular items, when, where, and why; what impression is created by using similar items that carry different social and stylistic connotations; and what social conventions lead people to expect to hear certain things in certain contexts).



Action-oriented and inductive means can be used to further develop these communication skills.

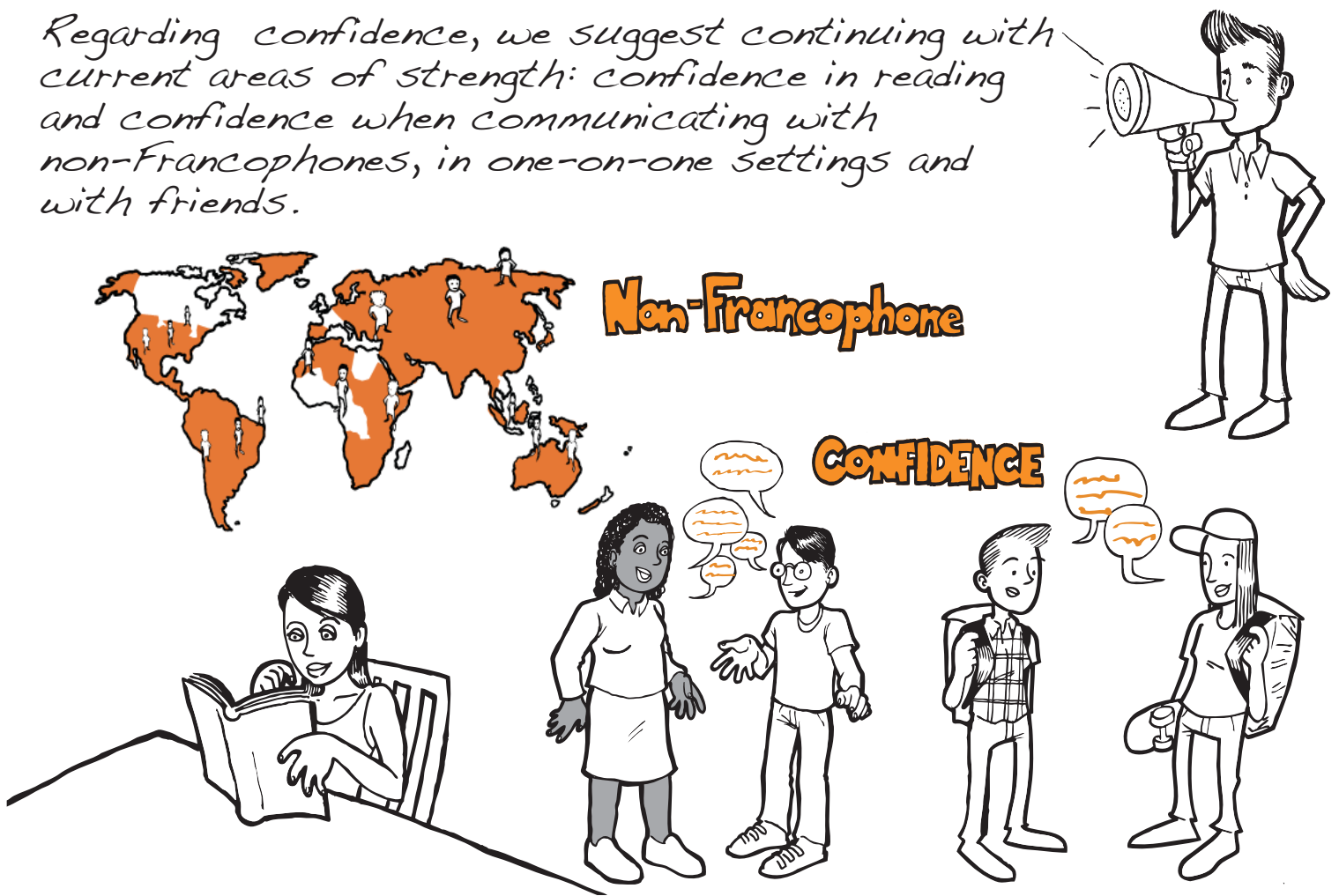
Action-oriented



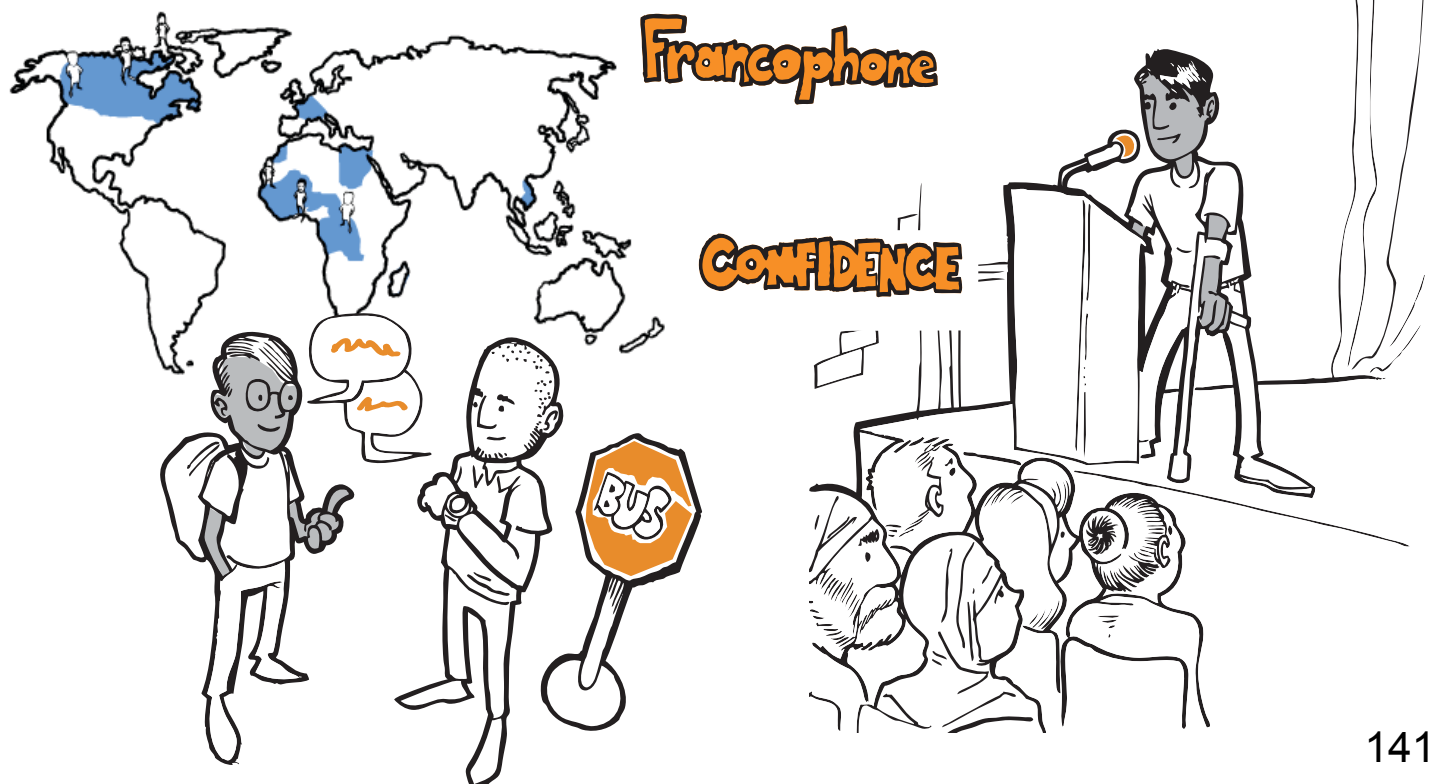
Inductive



Regarding confidence, we suggest continuing with current areas of strength: confidence in reading and confidence when communicating with non-Francophones, in one-on-one settings and with friends.

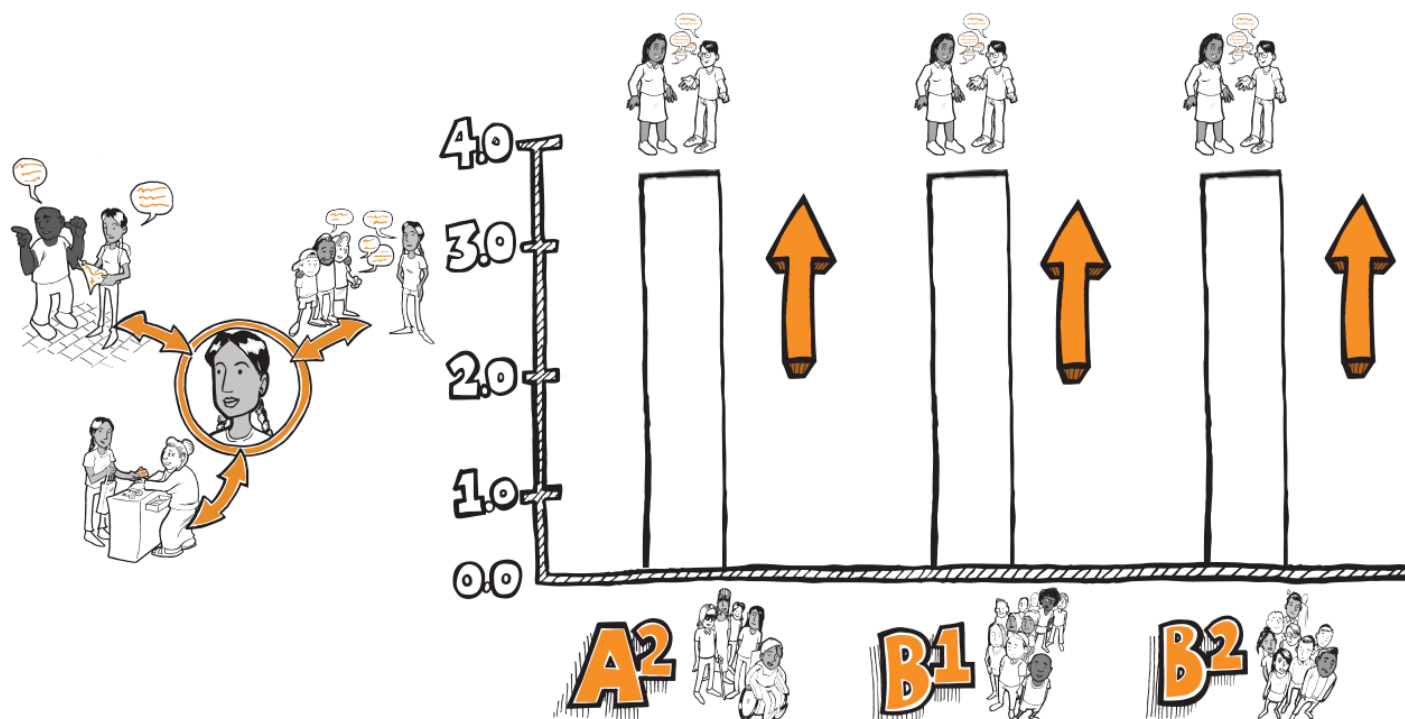


We can work on building greater confidence when it comes to communications with Francophones, in large groups and when interacting with unfamiliar people.

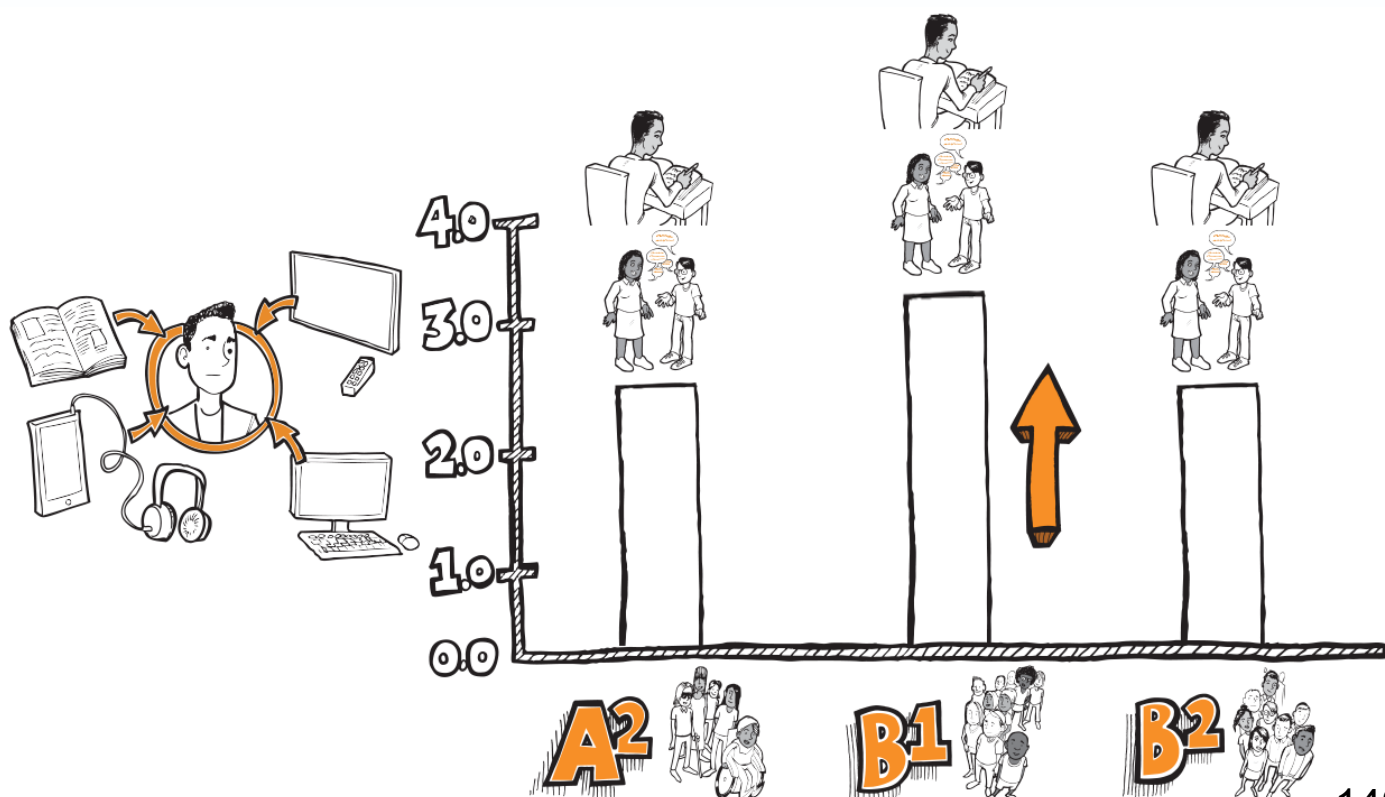


Keep in mind

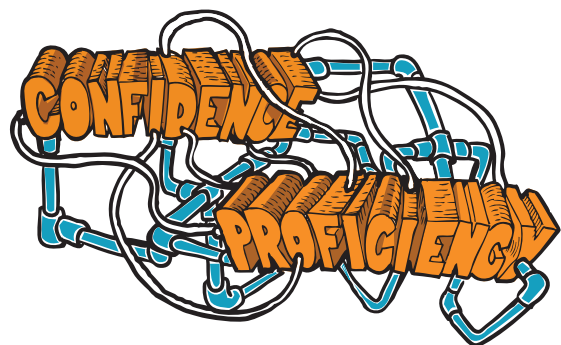
interactive exposure boosts conversing confidence for students at all levels,



receptive exposure boosts productive skill confidence for students at the mid-point of the proficiency scale.



Regarding the links between confidence and proficiency, we suggest the continued focus on the current areas of strength: supporting the positive relationship between level A2 student confidence and proficiency in reading and writing, level B1 student confidence and proficiency, particularly in oral skills, and level B2 student confidence and proficiency, specifically in the receptive skills.



A2



B1

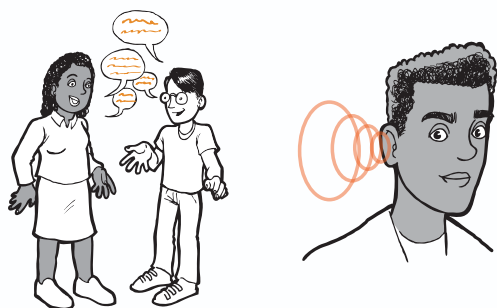


B2



The most urgent areas for improvement are: improving level A2 students' confidence in their oral skills, and improving level B1 students' confidence in their writing.

A2



CONFIDENCE

B1



MINUTES OF THE REGULAR BOARD MEETING

Date:	April 2, 2019	
Time:	7:30 pm	
Location:	Catholic Education Centre – Board Room 802 Drury Lane, Burlington, ON	
Trustees:	B. Agnew P. DeRosa, Chair of the Board M. Duarte N. Guzzo V. Iantomasi	H. Karabela P. Murphy, Vice Chair of the Board J. O’Hearn-Czarnota T. O’Brien
Student Trustees:	W. Charlebois D. Herrero	S. Mazza
Senior Staff:	S. Balogh C. Cipriano J. Crowell P. Daly, Secretary of the Board A. Lofts, Treasurer of the Board C. McGillicuddy	R. Merrick L. Naar J. O’Hara T. Overholt A. Prkacin
Also Present:	A. Bartucci, Communications Officer, Strategic Communications L. Beraldo-Turner, President, OECTA Halton Secondary Unit R. Cilliers, Metroland Media L. Keating, Acting Chief Officer, Research & Development N. March, President, OECTA Halton Elementary Unit F. Thibeault, Senior Manager, Planning and Assessment Services A. Swinden, Manager, Strategic Communications S. Viana-Azevedo, President, CUPE 5200	
Recording Secretary:	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (W. Charlebois)

The meeting opened at 7:40 p.m. with a prayer led by Student Trustee Charlebois.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Adriano Perusin appointed as Secondary School Principal effective September 1, 2019.

Michael Chiarelli, Inese Hill, Frank Jambrosich, Linda Kassil, Anna Pereira, Grazyna Rogulski and Ria Whatman retiring effective June 30, 2019.

2. Approval of the Agenda

The following was added the agenda:

April 6, 2019 Rally at Queens Park (Miscellaneous Information) (N. Guzzo)
Letter to the Ministry of Education (Action) (B. Agnew)

#60/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#60/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the March 19, 2019 Regular Board Meeting

#61/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

RESOLVED, that the minutes of the March 19, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#61/19** 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 Bishop P.F. Reding Catholic Secondary School Artificial Turf Replacement (R. Merrick)

#62/19

Moved by: V. Iantomasi

Seconded by: P. Murphy

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the proposed artificial turf replacement at Bishop P.F. Reding Catholic Secondary School, in the Town of Milton.

The Chair called for a vote on **#62/19** and it **UNANIMOUSLY CARRIED**.

#63/19

Moved by: P. Murphy

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the capital reserve for the proposed artificial turf replacement at Bishop P.F. Reding Catholic Secondary School, in the Town of Milton, and that the expenditures will not exceed \$900,000.

The Chair called for a vote on **#63/19** and it **UNANIMOUSLY CARRIED**.

8.2 2019-2020 School Year Calendar (J. Crowell)

#64/19

Moved by: B. Agnew

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board approve the 2019-2020 School Year Calendar as presented.

The Chair called for a vote on **#64/19** and it **UNANIMOUSLY CARRIED**.

8.3 Nomination for OCSTA Regional Director (P. DeRosa)

#65/19

Moved by: H. Karabela

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board nominate Trustee Tim O'Brien as a nominee for the position of OCSTA Director for the period of April 29, 2019 to the conclusion of the 2021 AGM & Conference.

The Chair called for a vote on **#65/19** and it **UNANIMOUSLY CARRIED**.

8.4 Letter to Ministry of Education (B. Agnew)

#66/19

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board direct staff to compose a letter to the Ministry of Education and Premier of Ontario on behalf of the Board of Trustees regarding the recent special education, autism and other education funding cuts, the class size changes and the implementation of e-learning modules.

BE IT FURTHER RESOLVED, that the letter be sent to all trustees for their review and approval no later than Friday, April 5, 2019 to be sent to the Ministry no later than Monday, April 8, 2019.

#66/19 (AMENDMENT)**Moved by:** T. O'Brien**Seconded by:** H. Karabela

RESOLVED, that the Halton Catholic District School Board direct staff to compose a letter to the Ministry of Education and Premier of Ontario on behalf of the Board of Trustees regarding the recent special education, autism and other education funding cuts, the class size changes and the implementation of e-learning modules.

BE IT FURTHER RESOLVED, that the letter be voted on at a Special Board Meeting Tuesday, April 9, 2019 for immediate distribution.

The Chair called for a vote on **#66/19 (AMENDMENT)**:

IN FAVOUR	OPPOSED
B. Agnew	V. Iantomasi
W. Charlebois (non-binding)	
M. Duarte	
N. Guzzo	
D. Herrero (non-binding)	
H. Karabela	
P. Murphy	
T. O'Brien	
J. O'Hearn-Czarnota	

The motion **CARRIED**.

#66/19 (AS AMENDED)**Moved by:** B. Agnew**Seconded by:** N. Guzzo

RESOLVED, that the Halton Catholic District School Board direct staff to compose a letter to the Ministry of Education and Premier of Ontario on behalf of the Board of Trustees regarding the recent special education, autism and other education funding cuts, the class size changes and the implementation of e-learning modules.

BE IT FURTHER RESOLVED, that the letter be voted on at a Special Board Meeting on Tuesday, April 9, 2019 for immediate distribution.

The Chair called for a vote on **#66/19 (AS AMENDED)** and it **UNANIMOLUSLY CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items**10.1 Student Trustees Update (W. Charlebois)**

The following information was provided:

At the last student senate meeting the following was discussed:

- The upcoming bullying Initiative, *See the Problem, Be the Solution* gala taking place at Corpus Christi Catholic Secondary School on Thursday, April 4, 2019.
- Funding cuts
- Upcoming Student Trustee elections

Student Trustees Charlebois and Mazza will be attending the OCSTA AGM and Business Seminar from April 25 – 27, 2019.

10.2 School Educational Field Trips (S. Balogh)

School trips were provided as information.

10.3 2019 EDC By-Law Amendment (A. Lofts)

Trustees were provided a report of the upcoming 219 Education Development Charges (EDC) By-law Amendment to the Board's 2018 EDC By-law (passed July 4, 2018) to extend the term of the by-law.

Staff provided the following changes to the regulation since the report was posted:

Residential rates can be increased to a maximum of the greater of:

- 5% increase to the previous in-effect rate (the lesser)
- \$300.00 increase to the previous in-effect rate (the greater)

Non-Residential rates can be increased to a maximum of:

- 5% increase to the previous in-effect rate

10.4 2018-19 Annual Facility Accommodation Report (A. Lofts)

An update on pupil accommodation in the Region of Halton, including identification of capital projects and facility partnership opportunities as per the requirements of Operating Policy I-37: Community Planning & Facility Partnerships was provided.

Staff anticipates scheduling a meeting in early May to present the information to the community.

10.5 Extensive Trip Advisory Committee (ETAC) Trip Proposals (J. Crowell)

Trustees provided information regarding the extensive field trip submitted by a Secondary School. This is reported early than usual due to date of trip.

11. Miscellaneous Information

11.1 Minutes of the February 25, 2019 SEAC Meeting

Minutes of the February 25, 2019 SEAC meeting were provided as information.

11.2 April 6, 2019 Rally at Queens Park (N. Guzzo)

Flyer shared regarding rally about education cuts. Trustees encouraged to attend.

12. Correspondence

There was no correspondence.

13. Open Question Period

The following six (6) questions were submitted from the Chair of the Jean Vanier Catholic Secondary School Parent Council. The Director of Education plans to attend to the next scheduled Parent Council meeting to answer the questions in more detail.

Question 1

In light of recent changes announced by the Ford government to class sizes, this will ultimately, reduce the number of teachers at Jean Vanier. This blow to education coupled with the unprecedented growth in Milton leaves Jean Vanier students at a clear disadvantage. This government having placed a hold on capital funds, the building of a new Catholic high school will most likely not happen by 2021. So therefore, we need to have a contingency plan in place, what will be that plan moving forward?

Response

The Director of Education to address at next Parent Council meeting at Jean Vanier Catholic Secondary School.

Question 2

What is being done about the parking lot and the mass overflow of cars at Jean Vanier Catholic Secondary School that are a danger to our children?

Response

Staff have done work in installing additional speed bumps and the school was allocated an additional commissionaire. The Director of Education to address in more detail at the next Parent Council meeting at Jean Vanier Catholic Secondary School.

Question 3

What is being done about the vaping problem in our schools?

Response

Policies and procedures have been updated to reflect the Smoke Free Ontario Act. This information has been communicated to school administrators as well as posted on the Board's public website. Signage has also been posted.

Staff continue to address and work collaboratively with community partners such as the Halton Region Police Service and the Halton Region. This is also a focus on the Board's Healthy Living Curriculum.

School Administrators have been vigilant in enforcing the no smoking/vaping rule.

Question 4

Why can't the school say no to students coming from non-feeder schools, especially when Jean Vanier Catholic Secondary School is at full capacity?

Response

Secondary Schools are open access. If school is open to registration it is also open to those who do not come their feeder schools (Catholic or Public).

Question 5

What are the plans for Jean Vanier Catholic Secondary School now as we are in crisis, being 130% capacity?

Response

Senior staff and Trustees are well aware of secondary accommodation challenges in Milton. Trustees and the Director of Education have reached out individually and as groups to members of provincial parliament to express concerns. Looking at a number of potential measures to assist.

The Director of Education to review potential measures at next Parent Council meeting at Jean Vanier Catholic Secondary School.

Question 6

What is being done about our students' safety at Jean Vanier Catholic Secondary School?

Response

The Director to address specific safety concerns to Jean Vanier Catholic Secondary School at their next Parent Council meeting.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (P. Murphy)**#67/19**

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#67/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:02 p.m. with a prayer led by Trustee Murphy.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: April 9, 2019
Time: 6:00 pm
Location: Catholic Education Centre – Board Room
802 Drury Lane, Burlington, ON

Trustees: P. DeRosa, Chair of the Board H. Karabela
M. Duarte P. Murphy, Vice Chair of the Board
N. Guzzo J. O’Hearn-Czarnota
V. Iantomasi T. O’Brien

Student Trustees: W. Charlebois

Trustees Excused: B. Agnew S. Mazza
D. Herrero

Senior Staff: C. Cipriano A. Lofts, Treasurer of the Board
J. Crowell A. Prkacin
P. Daly, Secretary of the Board

Also Present: A. Swinden, Manager, Strategic Communications
S. Viana-Azevedo, President, CUPE 5200

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (P. DeRosa)

The meeting opened at 6:000 p.m. with a prayer led by Chair DeRosa.

2. Approval of the Agenda

#68/19

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#68/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Action Items

4.1 Letter to the Ministry of Education

Trustees reviewed and discussed edits to the letter.

#69/19

Moved by: M. Duarte

Seconded by: N. Guzzo

RESOLVED, that the debate close and the vote regarding the letter take place.

The Chair called for a vote on **#69/19** and it **UNANIMOUSLY CARRIED**.

#70/19

Moved by: M. Duarte

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board approve the letter to the Ministry of Education with agreed changes and send to the Ministry of Education no later than Wednesday, April 10, 2019.

The Chair called for a vote on **#70/19**:

IN FAVOUR	OPPOSED
W. Charlebois (non-binding)	V. Iantomasi
M. Duarte	H. Karabela
N. Guzzo	
P. Murphy	
T. O'Brien	
J. O'Hearn-Czarnota	

The motion **CARRIED**.

5. In-Camera

There was no follow-up in-camera session.

6. Resolution re Absentees

#71/19

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that Trustee Agnew, Student Trustee Herrero and Student Trustee Mazza be excused from the meeting.

The Chair called for a vote on **#71/19** and it **UNANIMOUSLY CARRIED**.

7. Adjournment and Closing Prayer (T. O'Brien)

#72/19

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#72/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 7:03 p.m. with a prayer led by Trustee O'Brien.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 1, 2018	Transportation to AP and/or IB Programs for Gifted Students in the HCDSB Secondary Schools	Staff Report on A New Vision for Transportation.	Business Services	To Be Determined
January 15, 2019	Amendment to Resolution #233/18	<p>BE IT RESOLVED, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested.</p> <p>BE IT FURTHER RESOLVED, that this resolution #233/18 be put on hold and sent back to the Policy Committee in consultation with Business Services to have this motion revised so that it is fair and equitable and allows all students the same access to transportation to the AP program;</p> <p>BE IT FURTHER RESOLVED, that this motion would be pending approval and sustainability through the Board's budget.</p> <p>BE IT FURTHER RESOLVED, that Resolution #233/18 remain on hold pending a Staff Report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.</p>	Senior Staff	Policy Agenda – May 2019

April 9, 2019 (Policy)		BE IT RESOLVED, that Resolution#28/19 be returned to the regular board meeting of May 21, 2019 for deliberation contingent on staff reports that include transportation equity; ministry guidelines/requirements for gifted students programming and meeting their needs; and funding being provided in advance of that Board meeting.	Senior Staff	May 21, 2019
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Regular Board Meeting

Action Report

Policy I-13 Appointment of Architect	Item 8.2
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Optimizing organizational effectiveness.

Purpose

To rescind *Policy I-13 Appointment of Architect*.

Background Information

The following policy has been in place to appoint an architect for a capital project of the Board.

Upon review of the policy, it is evident that *Policy I-13 Appointment of Architect* is redundant and duplicates the intent of the *Policy I-25 Purchasing*, whereby the Board must follow the Broader Public Sector (BPS) Procurement Directive and *Administrative Procedure VI-11 Purchasing*. The BPS Procurement Directive governs all purchasing transactions within the Board, including architectural services. Therefore, it is recommended that *Policy I-13 Appointment of Architect* be rescinded, and *Policy I-25 Purchasing* will govern future transactions of the Board to procure architectural services.

Conclusion

Policy I-13 Appointment of Architect was presented at the Policy Committee Meeting on April 9, 2019, with a recommendation that it be forwarded to the Board of Trustees to be rescinded.

Recommendation

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



Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-13 Appointment of Architect* be rescinded.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Appointment of Architect	
Adopted: November 25, 1986	Last Reviewed/Revised: September 5, 2006
Next Scheduled Review: Rescinded May 7, 2019	
Associated Policies & Procedures:	

Purpose

The appointment of an architect for a capital project of the Board will be determined as outlined below.

Requirements

Area architects and those specializing in school design will be invited to submit a professional résumé with respect to school construction experience, including recent capital projects designed within the previous twelve (12) month period.

Senior staff will receive, review and list all résumés received for submission to the Architect Selection Committee. Such submission will include a short list recommendation by staff for consideration.

The Architect Selection Committee will finalize the “short list” recommendation, interview if necessary and recommend appointment to the Board with appropriate background information. The interviewing of architects will be at the discretion of the Selection Committee.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy I-43 Use of Technology and Digital Citizenship	Item 8.3
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To approve *Policy I-43 Use of Technology and Digital Citizenship*, as presented.

Background Information

Policy I-43 Use of Technology and Digital Citizenship has been streamlined so that the guiding principles for use of technology and digital citizenship are concisely and clearly delineated. *Administrative Procedure VI-62 Use of Technology and Digital Citizenship* was developed to outline the implementation of the principles ensconced in *Policy I-43 Use of Technology and Digital Citizenship*.

Conclusion

Policy I-43 Use of Technology and Digital Citizenship was presented at the Policy Committee Meeting on April 9, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	Moved by:
	Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-43 Use of Technology and Digital Citizenship</i> be approved as amended.	



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Use of Technology and Digital Citizenship	
Adopted: November 18, 2014	Last Reviewed/Revised: May 7, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-62 Use of Technology and Digital Citizenship VI-63 Social Media I-02 Records and Information Management VI-82 Records and Information Management Procedure I-07 Privacy Protection Policy VI-81 Privacy Protection Procedure VI-51 Privacy Breach Procedure I-24 Fraud Management VI-24 Fraud Management I-36 Trustee Code of Conduct II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools II-40 Bullying Prevention and Intervention II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education III-14 Employee Code of Conduct III-16 Workplace Harassment IV-04 Loss or Damage to Personal Items	

Purpose

The Halton Catholic District School Board (HCDSB) supports the benefits that technology can bring to its daily operating activities, and to student achievement and wellbeing. All users are required to know and abide by this policy in order to ensure information technology resources are being used in a safe and responsible manner.

Application and Scope

This Policy applies to students, staff, trustees, volunteers, and any individual using HCDSB technology as defined in this policy.

References

[Education Act](#)

[Institute for Catholic Education \(ICE\)](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Ontario Human Rights Code](#)

[Criminal Code](#)

[Copyright Act](#)

[Ontario College of Teachers](#)

[College of Early Childhood Educators](#)

[PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct](#)

[Ontario Safe Schools Code of Conduct](#)

[International Society for Technology in Education \(ISTE\)](#)

[Growing Success](#)

[HCDSB Multi-Year Strategic Plan](#)

Definitions

HCDSB Technology - Technology resources include, but are not limited to, computers, tablets, phones, cellular/mobile technology, servers, networks, Internet services, printers, IOT devices (Internet of Things), computer applications, data, email and collaboration tools, as well as third-party Internet service providers to HCDSB include E-Learning Ontario and online textbook vendors. The examples of the services they provide are software, virtual learning environments and digital textbooks.

User - A user is any individual granted authorization to access HCDSB technology, as defined above.

Board Supported Tools - online digital programs for which HCDSB staff provide ongoing support

Internet of Things - The internet of things, or IoT, is a system of interrelated computing devices, mechanical and digital machines, objects that are provided with unique identifiers and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.

Digital Citizenship - Users recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

BYOD - Bring Your Own Device, such as, but not limited to, cell/smart phones, laptops, tablets, and other technology.

Bullying - means aggressive and typically repeated behaviour by a pupil where:

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber Bullying - bullying by electronic means including:

- a. creating a web page or a blog in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet; and
- c. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Principles

HCDSB is committed to preparing our students for the workplace and for success in a world that continues to evolve through advances in technology.

Fundamental to student success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st Century world. The objective is to develop the HCDSB community as global citizens and 21st Century learners who strive to achieve the Ontario Catholic School Graduate Expectations.

At HCDSB, educators and learners collaborate in innovative school and classroom communities that encourage student engagement, learning and achievement. As such, HCDSB is committed to:

- taking reasonable precautions to ensure that data is secure and safe and should be used for intended purposes only;
- committed to using technology resources responsibly;
- complying with federal and provincial legislation, as well as, HCDSB policies and corresponding operating procedures;
- supporting innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students;
- engaging students in authentic, personalized, relevant inquiry learning;
- modernizing schools and classrooms that support and enhance innovation in learning;
- providing high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD;
- mapping the Ontario Catholic School Graduate Expectations to the 21st century (global) competencies;
- providing staff with training and resources to better utilize technology relevant to their learning needs.

Requirements

HCDSB, is committed to providing education that is distinctively Catholic, nurturing the call to love and serve by creating positive climates for learning and working.

As such, users of HCDSB technology:

- are not permitted to engage in cyberbullying, transmit, request, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, pornographic, threatening, offensive, racist, illegal material;
- may not willfully access any files or content that may damage, compromise, violate, infiltrate or in any way negatively affect HCDSB computers, electronic devices or network or those of other users;
- must not attempt to gain unauthorized access to Board technology or data nor attempt to disrupt or destroy data;
- must respect all privacy laws;
- must respect all copyright laws that protect software owners, artists and writers.

Information Technology staff employ the use of tools to monitor and secure internet activity to safeguard Board, staff and student data and privacy.

All users are responsible for:

- ensuring that technology is used in accordance with HCDSB policies and procedures;
- complying with the school's Code of Conduct;
- ensuring that technology is used to support teaching and learning in accordance with HCDSB teaching and learning expectations;
- using technology in a legal, ethical, safe and responsible manner consistent with the purposes for which it is provided;
- security of their personal network logins and passwords - they should not be shared with anyone other than a parent/guardian (students) or, in some cases, HCDSB personnel, such as but not limited to teachers, administrators, or IT account administrators;
- ensuring that photos, videos or images of an individual/group are not posted online/shared digitally unless consent from the individual(s) – over the age of 18 – or parental consent (for those under the age of 18) has been obtained at the beginning of the school year; and
- ensuring that technology is not used for political campaigning or union business unless approved by the Director of Education.

All users must be aware that:

- Information created with HCDSB technology and on HCDSB-managed systems remains the property of and is accessible by the HCDSB; therefore, users should have no expectation of privacy in anything they create store, send or receive using HCDSB technology;
- Any information posted publicly adheres to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA);
- Under MFIPPA, all electronic records are subject to a Freedom of Information request.

Consequences: Remedial and Disciplinary Action

Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with HCDSB policies and procedures related to Codes of Conduct, progressive discipline and the Education Act.

Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- limitations, suspension and/or revocation of access privileges to personal and HCDSB technology resources;
- for staff, appropriate disciplinary measures, up to and including dismissal;
- for students, appropriate progressive discipline measures within the Education Act,; or
- legal action and prosecution by the relevant authorities.

Policy No. I-43 | Use of Technology and Digital Citizenship

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary	Item 8.4
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To approve *Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary*, as presented.

Background Information

Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary is a long standing policy that was written in compliance with the regulations of the Education Act in the Province of Ontario. This policy was last reviewed in February 2016. Minor amendments and additions to the policy are suggested. The Associated Policies and Procedures were updated to include inclement weather procedures.

Conclusion

Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary was presented at the Policy Committee Meeting on April 9, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary* be approved as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

The School Day (Daily Sessions) – Elementary & Secondary	
Adopted: October 23, 1973	Last Reviewed/Revised: May 7, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-39 Inclement Weather Safety VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures	

Purpose

It shall be the policy of the Halton Catholic District School Board to establish the school day to be consistent with the Education Act, in compliance with the Regulations of the Province of Ontario.

Application and Scope

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

References

[Education Act](#)

Principles

The School Day (Daily Sessions) – Elementary and Secondary:

- The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day, and ending fifteen minutes after classes end for the day.
- Teachers shall be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of pupils at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon.
- The length of the instructional program of each school day for pupils of compulsory school age and pupils in full day junior kindergarten or kindergarten shall be not less than five hours a day excluding recesses or scheduled intervals between classes.

- The instructional program on a school day shall begin not earlier than 8 a.m. and end not later than 5 p.m. except with the approval of the Minister.
- A board may reduce the length of the instructional program on each school day to less than five hours a day for an exceptional pupil in a special education program.
- Each pupil and each teacher shall have a scheduled interval for a lunch break.
- A pupil's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other pupil or any teacher.
- A teacher's interval for a lunch break shall be not less than forty consecutive minutes and need not coincide with the scheduled interval for the lunch break of any other teacher or any pupil.
- In the intermediate and the senior divisions, a principal may, subject to the approval of the board, provide for recesses or intervals for pupils between periods.
- The buildings and the playgrounds shall be open to pupils during the period beginning fifteen minutes before classes begin for the day and ending fifteen minutes after classes end for the day.
- In elementary schools, there shall be a morning recess and an afternoon recess, each of which shall be not less than ten minutes and not more than fifteen minutes in length, for pupils in the primary and junior divisions.
- The school shall be opened to the students during inclement weather (i.e. rain).
- When inclement weather results in bus cancellation, schools and the school office will remain open.
- When inclement weather results in school closure, schools and the school office will remain closed.

Requirements

The School Day (Daily Sessions) – Secondary Only:

Each secondary school Principal will develop, annually, a secondary school day organization proposal for the subsequent school year in accordance with the established guideline procedures. It is understood that the principal will have consulted staff members, Catholic School Council, and with their Family of Schools Superintendent. The proposal shall also include a response to the following criteria:

- The safety of the students and staff.
- The efficiency and quality of the educational programs to be provided.
- The co-curricular activities of the school.
- The needs of the school community.

- The maximum and efficient utilization of available instructional space.
- System bus scheduling requirements.
- Each secondary school Principal will meet and review with their Family of Schools Superintendent the school day organization proposal for the subsequent school year for his/her school.
- Each secondary school day organizational proposal is subject to the review and approval of the Director of Education prior to its implementation. Such review and approval will be given by April 30.
- The Director will advise the Board accordingly, of any changes that have been incorporated relative to the secondary school day, for each secondary school for the subsequent school year.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Uniform Supplier Contract Extension	Item 8.5
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To inform the Board that the incumbent supplier, ISW Uniforms, is willing to extend the current uniform contract at the current pricing introduced January 1, 2017, for one year ending December 31, 2020. Staff is also requesting Board approval to extend the contract.

Background Information

Policy II-41 School Uniform Dress Code - School Dress Code was a discussion item at the April 9, 2019, Policy Committee Meeting. Trustees deliberated the current uniform policy and program and whether revisions are required. The Policy Committee recommended that at May 7, 2019, Regular Board Meeting Trustees extend the current contract with the incumbent uniform supplier for one year, to allow for a review of Policy II-41 School Uniform Dress Code - School Dress Code.

Comments

Conducting a review of Policy II-41 may take several weeks from revision to approval, particularly if part of the review process will include input from the HCDSB community. With the current uniform contract set to expire on December 31, 2019, a review of the uniform policy would not provide sufficient time to complete a competitive bid process and subsequently would not provide the awarded proponent(s) sufficient time to implement a successful uniform program for January 1, 2020.

Conclusion

It is recommended that HCDSB extend the current uniform contract with the incumbent, ISW Uniforms, to allow sufficient time to conduct a full review of Policy II-41 School Uniform Dress Code - School Dress Code.



A full review of Policy II-41 will allow the Board to solidify the requirements of a uniform program, enabling a competitive bid process without the concern of disrupting the spirit of the uniform program during the term of an awarded contract.

Extending the contract for one year would also provide an opportunity to better align the triennial review of Policy II-41 with any future competitive bid processes and contract awards.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to extend the current contract with the uniform supplier for one year to December 31, 2020, to allow for further review of Policy II-41 School Uniform Dress Code – School Dress Code.

Report Prepared by:

D. Tkalcic
Manager, Purchasing Services

Report Submitted by:

A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Staff Report

2019 Education Development Charges By-Law Amendment	Item 9.1
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

The purpose of this report is to provide staff's recommended amendments to the 2018 Education Development Charges ("EDC") By-law, which the Board passed on June 28, 2018, and that came into force on July 4, 2018. The amendments are designed to extend the term of the by-law from one (1) year to five (5) years and increase the residential and non-residential charges by the recent amendments to Ontario Regulation 20/98.

Background Information

- 1) Information Report 10.3 "2019 Education Development Charges By-Law Amendment" from the April 2, 2019, Regular Board Meeting.
- 2) Presentation 4.1 "Education Development Charges" from the March 19, 2019, Regular Board Meeting.
- 3) Information Report 10.9 "Planning Services Work Plan for 2018-2019" from the October 2, 2018, Regular Board Meeting.
- 4) Action Report 4.1 "2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Passage" from the June 28, 2018, Special Board Meeting.

Comments

On June 28, 2018, the Ministry of Education approved the necessary components of the Board's 2018 Education Development Charges Background Study, and the Board's intention to pass a one (1) year by-law at the same rates that were in effect for the 2013 EDC By-law, as amended in 2017.

Following the receipt of approvals from the Ministry, the Board passed the 2018 Education Development Charges By-law, which came into force on July 4, 2018. The 2018 EDC By-law is set to expire at the close of business on July 3, 2019.



On October 15, 2018, through Ministry Memorandum 2018: B15 Temporary Cap on Education Development Charges Rates, the Ministry of Education announced that the Province will be reviewing the EDC policy framework and placed a temporary cap/pause on EDC rate increases.

On March 29, 2019, through Ministry Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC), the Ministry of Education announced that the cap on increasing the current EDC rates would be partially lifted and replaced with restrictions that would permit the following increases to the current rates (attached as Appendix A):

- A maximum yearly increase of the greater of 5% or \$300 per residential dwelling unit (the latter applying to the Board); and,
- A maximum yearly increase of 5% of the non-residential rates.

With these new legislative permissions, the Board is now in a position to begin increasing its charges incrementally over the remaining term of the by-law to achieve the required residential and non-residential charge amounts contemplated in the 2018 Education Development Charges Background Study. The 2018 EDC Background Study determined a residential charge of \$3,648 per dwelling unit and a non-residential charge of \$0.83 per square foot of gross floor area (\$8.93 per square metre).

Given that the recent legislative amendments permit the Board to increase the current EDC rates, the Board's legal counsel and consultant have recommended that the Board amend the 2018 EDC By-law to implement the next four years and six weeks of increases.

Table 1 below illustrates the annual increases that the Board's professional consultants and legal counsel are recommending and the term to which they apply. This is in line with the recent amendments to Ontario Regulation 20/98, and will allow the Board to phase-in the amounts contemplated in the 2018 EDC Background Study:

Table 1: HCDSB Residential and Non-Residential Rate Increases

	2018 EXISTING BY-LAW CHARGE	2018 BKGD STUDY AMOUNT	Balance of Year 1 May 19, 2019 to July 3, 2019	Year 2 July 4, 2019 to July 3 2020	Year 3 July 4, 2020 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
Residential Unit	\$ 2,269	\$ 3,648	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648
Non-Residential	\$ 0.58	\$ 0.83	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74

Staff also recommends that the Board extend the term of the 2018 by-law to a maximum of five (5) years, given that the current by-law is set to expire at the close of business on July 3, 2019.

Accordingly, at the May 14, 2019, Special Board Meeting, staff will present for consideration its recommendations to Trustees to extend the term of the by-law as well as phase in incremental increases to the charges to achieve the rates established in the 2018 Education Development Charges Background Study.



At this meeting, members of the public will also have the opportunity to delegate to the Board regarding the proposed amendments.

To advise the community and stakeholders of the recommended amendments, Board staff have placed a notice in the local newspapers advising the development community and the public of the proposed amendments to the 2018 EDC By-law which the Board will consider for approval on May 14, 2019 (see Appendix B). Further, a letter was also sent to the Building Industry and Land Development Association (BILD) and the municipalities advising of the proposed amendments and the date when the amendments will be presented for consideration.

Interested parties will have an opportunity to provide input to the amendments and/or delegate Trustees before the approval.

Below are the next steps in completing the 2018 Education Development Charges By-law amendment:

TENTATIVE DATE	ACTIONS
April 2, 2019	2019 Education Development Charges Amendment – Information Report
May 7, 2019	2018 Education Development Charges Amendment – Staff Report
May 14, 2019 *	2018 Education Development Charges Amendment – Action Report
May 19, 2019	2018 Education Development Charges for Remainder of Year 1 come into effect
July 4, 2019	2018 Education Development Charges for Year 2 come into effect

Conclusion

As the Province continues its review of the policy framework governing Education Development Charges, Board staff is recommending amendments to the 2018 EDC By-law to extend the term and increase the residential and non-residential rates in accordance with the recent amendments to Ontario Regulation 20/98.

Staff will return to the Board of Trustees on May 14, 2019, with an Action Report to seek approval to the draft recommendation presented below:

Draft Recommendation:

Staff presents the following draft recommendation for future consideration by the Board of Trustees:

Resolution#:

BE IT RESOLVED THAT, a separate public meeting is not required in regard to the proposed amendment to the 2018 EDC By-law; and,

THAT, the Halton Catholic District School Board enact a by-law which will amend the 2018 EDC By-law to apply to the development of land in the Region of Halton;



THAT, the amending EDC By-law be in the form attached hereto and that it amend the Board's 2018 EDC By-Law in the following respects:

Section 9 be revised to read as follows:

Subject to the provisions of this by-law, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

- (i) May 19, 2019 to July 3, 2019: \$2,569.00;
- (ii) July 4, 2019 to July 3, 2020: \$2,869.00;
- (iii) July 4, 2020 to July 3, 2021: \$3,169.00;
- (iv) July 4, 2021 to July 3, 2022: \$3,469.00;
- (v) July 4, 2022 to July 3, 2023: \$3,648.00;

Section 12 be revised to read as follows:

Subject to the provisions of this by-law, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

- (i) May 19, 2019 to July 3, 2019: \$0.61 per square foot;
- (ii) July 4, 2019 to July 3, 2020: \$0.64 per square foot;
- (iii) July 4, 2020 to July 3, 2021: \$0.67 per square foot;
- (iv) July 4, 2021 to July 3, 2022: \$0.70 per square foot;
- (v) July 4, 2022 to July 3, 2023: \$0.74 per square foot;

Section 21 be revised to read as follows:

This by-law shall expire five years after the date it comes into force, unless it is repealed at an earlier date.

Report Prepared by:

F. Thibeault
Senior Manager, Planning Services

Report Submitted by:

A. Lofts
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

Ministry of Education**Office of the ADM**

Capital and Business Support Division
315 Front Street West
15th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation**Bureau du sous-ministre adjoint**

Division du soutien aux immobilisations et
aux affaires
315, rue Front ouest, 15^e étage
Toronto ON M7A 0B8

**2019: B11**

MEMORANDUM TO: Directors of Education
Superintendents of Facilities
Superintendents of Business

FROM: Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

DATE: March 29, 2019

SUBJECT: **Interim Changes to Education Development Charges (EDC)**

Further to **Memorandum 2018: B15 Temporary Cap on Education Development Charge Rates**, I am writing to inform you of further amendments made to Ontario Regulation 20/98 (Education Development Charges – General) and Ontario Regulation 193/10 (Restricted Purpose Revenues) under the *Education Act*. These amendments will serve as an interim measure and provide school boards with the ability to propose modest EDC rate increases while the government continues to review the EDC policy framework.

Amendments to O. Reg. 20/98

The amendments to O. Reg. 20/98 will lift the current cap on EDC rates and replace it with restricted rate increases of:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and
- A maximum yearly increase of 5% for non-residential rates.

Please note that these amendments do not restrict the ability of boards to pass bylaws for the full five-year term as set out in the *Education Act*. The amendments are effective as of March 29, 2019, and the amended regulation can be viewed on the e-Laws website at: <https://www.ontario.ca/laws>

Amendments to O. Reg. 193/10

The amendments to O. Reg. 193/10 will direct proceeds from the sale of land that was purchased using EDC funds back into school board EDC accounts. This will only apply to sites acquired after the regulation amendment is filed and which have not been used to provide pupil accommodation.

Land Acquisition

All school boards should continue to identify priority sites for acquisition. EDC-eligible boards are requested to notify their capital analyst prior to acquiring land. All requests for Land Priorities funding should continue to be made to the ministry through your capital analyst. The ministry is also requesting that school boards engage with municipal governments before purchasing land and before finalizing any plans regarding future school investments.

Ongoing EDC Policy Framework Review

The ministry's review of EDCs was launched in fall 2018 as part of the government's commitment to develop a Housing Supply Action Plan (HSAP). The consultation has included representatives from the education and municipal sectors as well as the housing development industry. Additional information on the HSAP can be found at www.ontario.ca/housingsupply.

The ministry would like to thank representatives of the Council of School Business Officials' (COSBO) Working Group, the EDC Technical Advisory Committee and all participants of the HSAP consultations for the invaluable feedback offered during consultations related to EDCs.

Further details regarding the outcome of the review and consultations will follow in the coming months.

For further information, please contact:

Colleen Hogan, Director Capital Policy Branch	(416) 325-1705 Colleen.Hogan@ontario.ca
Paul Bloye, Director Capital Program Branch	(416) 325-8589 Paul.Bloye@ontario.ca

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

**Board Meeting to be Held on May 14, 2019 at 6:30 P.M.
Catholic Education Centre
802 Drury Lane, Burlington**

Appendix B

TAKE NOTICE that at its meeting scheduled for May 14, 2019, the Halton Catholic District School Board (the “Board”) proposes to pass a by-law that will amend the Halton Catholic District School Board Education Development Charges By-law, 2018 (the “2018 By-law”), which came into effect on July 4, 2018.

The schedule of education development charges now imposed by the 2018 By-law is as follows:

Charge on residential development:	\$2,269.00 per dwelling unit
Charge on non-residential development:	\$0.58 per square foot (\$6.24 per square metre) of gross floor area

The proposed amending by-law will increase the education development charge on residential development to the following amounts per dwelling unit for the periods set out below:

(i)	May 19, 2019 to July 3, 2019:	\$2,569.00 per dwelling unit
(ii)	July 4, 2019 to July 3, 2020:	\$2,869.00 per dwelling unit
(iii)	July 4, 2020 to July 3, 2021:	\$3,169.00 per dwelling unit
(iv)	July 4, 2021 to July 3, 2022:	\$3,469.00 per dwelling unit
(v)	July 4, 2022 to July 3, 2023:	\$3,648.00 per dwelling unit

The proposed amending by-law will increase the education development charge on non-residential development to the following amounts per square foot for the periods set out below:

(i)	May 19, 2019 to July 3, 2019:	\$0.61 per square foot (\$6.57 per square metre) of gross floor area
(ii)	July 4, 2019 to July 3, 2020:	\$0.64 per square foot (\$6.89 per square metre) of gross floor area
(iii)	July 4, 2020 to July 3, 2021:	\$0.67 per square foot (\$7.21 per square metre) of gross floor area
(iv)	July 4, 2021 to July 3, 2022:	\$0.70 per square foot (\$7.53 per square metre) of gross floor area
(v)	July 4, 2022 to July 3, 2023:	\$0.74 per square foot (\$7.97 per square metre) of gross floor area

The proposed amending by-law will extend the term of the 2018 By-law from July 3, 2019 to July 3, 2023.

The 2018 By-law applies to all lands in the Regional Municipality of Halton. Accordingly, a key map showing the location of the land subject to the 2018 By-law is not provided as part of this notice.

Should the Board pass an amending by-law on May 14, 2019, collection of education development charges pursuant to the 2018 By-law, as amended, will commence on May 21, 2019.

A copy of the proposed amending by-law, the education development charge background study prepared in connection with the 2018 By-law, and information concerning the proposed amendment are available on request during regular business hours at the Board’s administrative offices, 802 Drury Lane, Burlington, Ontario, and on the Board’s website at www.hcdsb.org.

If a person wishes to address the Board at the May 14, 2019 Board meeting, they are requested to advise the Board on or before noon on Wednesday, May 8, 2019. Submissions and requests to address the Board as delegations at the Board meeting should be submitted in writing to: Rosie DiPietro, Executive Assistant to the Director of Education, Halton Catholic District School Board, (905) 632-6314, ext. 115, or send to DiPietroR@hcdsb.org

Any comments or requests for further information regarding this matter may be directed to Frederick Thibeault, Senior Manager of Planning Services, Halton Catholic District School Board at (905) 632-6314, ext. 107, or send to ThibeaultF@hcdsb.org

Peter DeRosa
Chair of the Board

Pat Daly
Director of Education

Aaron Lofts
Treasurer of the Board



Regular Board Meeting

Information Report

Appointment of Student Trustee 2019-2020	Item 10.1
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To inform trustees of the process and results of the election for the 2019 – 2020 Student Trustees.

Background Information

On Tuesday, April 23, 2019, the election of the Student Trustees for the 2019 - 2020 school year took place at St. Ignatius of Loyola Catholic Secondary School, Oakville. The secondary schools submitted the name of a candidate, all of whom were of excellent calibre, demonstrating a strong commitment to their faith as well as extensive involvement in their respective school, parish and community.

Comments

The candidates had an opportunity to articulate their rationale for expressing interest in representing the students of the Halton Catholic District School Board. Candidates responded to numerous questions from student trustees and senators.

After all candidates were interviewed, the Student Senate voted on ballots provided. Staff Advisor Vice Principals Sonia Ellison, Patrick Busby and Bryan DeSousa supervised the counting of the ballots.



Conclusion

As a result of the election on Tuesday, April 23, 2019, the following three (3) student trustees were elected by the Student Senate for the 2019 – 2020 school year:

BURLINGTON: DYLEX SUAN

Dylex is currently a Grade 11 Honour Roll student at Corpus Christi Catholic Secondary School. He is Interact Club Rotary International Co-Chair and an accomplished member of the Concert Pit and Jazz Bands. Dylex is Church Pianist where his family are members of the St. Paul the Apostle Parish community.

NORTH HALTON: DAVIN CARATAO

Davin is currently a Grade 11 Honour Roll student at Bishop Reding Catholic Secondary School. He is an active member of the Student Council, Link Crew, Model UN and the DECA Club. Davin and his family are members of the Holy Rosary Parish community.

OAKVILLE: MALIKA BHAMBRA

Malika is a Grade 11 International Baccalaureate student at St. Thomas Aquinas Catholic Secondary School. She is a member of the Debate Team, Mock Trial and DECA Clubs as well as Field Hockey and Soccer teams. Malika and her family are members of the St. Matthew Parish community.

Report Prepared by: C. McGillicuddy
Superintendent of Education

Report Submitted by: C. McGillicuddy
Superintendent of Education

Report Approved by: P. Daly
Director of Education and Secretary of the Board

Approved School Educational Trips

All proposed trips have been reviewed prior to approval, and are consistent with Board policy

Dated: Tuesday, May 7, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Patrick CES, Burlington, ON	8	39	Camp Couchiching Longford Mills, ON	The trip to Camp Couchiching provides the grade 8 students with the opportunity to interact with each other and the natural environment, as they participate in outdoor experiential learning in support of the Ontario Curriculum expectations. Prior to the trip, the students will study the beatitudes. Groups of students will extend and apply this learning, as they will be responsible for leading staff and students in daily liturgies based on their reflections.	Tuesday, May 28 - Friday, May 31, 2019	~\$350.00
St. Marguerite d'Youville CES, Oakville, ON	7	50	Camp Tanamakoon Huntsville, ON	This trip provides students opportunities for outdoor education, team building, and leadership development. This trip ties in with several curriculum areas including Physical Education, Geography, Science, Religion, Drama and Language; Developing an understanding of the human person as a reflection of God, understanding of the essential qualities of friendships and building community by breaking bread with activity groups at breakfast, lunch and dinner. Students will be responsible for leading the group in daily prayer before each meal.	Tuesday, May 21 - Friday, May 24, 2019	~\$400.00
St. Brigid CES, Georgetown	7	80	Camp Tanamakoon Huntsville, ON	Students will develop recreational and academic pursuits with social, emotional and physical development being encouraged. They will use leisure time constructively, will develop independence and self-confidence and will develop group living and learning skills. All this will take place in a spirit of cooperation and caring for others while enjoying God's creation. Staff and students will participate in daily prayers.	Tuesday, May 28 - Friday, May 31, 2019	~\$450.00
Sacred Heart of Jesus CES, Burlington	7	32	Camp Tanamakoon Huntsville, ON	This trip provides students opportunities for outdoor education, team building, and leadership development. This trip ties in with several curriculum areas including Physical Education, Geography, Science, Religion, Drama and Language; Developing an understanding of the human person as a reflection of God, understanding of the essential qualities of friendships and building community by breaking bread with activity groups at breakfast, lunch and dinner. Students will be responsible for leading the group in daily prayer before each meal.	Tuesday, June 11 - Friday, June 14, 2019	~\$430.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
Ascension CES, Burlington	8	29	Camp Tanamakoon Algonquin Park, ON	The trip to Camp Tanamakoon will provide opportunities for students to foster community building and leadership skills. Students will be responsible for caring for themselves, their peers and their environment all in an atmosphere that supports Catholic Values and promotes the Catholic graduate expectations. This trip hopes to teach the students the importance of collaboration and solidarity with encouraging an active lifestyle. Staff and students participate in daily reflection and prayer before each meals.	Monday, June 3 - Thursday, June 6, 2019	~\$400.00
St. Matthew CES, Oakville, ON	8	56	Quebec City, QC	This Grade 8 trip to Quebec City provides supplementation to the Canadian History Curriculum, and French as a Second Language. Students will participate in guided tours and visit historical sites in Quebec City including a guided tour of Notre Dame Basilica. Staff and students will also participate in daily prayers, and quiet reflection and prayer while visiting St. Anne Basilica.	Tuesday, June 11 - Friday, June 14, 2019	~\$750.00
Guardian Angels CES, Milton	8	88	Quebec City, QC	The trip to Quebec City relates to grade 8 History – students will tour areas significant to Canadian History and culture, learn more about relationships between various groups in Canada in different time periods as well as dig deeper into historical figures in Canadian History. Prior to the trip student will have researched the various important landmarks that they will be visiting in Quebec City and have presented that information to their classmates. Students will also have the opportunity to visit Sainte-Anne-de-Beaupre Basilica to connect to unit on “Church Is...” in Religion program. Upon return from Quebec City, students will be given an opportunity to write Christian reflections on their experiences on the trip and connect the information learned on the trip back to the curriculum. Staff and students will participate in daily prayer and attend Mass.	Monday, June 10 - Thursday, June 13, 2019	~\$659.00
Sacred Heart of Jesus CES, Burlington	8	49	Ottawa, ON	This excursion to Ottawa provides opportunities for students to experience culture and religious practices characteristic to our Canadian heritage as well as our Catholic Faith. Students will begin with “Grace” before breaking bread with one another at breakfast, lunch and dinner. This trip will be used as a culminating activity, supporting year-long efforts of promoting a way of being together, resulting in a positive, Catholic learning environment	Wednesday, June 12 - Friday, June 14, 2019	~\$481.00
St. Joan of Arc CES, Oakville	7	37	Camp Muskoka Bracebridge, ON	The students will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily reflection and prayers.	Wednesday, October 2 - Friday, October 4, 2019	~\$370.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Jean Vanier CSS, Milton	11 & 12	30-40	Washington, DC USA	Washington, DC is a unique American city steeped in history and culture. The purpose of the trip is to provide students with an opportunity to participate in experiential learning that allows them to engage in Canadian World Studies curriculum first-hand. This trip will include visits to highly acclaimed Smithsonian and Holocaust Memorial museums, and guided tours of the city's famous landmarks including the National Mall and Roosevelt Memorial. Students will also have the unique opportunity to visit the three branches of the federal government: the White House, the Capitol and the Supreme Court, and attend a private courtroom lecture. A trip to Washington will be quite an experience that students will remember for a lifetime. Staff and students will participate in daily prayers and attend Mass.	Thursday, May 7 - Sunday, May 10, 2020	~\$1139.00
Bishop P.F. Reding CSS, Milton	11 & 12	30	Kelso Conservation Milton, ON	This trip is a pre-study for Algonquin Park canoe trip further in May. Our Outdoor Education trip will provide each student with an opportunity to witness first-hand the beauty that God has created in nature. Students will have an opportunity for trip planning to be put in practice, leadership and team building development, as well as promotion of lifelong fitness and survival skills. The group will participate in daily prayers.	Tuesday, April 30 - Wednesday, May 1, 2019	~\$28.00
Bishop P.F. Reding CSS, Milton	11 & 12	30	Algonquin Park South River, ON	This trip is a culminating task for Grade 11 and 12 Outdoor Education students to experience a full-fledged outdoor excursion in Algonquin Park. Students have participated in a 3-month pre-study including lectures, swim testing, first aid, tent set-up, food prep, fire safety, canoe paddling skills, and orienteering. Prior to departure, all participants will gather in the Chapel before we leave for a prayer and blessing with our Chaplain. During the trip, we will participate in daily prayers, as well as personal and group reflection.	Monday, May 13 - Thursday, May 16, 2018	~\$197.00
Bishop P.F. Reding CSS, Milton	9 & 10	5	OFSAA Badminton Championship North Bay, ON	Five students will be participating in OFSAA Badminton Championship. This tournament promotes team building, student engagement, competition, school bonding and positive peer influences. The team will gather for a liturgy with the school Chaplain before departure and participate in daily prayer and reflection throughout the event.	Wednesday, May 1 - Saturday, May 4, 2019	~\$145.00



Regular Board Meeting

Information Report

Release of the 2019-20 Grants for Student Needs (GSN)	Item 10.4
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To provide the Board with information regarding the release of the 2019-20 Grants for Student Needs.

Background Information

- 1) Information Report 10.3, “2019-2020 Budget Estimates Schedule, Objective and Consultation” from the February 5, 2019 Regular Meeting of the Board.
- 2) Information Report 10.7, “2019-20 Budget Survey Results” from the March 19, 2019 Regular Meeting of the Board.

Comments

The Ministry announced the release of the GSN on Friday, April 26, 2019.

Three Ministry Memoranda related to the GSN have been issued:

- Memorandum 2019: B14 “Grants for Student Needs (GSN) Funding for 2019-20”, dated April 26, 2019 (Appendix A)
- Memorandum 2019: B15 “2019-20 Priorities and Partnerships Fund (PPF)” dated April 25, 2019 (Appendix B)
- Ministry of Education, Education Funding “Grant for Student Needs Projections for the 2019-20 School Year”, Spring 2019 (Appendix C)

Additional publications and reporting instruments expected but not released at this time include 2019-20 Technical Paper, Grants for Student Needs – Legislative Grants for the 2019–2020 School Board Fiscal Year regulation, Education Financial Information System (EFIS) updated for the 2019-20 Estimates, and 2019-20 PPF HCDSB funding allocation.



Without the Technical Paper and EFIS reporting tool, it is difficult to comment on the impact that the 2019-20 GSN will have on the HCDSB. What is currently known after reviewing the memorandums is that the GSN includes: a 1.0% increase to the salary benchmark representing the additional 1.0% added on February 1, 2019 which is now for a full year and the additional 0.5% to be added on August 31, 2019, a 4% increase in the Transportation allocation, and a 2% increase in the non-staff School Operations allocation.

Provincially, the GSN is projected at \$24.66 billion for 2019-20, representing a \$47.0 million or 0.2% increase over 2018-19. The average per-pupil funding is decreasing by \$47 (or 0.38%) to \$12,246.

Additional Highlights from the 2019-20 GSN Memorandum

I) Negative Impact on Board Revenue based on 2019-20 GSN Announcement

- **Change in Early Childhood Educators (ECEs) funding ratio from 1.14 FTE to 1.0 FTE**
 - Kindergarten classrooms remain at the current level of 25.57 Average Daily Enrolment (ADE); however, funding for ECE lowered to 1.0 FTE;
 - Board will be updated further after EFIS is released.
- **Change in Grade 4 to 8 classroom teacher funding ratio from 23.84 FTE to 24.5 FTE**
 - Board will be updated further after EFIS is released.
- **Change in Grade 9 to 12 classroom teacher funding ratio from 22 FTE to 28 FTE**
 - Board will be updated further after EFIS is released.
- **Local Priorities funding resulting from the 2017-2019 Collective Agreement Extensions is unknown**
 - Used for various positions;
 - Funding expected to lapse after current collective agreements expire on August 31, 2019;
 - An extension is an issue subject to the upcoming central collective bargaining process.
- **2020-21 Provincial e-learning courses resulting in the removal of Secondary Programming amount**
 - Province is planning centralized delivery of e-learning beginning in 2020-21 resulting in the elimination of the secondary programming amount, which was included in the Pupil Foundation grant.
- **Elimination of the Cost Adjustment Allocation**
 - Was used to provide supplemental funding for education worker benchmarks.
- **Classroom Loading Factor changes that will impact both School Facility Operations and Renewal Grants**
 - Change as a result of secondary classroom size from 22 ADE to 28 ADE;
 - Expected to be phased-in over five years.
- **International Student Recovery Amount**
 - GSNs will be reduced by \$1,300 per international student enrolled with HCDSB.



II) **Positive Impact on Board Revenue based on 2019-20 GSN Announcement**

- **Additional \$87.32 per ADE as part of the Pupil Foundation Grant to support supply costs of ECE**
- **Attrition Protection Funding**
 - Four-year funding to protect frontline teachers impacted by the changes resulting from increased classroom size and/or e-learning;
 - Unsure of impact for boards with increasing enrolment and/or collective agreement wording.
- **Science, Technology, Engineering and Math (STEM) and Specialized Programming Funding**
 - 5% of attrition protection funding to further support STEM and specialized programming in the secondary panel.
- **Special Education: Applied Behaviour Analysis and Training additional funding**
 - Increase of 100% to the existing allocation amount.
- **School Renewal and School Condition Improvement Grant**
 - Continued investment in the renewal of schools.
- **Student Transportation**
 - Stabilization funding for boards that run efficient transportation operations;
 - Student Transportation Grant to increase by 4%.
- **School Operations**
 - 2% cost benchmark increase to non-staff component of School Operations grant to assist in commodity price changes (i.e. electricity, natural gas, insurance etc.).
- **Salary Increase**
 - 1% increase in salary benchmark relating to increasing cost relative to 2018-19.

Highlights from the 2019-20 Priorities and Partnerships Fund Memorandum - \$330 Million Province-Wide

NOTE: HCDSB has not received allocations regarding these grants. Therefore, HCDSB is unsure if all are applicable or of the amounts allocated to the Board at this time.

- **Curriculum Implementation**
 - To support the implementation of the recently introduced curriculum:
 - Elementary Health and Physical Education;
 - Revised Grade 10 Career studies.
- **Parents Reaching Out Grant**
 - To strengthen parent engagement in communities and support of his/her child's learning and well-being.



- **Math Strategy**
 - Funding to improve math performance;
 - Used to hire a board-based Math Learning Lead;
 - Teacher release funding will be provided to all boards.
- **Well-Being and Mental Health Bundle**
 - To meet local needs and priorities including safe, healthy, inclusive and accepting learning environments.
- **Mental Health Workers in Secondary Schools**
 - Continue to have Mental Health Professionals in secondary schools providing mental health promotion, prevention and intervention.
- **After School Skills Development Program**
 - Provide funding to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.
- **Specialist High Skills Major (SHSM)**
 - Funding to continue for 2019-20.
- **Enhancements to Experiential Learning**
 - Funding to hire a Leader of Experiential Learning;
 - Funding to provide experiential learning opportunities for students.
- **Human Rights and Equity Advisor**
 - Continued funding for 2019-20.
- **Demographic Data Gathering**
 - Funding to support the collection of voluntary student and staff identity-based data.
- **Broadband Modernization Program**
 - Improve internet service and strengthen cyber protection measures.
- **New Teacher Induction Program (NTIP)**
 - Address gaps in the GSN funding formula.
- **Teacher Learning and Leadership Program (TLLP)**
 - Projects that are teacher-led and influenced by local needs.
- **Apprenticeship and Professional Development Training Funding of Education Workers Represented by the Canadian Union of Public Employees (CUPE)**
 - Funding to provide apprenticeship training and professional development opportunities to CUPE employees.



Staff are in the process of compiling the budget for the 2019-20 expenses, and are focusing their attention on:

1. Salary budget determined based on the March 31, 2019 staffing data download from the Board's Human Resources and Payroll system (iSYS Works).
2. Benefits budget based on Ministry's costing templates.
3. School Budgets are developed based on projected enrolment and will require adjustment as enrolment updates become available.
4. EFIS forms, expected to be released by the middle of May, will be used to calculate all grants for the Board. Expenses are also included at that time, to assess the enveloping provisions.
5. Enrolments are subject to revision up until the budget is passed in June.

The updated 2019-20 Budget Estimates Schedule is attached as Appendix D.

Conclusion

The province has announced a number of changes for the education sector. Following the expected mid-May release of 2019-20 EFIS Estimates and the 2019-20 Technical Paper, staff will incorporate these changes and provide Trustees with HCDSB's 2019-20 GSN impact.

Report Prepared by:	J. Chanthavong Senior Manager, Financial Services
Report Reviewed by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Submitted by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Approved by:	P. Daly Director of Education and Secretary of the Board

Ministry of Education

Education Labour and Finance Division
11th Floor
315 Front Street West
Toronto ON M7A 0B8

Ministère de l'Éducation

Division des relations de travail et du
financement en matière d'éducation
11^e étage
315, rue Front Street West,
Toronto ON M7A 0B8

**2019: B14**

MEMORANDUM TO: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: April 26, 2019

SUBJECT: *Grants for Student Needs (GSN) Funding for 2019–20*

As a follow-up to the Ministry of Education's memorandum, *2019:B08 Education that Works for You*, I am writing to provide you with further information about the Ministry of Education's GSN funding for 2019–20.

GSN funding for 2019–20 is projected to be \$24.66 billion. The average provincial per-pupil funding is projected to be \$12,246 in 2019–20.

The government is committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively. Ten of the thirteen special purpose grants are either maintained or increasing from 2018–19 funding levels. These include, for example, Indigenous Education, Special Education, Languages, Geographic Circumstances, Safe and Accepting Schools, and Student Transportation.

The 2019–20 GSN also reflects funding for increased enrolment, ongoing investments to meet labour agreements, and regular updates to the GSN.

A. CLASS SIZE AND ATTRITION PROTECTION: (\$214 Million)

Class Size

As indicated in 2019:B08, the ministry shared proposed changes to class sizes effective for the 2019–20 school year and also launched the next [consultation phase](#) on class size inviting partners to continue this important dialogue ending on May 31, 2019.

To support board planning, the table below re-summarizes the proposed changes, subject to ongoing consultations, labour negotiations and potential legislative changes.

Description	Funded	Regulated
Kindergarten	UNCHANGED - Funded average class size remains at 25.57. Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE; Ministry will provide a new per-pupil amount of \$87.32 per average daily enrolment (ADE) in the Pupil Foundation Grant to support ECE supply costs.	UNCHANGED - Maximum board-wide average remains at 26.0 with a hard cap of 29 (flexibility for 10% of classes to be up to 32 if purpose-built accommodation is not available (this exception will sunset after 2021–2022); if a program will be negatively affected (e.g., French immersion; or where compliance will increase kindergarten/Grade 1 combined classes).
Primary (Grades 1 to 3)	UNCHANGED - Funded average class size remains at 19.8.	UNCHANGED - Board-wide cap remains at 20.0 (flexibility for 10% of classes to be up to 23).
Intermediate (Grades 4 to 8)	Funded average class size adjusted from 23.84 to 24.5.	Maximum board-wide average adjusted to 24.5 for all school boards.
Secondary (Grades 9 to 12)	Funded average class size adjusted from 22.0 to 28.0.	Maximum board-wide average adjusted to 28.0.

Other Impacts Resulting from Class Size Changes

- The secondary programming amount of 1.02 staff per 1,000 ADE will no longer be provided, effective September 2019. It is projected that the impact of removing the secondary programming amount from the Pupil Foundation Grant will be approximately \$52 million; this amount is included in the estimated class size impact for the 2019–20 school year, along with other related impacts.
- The Supported Schools Allocation benchmarks are being updated to reflect the changes to class size.

- To align with the proposed changes to secondary class size and to reflect other data updates, the Supplementary Area Factor for school facility operations, within the School Facility Operations and Renewal Grant, will be updated. These changes would be phased in over five years. Additional details will be provided in a subsequent memorandum.

Attrition Protection

The ministry is introducing a new Attrition Protection Allocation (within the Cost Adjustment and Qualifications and Experience Grant) for up to four years to protect front-line staff impacted by the proposed changes to class sizes and e-learning; allowing school boards to phase in the proposed class sizes.

Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. Information on how this is calculated will be available in EFIS.

With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.

Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board's forecasts; and,
- **An additional 5 per cent attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105 per cent attrition protection funding.

For more information, please refer to 2019: SB02 *Key Planning Details for Attrition Protection*.

B. SPECIAL EDUCATION

Behaviour Expertise Amount: \$15.2 million

The ministry is investing \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA) and to double the training opportunities that will build school board capacity in ABA.

This investment will increase the:

- ABA Expertise Professionals Amount to a total of \$24.4 million; and the
- ABA Training Amount to a total of \$6.0 million.

C. OTHER GRANTS FOR STUDENT NEEDS FUNDING CHANGES

There will also be changes made to the GSN in the following areas:

Local Priorities Fund (LPF)

The LPF, first established in 2017–18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process.

The investments related to adult day school teachers will be transferred to the Continuing Education and Other Programs Grant.

Cost Adjustment Allocation – Base Amount: (\$36 Million)

The base amount of the Cost Adjustment Allocation, providing supplemental funding for education worker benchmarks, has been discontinued for the 2019–20 school year.

Human Resource Transition Supplement: (\$10 Million)

The Human Resource Transition Supplement, provided to assist school boards in managing the negotiated 2017–19 central collective agreements, expires on August 31, 2019.

D. CAPITAL

Details of all capital funding programs, including board-by-board allocations, will be provided in the coming weeks in a separate memorandum.

School Renewal Funding

For the 2019–20 school year, the ministry continues to invest \$1.4 billion in funding to support the repair and renewal of school facilities. This includes:

- School Condition Improvement (SCI): \$1 billion in funding towards SCI, which will allow boards to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): An additional \$40 million in capital funding towards SRA, which will allow boards to address the renewal needs of their schools and undertake capital improvements to older buildings.

Investments in school renewal will allow school boards to continue to address facility condition, provide healthy and safe learning environments, and address energy efficiency and accessibility requirements of their school facilities.

Update on School Construction Programs

Further details regarding the launch of the next round of Capital Priorities including child care, will be included in a separate memorandum to follow.

E. STUDENT TRANSPORTATION

Stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose. This funding will be provided in 2019–20 based on boards' 2018–19 transportation deficits while the Ministry of Education undertakes a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

F. KEEPING UP WITH COSTS: \$52 Million

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2019–20, the projected investment is \$52 million:

- The Student Transportation Grant will be increased by 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

G. ONGOING IMPLEMENTATION AND OTHER CHANGES

In 2019–20, the ministry will continue to implement GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below.

School Foundation Grant (SFG) Definition Change Funding Impacts

This is the third year of a four-year phase-in of the funding impacts of the new SFG definition of a school, based on campus. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Retirement Gratuities

This is the eighth year of a 12 year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2019–20. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

Salary Increases

The ministry will provide a 1 per cent salary benchmark increase for staff¹ in 2019–20, to reflect the 2017–19 central labour agreements.

Reciprocal Education Approach (REA)

As you know, the ministry continues to engage with the Education Service Agreement and Reverse Education Service Agreement (ESA/RESA) Working Group regarding the REA. This approach is intended to improve access and reduce barriers for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems.

The focus of this work over the coming months is the development of a regulatory framework to support the legislative amendments made to the *Education Act* in April 2018. These amendments and related regulatory changes will come into effect September 1, 2019. More details will be communicated in the coming months.

As we move forward with the proposed regulatory amendments to implement the REA, we continue to strongly encourage school boards to begin discussions with First Nation communities and education authorities interested in developing ESAs and/or RESAs.

For planning purposes, school boards should also be mindful that if there is sufficient demand expressed (i.e., a minimum number of pupils enroll in the course) the ministry expects that school boards will offer Indigenous languages and studies courses (which are funded through the Pupil Foundation and the Indigenous Education Grants within the GSN).

Rural and Northern Education Funding (RNEF) – Schools List

As a reminder, school boards continue to be required to spend RNEF funding using the List of Schools Eligible for Rural and Northern Education Fund Allocation:

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>. School boards may modify this list by passing a board motion.

School boards must submit to the ministry, by June 14, 2019, the list of all the additional schools approved by board motion. Please submit these board motions along with the list of these additional schools to EDULABFINANCE@ontario.ca, including the school

¹ Does not include directors of education or senior administration staff. Funding for principal and vice-principal salary increases are provided separately. More details will be available in the Technical Paper.

name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include “RNEF” in the subject line of your email.**

For more information on any of these items, please refer to the Technical Paper, available soon on the ministry’s website.

H. INTERNATIONAL STUDENT RECOVERY AMOUNT (ISRA)

Beginning in 2019–20, a school board’s total GSN operating grants shall be reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, pro-rated where the students are not full-time.

School boards continue to be responsible for setting tuition fee amounts for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.

I. MODERNIZATION OF SCHOOL BOARDS AND SCHOOL AUTHORITIES

The government is committed to ensuring that every dollar spent in the classroom is having the greatest impact on student achievement. This involves looking at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry of Education will be undertaking a thorough review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. This process will be kicked off by the creation of a minister’s task force. The government looks forward to engaging with experts and education partners in this important conversation.

J. SCHOOL AUTHORITIES

As in previous years, funding for school authorities will be adjusted in 2019–20, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2019–20 for school authorities in the near future.

K. OTHER GRANTS

For greater clarity, the ministry wishes to confirm that there will be no changes to the remaining grants and allocations in the Grants for Student Needs not identified in this memo. The stability in this funding should allow school boards to finalize their staffing plans for the 2019–20 school year with minimal changes.

L. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

M. REPORTING

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 28, 2019	Board Estimates for 2019–20 <i>Please advise your ministry finance officer, as soon as possible, if you would like to take advantage of a 4-week extension (until July 24, 2019) to submit.</i>
November 15, 2019	Board Financial Statements for 2018–19
November 22, 2019	Board Enrolment Projections for 2020–21 to 2023–24
December 13, 2019	Board Revised Estimates for 2019–20
May 15, 2020	Board Financial Report for September 1, 2019, to March 31, 2020

The ministry expects that Estimates forms will be available in EFIS by May 9, 2019.

N. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Telephone and email
Benefits Transformation and Retirement Gratuities	Romina Di Pasquale	(416) 903-9479 romina.diPasquale@ontario.ca
Capital Policies	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(647) 290-7142 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Claudine Munroe	(416) 325-2889 claudine.munroe@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2019–20 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

Other GSN Materials

GSN projections for the 2019–20 school year are available on the ministry's website. All other GSN materials will be available in the coming weeks, including the 2019–20 Education Funding Technical Paper. Further communication will be sent to inform school boards of the documents' availability.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

Ministry of Education

Deputy Minister

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Toronto ON M7A 2K8**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5^e étage
Toronto ON M7A 2K8**2019: B15**

MEMORANDUM TO: Directors of Education
Secretary/ Treasurers of School Authorities

FROM: Nancy Naylor
Deputy Minister

DATE: April 25, 2019

SUBJECT: 2019-20 Priorities and Partnerships Fund

The Ministry of Education is pleased to launch the new Priorities and Partnerships Fund (PPF).

On March 15, 2019, the government released Memo 2019:B08 *Education that Works for You*, the new vision for Ontario's education system. The vision will be implemented using a responsible approach that will modernize education to maximize student performance and well-being.

On April 11, 2019, the government tabled its 2019 Budget. This year's budget reflects the outcomes of a comprehensive multi-year planning process that's built on the findings of EY Canada's line-by-line review, and the ideas identified in the Planning for Prosperity Survey and the Big Bold Ideas Challenge. The government conducted a thorough review of all government programs in order to ensure investments are sustainable and modernized. The review is also meant to ensure that duplication is eliminated, and valuable programs and services are sustainable and delivering outcomes for the people of Ontario.

In addition to this review, all ministries were required to identify administrative savings. This was to be done by identifying opportunities to modernize services in order to reduce administrative costs and burden, while improving services across ministries, agencies and transfer-payment partners. Ministries considered how they could eliminate duplicative and non-value added processes, and implement automation and other streamlining solutions where repetitive and routine tasks existed previously.

The PPF is being launched in alignment with this year’s Budget and supports Ontario’s new vision for education. The approach will prioritize education funding, supplemental to the Grants for Student Needs (GSN), on high impact initiatives that directly support students in the classroom. The funding will replace the previous Education Programs – Other funding and will be evidence-based and outcome-focused while providing streamlined, accountable, and time-limited funding that will be reviewed and assessed by the Ministry each year.

Funding

For 2019-20 the PPF will provide up to \$330 million in funding to education partners to support students.

To facilitate school boards’ budget planning for 2019-20, today the Ministry is confirming approximately \$185 million of PPF funding to school boards and school authorities to support Ministry priorities. The program allocations are outlined in the following table and school board allocations will follow:

Key Priority	Objective	Amount (\$M)
Curriculum Implementation	To support school boards with the implementation of recently released curriculum	\$2.25M
Engaging Parents and Communities	To involve parents and communities in their children’s education. Parents are a child’s first teacher. When parents are involved everyone benefits – schools become better places to learn and student performance improves	\$1.25M
French-Language Education	To provide opportunities and tailored supports to students in Ontario’s French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i>	\$2.13M
Indigenous Education	To improve student performance and well-being and close the performance gap between Indigenous students and all students	\$3.73M
Math	To support Ontario’s students in meeting provincial math standards	\$40.50M

Key Priority	Objective	Amount (\$M)
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success	\$34.54M
Special Education	To improve support for families of children and youth with special education needs	\$17.14M
Student Pathways	To support students as they transition to postsecondary destinations including, apprenticeship, college, university, and the workplace	\$35.7M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed	\$17.89M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively	\$30.00M

Further information on additional school board PPF initiatives will be provided as it becomes available.

Descriptions of the initiatives for each of the school board PPF initiatives are as follows:

Curriculum Implementation (\$2.25M)

Curriculum implementation funding will support the implementation of recently released curriculum, including the revised elementary Health and Physical Education curriculum (2019), and the revised Grade 10 Career Studies course (2019). This funding is in addition to funding announced in the budget to support implementation of Indigenous-focused curriculum revisions, including the revised First Nations, Métis and Inuit Studies curriculum (2019). Funding can be used to support professional learning and release time for educators.

Engaging Parents and Communities

Parents Reaching Out Grants (\$1.25M)

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

French-Language Education

Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.1200M)

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-Language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

Compass for Success (\$0.0960M)

Funding to support six French-language school boards, with a view to build the capacity of system leaders, principals and teachers in data collecting, analysis and identifying next steps.

Regional inter-council meetings (\$0.0680M)

Specialist High Skills Major (SHSM) meetings organized regionally by French-language school boards to facilitate the implementation of SHSM programs in schools, share expertise and facilitate networking among school boards.

Special Education Investment (\$1.8500M)

Final installment in support of a Memorandum of Settlement (MoS) with l'Association des enseignantes et enseignants franco-ontariens (AEFO) and Council of Trustee's Association (CTA) to promote the success of French-language students with special needs.

Indigenous Education

New Indigenous Strategic Priorities (\$3.18M)

Programs and supports to assist Indigenous learners to graduate, supports successful transition into secondary schools or the labor market, inclusive school environments, innovation. This initiative includes funding for the Indigenous Grad Coach and Rapid Response Northern Schools Team initiatives.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.35M)

AYEP gives Grade 11 and 12 Indigenous students in selected schools an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

Keewatin Patricia District School Board (KPDSB)/ Keewaytinook Okimakanak Board of Education (\$0.2M)

KPDSB seconds a principal to support the capacity development of educators and administrators in partnering First Nation operated schools to First Nation students success and well-being as they transition from remote and fly in communities, as young as 12, into provincially-funded schools.

Math (\$40.5M)

The Ministry announced a four-year Math Strategy to improve student math performance.

This funding will allow boards to hire a board-based math learning lead to implement the revised math curriculum and to coordinate board improvement efforts in mathematics. Funding will also be provided to hire math learning facilitators to support student performance in targeted elementary and secondary schools. Math learning facilitators will provide training and coaching opportunities for principals and math teachers and support parent engagement.

Release time funding will be provided to all boards, with additional funding provided for targeted schools, to allow educators to engage in school and classroom-based training, coaching, and other co-learning opportunities.

Mental Health and Well-Being

Well-Being and Mental Health Bundle (\$3M)

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

Mental Health Workers in Secondary Schools (\$25M)

In keeping with the government's commitment to invest in mental health and addictions services in Ontario, in 2019-20 the province will continue to fund the approximately 180 new mental health workers (FTEs) in secondary schools that were initially hired by district school boards in 2018-19. The purpose of this investment is to continue to have regulated mental

health professionals (e.g., social workers, psychologists and psychotherapists) with specialized training in student mental health in secondary schools, providing mental health promotion, prevention, and intervention to students and their families.

This continuing investment will also include annual funding of \$50,000 per school board to support the collection and use of data and information to determine the impact of the initiative on students, families, and schools.

School Mental Health Ontario (SMHO) (\$6.5M)

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addiction system across the lifespan, funding for School Mental Health Ontario (SMH ON), formerly School Mental Health ASSIST, will continue. SMH ON will receive \$6.5M in 2019-20 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians, including the new mental health workers in secondary schools.

Special Education

After School Skills Development Program (\$6.1M)

The After School Skills Development Program will provide funding to all school boards in the province to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.

Pilot to Improve School-Based Supports for Students with ASD (\$0.374M)

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in eleven pilot school boards.

Transition Pilot for Students with Developmental Disabilities (\$0.478M)

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.

Supporting Students with Severe Learning Disabilities (LD) in Reading through LD Pilots (\$1.75M)

Funding to support an intensive reading intervention pilot project in eight district school boards. Pilots were designed to enhance educators' intervention pilot project in eight district (LD) and increase the availability of supports for students with LD in their local communities.

Northern Supports Initiatives (NSI) (\$7M)

Northern Supports Initiative (NSI) is intended to mitigate the challenges faced by all northern school boards with respect to lack of available services in their communities; difficulty in attracting and retaining service professionals at the board level or accessing these services through community partners; and higher costs of service provision. NSI funding is utilized in a regional collaboration model that serves all northern school boards and school authorities through three regional cooperatives. The cooperatives determine local special education priorities, to deliver joint, innovative and cost-effective special education programs and services.

Integrated Services for Northern Children (ISNC) (\$1.44M)

The Integrated Services for Northern Children (ISNC) provides coordinated assessment, consultation and treatment services, on a multi-agency, multi-ministry basis, to children and youth with physical, psychological and educational challenges in under-served rural and remote communities of Northern Ontario. This funding provides access to services from teacher diagnosticians, psychology professionals and speech and language professionals.

Student Pathways

Specialist High Skills Major (SHSM) (\$23.7M)

Specialist High Skills Major supports students to focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field
- earn valuable industry certifications including first aid and CPR qualifications
- gain important skills on the job through cooperative education placements.

All school boards with secondary schools receive funding to support this program.

Enhancements to Experiential Learning (EL) (\$12M)

Each board receives enhancements to experiential learning funding, separated into two categories:

- Funding used to hire a full-time, dedicated Leader of Experiential Learning (LEL) for their board.
- Funding to support and to provide effective experiential learning opportunities for students in their board.

Beginning in the 2019-20 school year, the focus of LELs will be to provide direction and support to help students in Grades 7-12 continue to engage in experiential learning opportunities, in collaboration with community and industry partners, with a particular focus on increasing

exposure to and awareness of technology, the skilled trades and apprenticeship as viable pathway options for all students.

Supporting Student Potential

Focus on Youth 2019 Summer Program (\$7.6M)

The Focus on Youth (FOY) Program creates summer employment opportunities for high school students who may be disengaged from school and/or experience barriers to employment as a result of home or school environments, including conflict with the law, poverty and/or low academic achievement. Through the program, school boards and community partners offer free or low-cost summer camps for young children.

Transportation Supports for Children and Youth in Care (\$6.6M)

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

Human Rights and Equity Advisors (\$2.4M)

This project provides support for school boards to employ the services of Human Rights and Equity Advisors (HREAs). HREAs work with the Director of the board and with the board's senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues, and increase the board's human rights compliance.

Demographic Data Gathering (\$1M)

Funding to prepare school boards for, or engage in, the collection of voluntary student or staff identity-based data. The funding supports boards to build their capacity to meet the growing needs and expectations of their increasingly diverse communities for evidence-based decision making. This project allows boards to construct the necessary structures and protocols to meet the legal, ethical and research standards for the collection, analysis and use of demographic data.

Broadening Horizons (\$0.25M)

Funding to address equity and human rights issues in priority areas such as rural and northern areas and target barriers that limit student success in schools, for example, to continue the Indigenous Cultural Safety initiative.

System Support and Efficiencies

Broadband Modernization Program (BMP) (\$24M)

Funding will be provided to provide access to reliable, fast, secure and affordable internet services to all students and educators in all regions across Ontario – including in rural and northern communities. The current target connectivity speed is 1 megabit per second per student or educator, in a scalable and sustainable network that can adapt to future needs following a common network architecture across Ontario.

As part of the BMP, the ministry will also work jointly with boards to strengthen cyber protection measures.

New Teacher Induction Program – Enhancing Teacher Development Fund (NTIP-ETD) (\$1M)

This program addresses gaps in the GSN funding formula – specifically:

- Significant changes in number of new permanent hires from the previous year
- NTIP required permanent hires past Year 2 on the Teacher Qualifications and Experience Grid

Teacher Learning and Leadership Program (TLLP) (\$3.5M)

This program provides direct funding to front-line teachers, or teams of teachers to build teachers' expertise in effective teaching. The learning projects are teacher-led and influenced by real local needs; for example in math or special education.

Apprenticeship and Professional Development Training Funding of Education Workers Represented by the Canadian Union of Public Employees (CUPE) (\$1.35M)

As a result of the 2017 education sector labour negotiations, a grant to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the OCT and or professional development opportunities.

Apprenticeship Training Funding of Education Workers Represented by the Ontario Secondary School Teachers' Federation – Education Workers (OSSTF-EW) (\$0.15M)

As a result of the 2017 education sector labour negotiations, a grant has been allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades.

Next Steps

If you require further information about these initiatives, please contact your regular Ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The Ministry looks forward to continuing our strong partnership with the school boards and school authorities and working towards maximizing student performance and well-being.

Nancy Naylor
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education
Anna Marie Bitonti, Chair, Council of Ontario Directors of Education
Andrew Davis, Assistant Deputy Minister, Education Labour & Finance Division
Warren McCay, Assistant Deputy Minister, Chief Administrative Officer, Corporate Management and Services Division
Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being Division
Denys Giguère, Assistant Deputy Minister, French Language, Teaching Learning and Achievement Division
Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division
Martyn Beckett, Assistant Deputy Minister, Student Achievement Division
Patrick Case, Assistant Deputy Minister, Education Equity Secretariat
Richard Franz, Assistant Deputy Minister, System Planning, Research & Innovation Division
Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
Shirley Kendrick, Assistant Deputy Minister, Student Support and Field Services Division

Education Funding

**Grants for Student Needs
Projections for the 2019-20 School Year**

Spring 2019
Ministry of Education

Une publication équivalente est disponible en français sous le titre suivant : Financement de l'éducation : Subventions pour les besoins des élèves, Projections pour l'année scolaire 2019-2020, Printemps 2019 sur le [site Web](#) du ministère de l'Éducation.

ISBN : 978-1-4868-3424-2 (PDF)

Grants for Student Needs

Projections for the 2019-20 School Year

The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) including other related information for the 2019-20 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.*

These projections include the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2019-20 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors become available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the ministry by school boards.

Grants for Operating and Other Purposes

This section shows the grant allocations for operating and other purposes for each board listed by grant and allocation, as well funding for selected capital funding costs and funding for School Authorities. Details on how operating grants are calculated are found in the Technical Paper, 2019-20 Spring 2019.

Average Daily Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

* This document includes data beginning in 2015-16. Data from 1998-99 through 2014-15 is available on the Ministry of Education's [website](#).

Projected Grants for Student Needs for the 2019-20 School Year

(73) Provincial Totals

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	10,431,848,964	10,600,298,600	10,872,355,790	11,201,224,111	10,568,051,910
2. School Foundation Grant	1,414,029,379	1,434,823,890	1,465,759,074	1,495,071,428	1,523,080,646
3. Special Education Grant	2,713,505,497	2,763,858,659	2,840,578,282	3,012,722,677	3,103,340,138
4. Language Grant	662,799,226	723,702,331	774,154,857	824,624,034	866,759,470
5. Indigenous Education Grant	50,919,099	65,175,317	75,447,396	75,298,713	80,208,840
6. Geographic Circumstances Grant	195,819,234	190,709,857	205,344,444	207,267,277	214,706,827
7. Learning Opportunities Grant	500,401,372	532,586,737	764,791,041	744,204,791	514,210,965
8. Safe and Accepting Schools Supplement	46,919,826	47,497,498	48,301,880	49,169,069	49,651,467
9. Continuing Education and Other Programs Grant	145,855,934	141,376,389	139,813,953	132,311,692	137,823,360
10. Cost Adjustment and Teacher Qualifications and Experience Grant	2,042,837,664	2,030,725,798	2,270,049,405	2,261,134,450	2,825,571,634
11. Student Transportation Grant	863,457,288	885,215,266	919,446,395	961,403,294	1,053,655,080
12. Declining Enrolment Adjustment	39,281,341	18,152,737	13,689,161	10,099,688	11,886,992
13. School Board Administration and Governance Grant	574,510,679	596,481,263	620,019,839	687,946,518	682,980,068
14. School Operations Allocation	2,049,147,246	2,053,912,587	2,066,454,082	2,119,165,896	2,140,447,165
15. School Renewal Allocation (excluding GPL)	364,560,501	361,130,565	358,472,025	361,722,113	363,268,307
16. Interest Expense	426,642,482	412,311,078	390,266,530	362,829,382	333,685,319
17. Non-Permanently Financed Capital Debt	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
18. Sub-Total	22,588,259,182	22,923,682,022	23,890,667,604	24,571,918,584	24,535,051,639
19. Unallocated amounts ³					82,575,316
20. School Authorities	30,887,598	32,763,917	35,566,669	39,955,314	41,353,750
21. TOTAL FUNDING	22,619,146,780	22,956,445,939	23,926,234,273	24,611,873,898	24,658,980,704

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	1,356,776	1,375,827	1,390,734	1,406,015	1,415,086
Secondary	599,949	593,723	591,239	594,746	597,275
Sub-Total	1,956,724	1,969,549	1,981,972	2,000,760	2,012,361
School Authorities	1,147	1,173	1,204	1,283	1,283
TOTAL	1,957,871	1,970,722	1,983,176	2,002,043	2,013,644

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Includes some amounts that have not yet been allocated to specific grants or on a board-by-board basis.

Projected Grants for Student Needs for the 2019-20 School Year

(46) Halton Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	172,785,021	178,810,144	188,206,457	200,150,407	190,516,879
2. School Foundation Grant	21,036,146	21,719,086	22,544,153	23,453,883	24,238,420
3. Special Education Grant	40,605,096	42,123,681	43,772,182	46,914,812	48,653,108
4. Language Grant	6,667,758	7,305,348	7,775,563	8,466,120	8,841,022
5. Indigenous Education Grant	179,380	348,036	377,237	294,466	301,008
6. Geographic Circumstances Grant	-	-	52,902	43,926	44,398
7. Learning Opportunities Grant	2,436,271	2,835,211	6,457,481	5,980,584	2,504,614
8. Safe and Accepting Schools Supplement	526,757	545,065	571,756	605,740	626,380
9. Continuing Education and Other Programs Grant	2,094,081	2,227,997	2,205,274	2,160,136	2,554,167
10. Cost Adjustment and Teacher Qualifications and Experience Grant	30,013,183	28,052,680	28,846,509	27,862,116	40,285,966
11. Student Transportation Grant	6,932,619	7,206,378	7,662,434	8,210,055	9,491,386
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	8,663,890	9,037,151	9,546,152	10,708,117	10,762,567
14. School Operations Allocation	30,684,805	31,585,708	32,836,991	34,874,483	36,072,853
15. School Renewal Allocation (excluding GPL)	4,299,852	4,345,496	4,430,977	4,630,882	4,746,500
16. Interest Expense	9,545,363	9,208,148	8,630,315	8,025,635	7,546,183
17. Non-Permanently Financed Capital Debt	47,375	47,375	47,375	47,375	47,375
18. TOTAL FUNDING³	336,517,597	345,397,504	363,963,758	382,428,739	387,232,825

Average Daily Enrolment of Pupils of the Board	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates	2019-20 Projections
Elementary	21,966	22,387	22,725	23,259	23,684
Secondary	10,372	10,741	11,447	12,340	12,808
TOTAL	32,338	33,128	34,171	35,599	36,492

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

1. Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
2. Includes some amounts that have not yet been allocated on a board-by-board basis.
3. Total funding for the board for 2019-20 does not include amounts that have not been allocated to specific grants or on a board-by-board basis.

Halton Catholic District School Board
2019-20 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 28th	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 memorandum issued
November 16th	✓	ADM Memorandum	Ministry invitation for 2019-20 Education Funding feedback
November 23rd	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 submitted to the Ministry
January 23rd	✓	Ministry Memorandum 2019:B03	Ministry invitation for Hiring Practices and Class Size Engagement
January 28th	✓	Budget Estimates Schedule & Objectives	Discuss 2019-20 Budget Estimates Schedule & Objectives at Administrative Council
February 4th	✓	Budget Process Memorandum	Distribute the 2019-20 Budget Process Memorandum to Superintendents, Senior Managers, Managers
February 4th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 5th	✓	Budget Estimates Schedule & Objectives	Present 2019-20 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 15th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 19th	✓	Public Consultation (Online Survey-Open Feb 19 to Feb 28)	Open online survey on 2019-20 Budget Estimates Process
February 25th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
February 25th	✓	SEAC Budget Presentation	Presentation on Budget Process to Special Education Advisory Committee; Budget 101 (not specific to this years budget; more of a general presentation on how Spec Ed funding is generated)
February 28th	✓	Public Consultation (Online Survey)	Close online survey on 2019-20 Budget Estimates Process
March 1st	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 8th	✓	Budget Survey	Review and collate results of online budget survey
March 11th	✓	Budget Survey	Review budget survey results at Administrative Council
March 19th	✓	Trustee Budget Working Session #1	2019-20 Budget Estimates: Trustee/Senior Staff Budget Working Session
March 19th	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
March 29th	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2019-20 Budget)
March 29th	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
April 8th	✓	Budget Update	Budget Estimates Update (Administrative Council)
April 12th		Trustee Confidential Survey	Per spring 2018 Trustee Resolution #128/18; no later than the second meeting in May, Trustees launch a confidential consultation with the Halton Catholic District School Board staff and the public, with a goal of finding savings and efficiencies in the Board budget.
April 12th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 19th	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 19th	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 22nd	✓	Salary and Benefits Budget	Discuss Salary and Benefits Budget at Administrative Council
April 26th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
April 26th	✓	Ministry Memorandum 2019:B14 & 2019:B15	Grants for Student Needs (GSN) Funding for 2019-20 & 2019-20 Priorities and Partnerships Fund
May 6th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 7th	✓	Ministry Memorandum 2019:B14 & 2019:B15	Board Report - Release of the Grants for Student Needs (GSN) and Priorities and Partnerships Fund
May 10th		Release of EFIS Forms and Technical Paper	Release of EFIS Forms and Instructions and GSN Technical Paper
May 10th		Ministry Training Session	Ministry Training on 2019-20 Estimates EFIS changes
May 13th		Budget Update	Budget Estimates Update (Administrative Council)
May 16th		Trustee Budget Consultation Session #2	2019-20 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
May 21st		Budget Update	Present the Board of Trustees with a Budget Update
May 27th		SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 3rd		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 4th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 10th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 18th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 21st		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 28th		Ministry Memorandum 2019	Submission of Budget Estimates to the Ministry (EFIS)
June 28th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.



Regular Board Meeting

Information Report

Budget Report for September 1, 2018 to February 28, 2019	Item 10.5
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To provide the Board with the 2018-19 Budget Report for the six months ending February 28, 2019.

Background Information

- 1) Information Report 10.3 “2018-19 Revised Budget Estimates (Including September 1, 2018, to November 30, 2018, Actuals)” from the December 18, 2018, Regular Board Meeting.
- 2) Action Report 8.6 “2018-19 Budget Estimates (Final)” from the June 19, 2018, Regular Board Meeting.

Comments

This report compares the revenues and expenses (including commitments) with the 2018-19 Revised Budget to show the percentages received and spent to date. The report also provides the same information for the previous fiscal year for comparative purposes.

The attached budget report includes both the six months from September 1, 2018, to February 28, 2019, and the comparatives for the same period in the 2017-18 fiscal year.

At February 28, 2019, the fiscal year is 50% complete (6 months/12 months) and the school year is 60% complete (6 months/10 months). Therefore, it is expected that the percentages received or spent to be between 50% and 60%. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.



Revenue Highlights (Appendices A-1 and B)

Total revenues received as of February 28, 2019, are \$221.7 million. This includes \$162.9 million for legislative grants, \$34.4 million for municipal funding, and \$24.4 million in other provincial grants, other revenue, and transfers to reserves. Overall, the percentage received of 52.0% is in line with 50.7% for the same period in the prior year and the expected percentage range of 50% to 60%.

The main differences between revenues received up to February 28, 2019, and revenues received for the same period in 2018 relate to enrolment growth reflected in the Legislative Grants and Municipal Taxes, and higher transfers from reserves from the 2017-18 Year End.

The Ministry has continued numerous programs to enhance student achievement and professional development for staff for the 2018-19 fiscal year, and these revenues are included in the “Other Provincial Grants.” Appendix B outlines the “Other Provincial Grants” awarded thus far, with the total amount corresponding to Appendix A-1.

Within “Other Revenue,” the significant variances were from Miscellaneous Revenue and Educational Development Charge (EDC) Revenue. The variance in the Miscellaneous Revenue was mainly due to the timing difference of when community use of schools and turf field rental revenues were recorded in 2018-19. EDC Revenue decreased due to a decline in building permit issuances by property developers.

Expense Highlights (Appendix A-2)

For the period ending February 28, 2019, total expenses are \$211.2 million. Overall, the percentage spent of 49.6% is in line with 49.3% for the same period in the prior year and just below the expected percentage range of 50% to 60%.

Classroom expenses amounted to \$139.5 million or 47.7% of the 2018-19 Revised Budget compared to \$136.3 million or 49.2% for the period of September 1, 2017, to February 28, 2018. The dollar increase mainly relates to salary and benefits for teachers, and professional and paraprofessional staff, through staffing enhancements to address enrolment growth.

School support services costs, including school administration, teacher consultants and continuing education, totaled \$17.7 million or 49.3% of the Revised Budget for the period ending February 28, 2019. This is consistent with \$16.5 million or 48.7% of the Revised Budget expensed for the same period in the previous year. As with classroom expenses, the year-over-year difference is due to staffing enhancements to address enrolment growth, as well as the reallocation of Program Leadership Leads from the “Other Non-Classroom” section.

Other Non-Classroom expenses and commitments of \$10.7 million, or 52.1% of the Revised Budget, have been recorded from September 1, 2018, to February 28, 2019. This represents an increase of \$1.7 million over the amount expensed during September 1, 2017, to February 28, 2018. The change resulted from grid movements, higher fees and contractual services costs, and higher transportation costs.



Pupil Accommodation expenses and commitments of \$27.0 million, or 60.0% of the Revised Budget, is an increase over the \$24.3 million or 58.6% from the previous year. The difference mainly relates to increases in costs for professional fees, contractual services, and portable leases and movements. The portable leases are higher than the previous year due to increased enrolment pressures. However, there are off-setting revenues for the temporary accommodations.

Enrolment (Appendix C)

The funding allocation is based on estimated enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2018-19 enrolment reflects actual enrolment on October 31, 2018, and estimated enrolment on March 31, 2019, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 23,258.50 and of secondary students is 12,340.47, for a total enrolment of 35,598.97. This represents an increase from the 2018-19 Original Estimates of 545.37 ADE (or 1.6%) and an increase of 1,427.71 ADE (or 4.2%) over 2017-18 Actual ADE.

Conclusion

The percentages received/spent for the period from September 1, 2018, to February 28, 2019, are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable and aligned with the revised budget.

Staff continues to monitor and control expenses against the 2018-19 Revised Budget to achieve a balanced position for the 2018-19 Year-End.

Report Prepared by: J. Chanthavong
Senior Manager, Financial Services

Report Submitted by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by: P. Daly
Director of Education and Secretary of the Board

Halton Catholic District School Board

Appendix A-1

Revenue

2018/2019 Budget Report

For the Six Months Ended February 28, 2019

Budget Assessment

Risk Assessment

OPERATING REVENUE

Province of Ontario

Legislative Grants

Municipal Taxes

Other Provincial Grants

Prior Year Grant Adjustment - Operating

Other Provincial Grants

Other Revenue

Government of Canada

Tuition Fees

Use of Schools/Rentals

Cafeteria, Vending, Uniform and OCAS Revenue

Interest Revenue

Donation Revenue

Miscellaneous Recoveries

Recoveries - Secondments

Miscellaneous Revenue

Educational Development Charge (EDC) Revenue

School Generated Funds Revenue

Amortization of Deferred Capital Contribution

Total Operating Revenue

Available for Compliance

(Surplus) Deficit - Available for Compliance

Available for Compliance - Transfer from (to) Internally

Restricted Reserve (net)

Total Available for Compliance (Surplus) Deficit

Unavailable for Compliance

Unavailable for Compliance - (PSAB Adjustments)

Amortization of EFB - Retirement Gratuity & ERIP Liability

Amortization of EFB - Retirement/Health/Dental/Life Insurance

Unavailable for Compliance - (Increase) Decrease in School

Generated Funds

Revenues Recognized for Land

Total Unavailable for Compliance

Total Annual (Surplus) Deficit

Total Revenue After PSAB Adjustments

	2018/2019 Original Budget Estimates	2018/2019 Revised Budget Estimates	2018/2019 Revised Budget Forecast @ Feb 28/19	Change		2018/2019 Revenues and Receipts @ Feb 28/19	%	2017/2018 Revenues and Receipts @ Feb 28/18	%	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease) %	2017/2018 Financial Statements August 2018
				\$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)							
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)				
OPERATING REVENUE												
Province of Ontario												
Legislative Grants	\$ 290,158,929	\$ 295,193,657	\$ 295,193,657	-	0.0%	\$ 162,894,535	55.2%	\$ 153,502,098	55.7%	\$ 9,392,437	6.1%	\$ 275,778,672
Municipal Taxes	87,776,400	86,905,840	86,905,840	-	0.0%	34,443,504	39.6%	30,457,235	35.0%	3,986,269	13.1%	87,054,739
	377,935,329	382,099,497	382,099,497	-	0.0%	197,338,039	51.6%	183,959,334	50.7%	\$ 13,378,705	7.3%	362,833,411
Other Provincial Grants												
Prior Year Grant Adjustment - Operating	-	-	-	-		37,921		65,202		(27,281)		70,586
Other Provincial Grants	3,639,883	4,044,927	4,105,150	60,223	1.5%	2,139,677	52.1%	1,877,215	44.3%	262,462	14.0%	4,239,157
	3,639,883	4,044,927	4,105,150	60,223	1.5%	2,177,598	53.0%	1,942,417	45.1%	235,181	12.1%	4,309,743
Other Revenue												
Government of Canada	2,610,287	2,610,287	2,610,287	-	0.0%	768,536	29.4%	901,858	30.6%	(133,321)	-14.8%	2,946,857
Tuition Fees	2,766,650	2,975,340	2,975,340	-	0.0%	2,932,596	98.6%	3,004,587	97.6%	(71,991)	-2.4%	3,078,716
Use of Schools/Rentals	1,475,000	1,475,000	1,475,000	-	0.0%	1,172,888	79.5%	1,118,048	81.7%	54,841	4.9%	1,368,616
Cafeteria, Vending, Uniform and OCAS Revenue	-	-	-	-	0.0%	6,404		5,648	9.1%	755		61,778
Interest Revenue	150,000	150,000	150,000	-	0.0%	154,273	102.8%	103,538	47.8%	50,734	49.0%	216,625
Donation Revenue	-	-	-	-	0.0%	470		2,559	93.1%	(2,090)	-81.6%	2,748
Miscellaneous Recoveries	-	13,000	23,000	10,000	76.9%	160,171		109,563	59.1%	50,608	46.2%	185,493
Recoveries - Secondments	1,869,000	2,160,417	2,160,417	-	0.0%	624,254	28.9%	544,426	10.4%	79,828	14.7%	5,237,441
Miscellaneous Revenue	1,310,000	1,604,190	1,604,190	-	0.0%	531,587	33.1%	1,209,149	55.7%	(677,562)	-56.0%	2,169,872
Educational Development Charge (EDC) Revenue	7,000,000	7,000,000	7,000,000	-	0.0%	3,027,740	43.3%	3,599,944	52.1%	(572,205)	-15.9%	6,908,727
	17,180,937	17,988,234	17,988,234	10,000	0.1%	9,378,919	52.1%	10,599,321	47.8%	(1,220,402)	-11.5%	22,176,874
School Generated Funds Revenue	13,000,000	13,000,000	13,000,000	-	0.0%	8,118,006	62.4%	7,540,488	60.0%	577,518	7.7%	12,568,400
Amortization of Deferred Capital Contribution	16,115,077	16,295,796	16,295,796	-	0.0%	8,147,898	50.0%	7,871,878	44.4%	276,021	3.5%	17,722,821
Total Operating Revenue	427,871,226	433,428,454	433,498,677	70,223	0.0%	225,160,460	51.9%	211,913,437	50.5%	13,247,023	6.3%	419,611,249
Available for Compliance												
(Surplus) Deficit - Available for Compliance	(272,533)	(195,872)	(281,983)	(86,111)		-		-		-		(283,196)
Available for Compliance - Transfer from (to) Internally												
Restricted Reserve (net)	(1,002,006)	(572,593)	502,407	1,075,000		1,304,413		432,570		871,844		(3,486,885)
Total Available for Compliance (Surplus) Deficit	(1,274,539)	(768,465)	220,424	988,889		1,304,413		432,570		871,844		(3,770,081)
Unavailable for Compliance												
Unavailable for Compliance - (PSAB Adjustments)	(176,450)	(176,450)	(176,450)	-		-		-		-		(167,074)
Amortization of EFB - Retirement Gratuity & ERIP Liability	-	-	-	-		-		-		-		-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,218)	(458,218)	-		-		-		-		(458,218)
Unavailable for Compliance - (Increase) Decrease in School												
Generated Funds	-	-	-	-		(1,784,063)		(1,475,732)		(308,331)		(144,711)
Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)	-		(3,027,740)		(3,599,944)		572,205		(5,855,219)
Total Unavailable for Compliance	(7,634,668)	(7,634,668)	(7,634,668)	-		(4,811,803)		(5,075,676)		263,873		(6,625,222)
Total Annual (Surplus) Deficit	(8,909,207)	(8,403,133)	(7,414,244)	988,889		(3,507,390)		(4,643,107)		1,135,717		(10,395,302)
Total Revenue After PSAB Adjustments	\$ 418,962,019	\$ 425,025,321	\$ 426,084,433	\$ 1,059,112	0.2%	\$ 221,653,070	52.0%	\$ 207,270,330	50.7%	\$ 14,382,740	6.9%	\$ 409,215,947

Halton Catholic District School Board
Expenses
2018/2019 Budget Report
For the Six Months Ended February 28, 2019

Appendix A-2

Budget Assessment

Risk Assessment

	2018/2019 Original Budget Estimates (in PSAB Format)	2018/2019 Revised Budget Estimates (in PSAB Format)	2018/2019 Revised Budget Forecast @ Feb 28/19 (in PSAB Format)	Change \$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)	2018/2019 Expenses and Commitments @ Feb 28/19 (in PSAB Format)	% Spent	2017/2018 Expenses and Commitments @ Feb 28/18 (in PSAB Format)	% Spent	Year-to year Increase (Decrease)	Year-to year Increase (Decrease)	2017/2018 Financial Statements August 2018
	-		-							\$		
Classroom Instruction												
Classroom Teachers	\$ 220,616,600	\$ 221,611,900	\$ 221,611,900	-	0.00%	\$ 103,557,856	46.7%	\$ 100,778,136	47.8%	\$ 2,779,720	2.8%	\$ 210,861,305
Occasional Teachers	4,159,900	4,367,000	4,367,000	-	0.00%	2,207,330	50.5%	2,362,463	54.6%	(155,133)	-6.6%	4,329,682
Early Childhood Educators (E.C.E) and Supply	8,968,000	9,116,000	9,116,000	-	0.00%	4,975,680	54.6%	4,981,219	58.0%	(5,539)	-0.1%	8,591,520
Teacher Assistants and Supply	23,087,000	23,745,000	23,754,750	9,750	0.04%	12,873,431	54.2%	12,949,478	55.9%	(76,047)	-0.6%	23,181,681
Textbooks & Classroom Supplies	7,743,886	8,253,543	8,372,808	119,265	1.45%	3,593,515	42.9%	3,357,781	50.7%	235,734	7.0%	6,618,547
Computers	2,320,900	2,940,452	2,975,378	34,926	1.19%	1,387,363	46.6%	1,789,660	59.2%	(402,297)	-22.5%	3,025,077
Professionals, Paraprofessionals & Technical	13,749,600	13,658,283	13,728,885	70,602	0.52%	6,523,471	47.5%	6,060,881	50.3%	462,590	7.6%	12,047,003
Library and Guidance	5,647,920	5,921,874	5,919,874	(2,000)	-0.03%	2,728,097	46.1%	2,545,448	53.2%	182,649	7.2%	4,783,745
Staff Development	2,428,170	2,735,131	2,587,740	(147,391)	-5.39%	1,608,023	62.1%	1,472,526	42.0%	135,497	9.2%	3,508,917
Subtotal Classroom Instruction	288,721,976	292,349,183	292,434,335	85,152	0.03%	139,454,765	47.7%	136,297,593	49.2%	3,157,172	2.3%	276,947,476
Non Classroom - School Support Services												
School Administration	21,863,987	22,321,126	22,359,706	38,580	0.2%	11,373,833	50.9%	11,186,263	50.1%	187,570	1.7%	22,316,026
Teacher Consultants	5,361,280	5,539,275	5,540,060	785	0.0%	2,986,831	53.9%	2,096,803	51.8%	890,028	42.4%	4,051,553
Continuing Education	7,363,453	8,161,392	8,035,987	(125,405)	-1.5%	3,361,188	41.8%	3,259,851	42.7%	101,337	3.1%	7,634,374
Subtotal School Support Services	34,588,720	36,021,793	35,935,753	(86,040)	-0.2%	17,721,852	49.3%	16,542,916	48.7%	1,178,936	7.1%	34,001,953
Recoverable Expenses	1,869,000	2,160,417	2,160,417	-	0.0%	1,174,801	54.4%	1,175,307	22.4%	(506)	0.0%	5,246,190
Other Non Classroom												
Board Administration	10,881,293	11,552,793	11,537,793	(15,000)	-0.1%	5,264,870	45.6%	5,121,082	46.1%	143,789	2.8%	11,104,615
Transportation	9,391,621	9,041,007	9,041,007	-	0.0%	5,463,833	60.4%	3,929,515	49.9%	1,534,319	39.0%	7,881,622
Subtotal Other Non Classroom	20,272,914	20,593,800	20,578,800	(15,000)	-0.1%	10,728,704	52.1%	9,050,596	47.7%	1,678,107	18.5%	18,986,237
Pupil Accommodation												
School Operations and Maintenance	31,989,500	32,124,500	33,199,500	1,075,000	3.3%	20,503,429	61.8%	18,603,159	63.1%	1,900,270	10.2%	29,495,803
Portable Leases	3,300,000	3,300,000	3,300,000	-	0.0%	2,211,848	67.0%	1,078,019	37.6%	1,133,829	105.2%	2,869,441
Debt Charges	47,375	47,375	47,375	-	0.0%	-	0.0%	-	0.0%	-	-	47,375
Other Debenture Payments	8,469,341	8,469,341	8,469,341	-	0.0%	4,308,122	50.9%	4,590,246	50.8%	(282,124)	-6.1%	9,041,339
Subtotal Pupil Accommodations	43,806,216	43,941,216	45,016,216	1,075,000	2.4%	27,023,399	60.0%	24,271,423	58.6%	2,751,975	11.3%	41,453,958
School Generated Funds Expenditures	13,000,000	13,000,000	13,000,000	-	0.0%	6,333,943	48.7%	6,064,756	48.8%	269,187	4.4%	12,423,689
Amortization & Write-down Expense	17,337,861	17,593,580	17,593,580	-	0.0%	8,796,790	50.0%	8,515,594	41.9%	281,197	3.3%	20,323,518
Total Expenditures before PSAB Adjustment	419,596,687	425,659,989	426,719,101	1,059,112	0.2%	211,234,254	49.5%	201,918,186	49.3%	9,316,068	4.6%	409,383,020
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	-	0.0%	-	-	-	-	-	-	-
(Decrease) in Accrued Interest on Debenture	(176,450)	(176,450)	(176,450)	-	0.0%	-	0.0%	-	0.0%	-	-	(167,074)
Total PSAB Adjustment	(634,668)	(634,668)	(634,668)	-	0.0%	-	0.0%	-	0.0%	-	-	(167,074)
Total Expenditures After PSAB Adjustments	\$ 418,962,019	\$ 425,025,321	\$ 426,084,433	\$ 1,059,112	0.2%	\$ 211,234,254	49.6%	\$ 201,918,186	49.3%	\$ 9,316,068	4.6%	\$ 409,215,947

Halton Catholic District School Board
Other Provincial Grants
2018/2019 Budget Report
For the Six Months Ended February 28, 2019

Appendix B

Grant Description	2018/2019 Original Budget Estimates	2018/2019 Revised Budget Estimates	2018/2019 Revised Budget Forecast	2018/2019 Actual @ Feb 28/2019
A. Prkacin				
French As A Second Language		12,562	12,562	93,622
Physical Activity - Bishop Reding		4,144	4,144	4,144
Student Success Leaders - Equity and Inclusion		6,093	6,093	6,162
Professional Learning for DECE		17,937	17,937	17,937
Early Years Experience Collections		777	777	777
Renewed Math Strategy	540,986	540,986	540,986	378,690
Innovation in Learning Fund	108,111	108,111		
EDU Design Lab - Notre Dame		37,486	37,486	27,486
	649,097	728,096	619,985	528,819
C. Cipriano				
Autism Support And Training			7,393	7,393
Ontario Autism Program			83,203	83,203
Support Transitions to Post Secondary Pathways		63,447	63,447	49,947
Support Transportation for Children and Youth in Care	347,756	347,756	347,756	-
Board Leadership Development Strategy (BLDS)			38,178	34,360
	347,756	411,203	539,977	174,903
C. McGillicuddy				
Specialist Highskills Major (SHSM) Special Funding	199,543	224,611	224,611	202,711
Experiential Learning	157,603	157,603	147,018	102,913
Student - Speakup Grant			25,000	17,500
Community Connected Experiential Learning		7,000	7,000	7,000
	357,146	389,214	403,629	330,124
J. Crowell				
Parents Reaching Out (PRO)			43,550	30,485
Parents Reaching Out - Regional			10,000	7,000
Teacher Learning & Leadership Program		54,952	54,952	41,059
	-	54,952	108,502	78,544
T. Pinelli				
International Education		121	121	121
Safe, Equitable And Inclusive Schools	182,789	182,789	182,789	59,687
	182,789	182,910	182,910	59,808
S. Balogh				
Supporting Schools - Recreational Cannabis Legalization	33,600	33,600	25,900	18,130
	33,600	33,600	25,900	18,130
R. Merrick				
Outreach Coordinator	73,600	73,600	46,000	32,200
	73,600	73,600	46,000	32,200
Sub-total	\$ 1,643,988	\$ 1,873,575	\$ 1,926,903	\$ 1,222,528
O.Y.A.P GRANT	107,950	103,549	103,549	62,129
Province of Ontario-Citizenship	1,273,900	1,273,900	1,273,900	296,499
LBS Grants	128,830	167,273	167,273	78,861
PBLA 1X FUNDING	-	35,498	35,498	35,498
Modular E-Learning	400,000	396,304	403,198	304,122
CUPE Apprenticeship / PD	-	109,613	109,613	76,729
Human Rights Equity Advisor	85,215	85,215	85,215	56,810
MISA PNC			-	6,500
Sub-total	\$ 1,995,895	\$ 2,171,352	\$ 2,178,246	\$ 917,148
Total Other Provincial Grants per A-1	\$ 3,639,883	\$ 4,044,927	\$ 4,105,149	\$ 2,139,676

**Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2018/2019 Budget Report**

Appendix C

	2018-19 REVISED ESTIMATES				2018-19 ORIGINAL ESTIMATES				
	Actual FTE Oct 31/18	Projected FTE Mar 31/19	2018-19 Revised ADE	% Change	Projected FTE Oct 31/18	Projected FTE Mar 31/19	2018-19 Original ADE	% Change	2017-18 Actual ADE
JK	2,109.00	2,122.00	2,115.50	4.4%	2,019.00	2,033.00	2,026.00	-3.0%	2,087.50
SK	2,189.00	2,202.00	2,195.50	0.9%	2,171.00	2,182.00	2,176.50	0.9%	2,157.50
Gr. 1 to 3	7,032.00	7,078.00	7,055.00	1.6%	6,925.00	6,969.00	6,947.00	-0.6%	6,985.50
Gr. 4 to Gr. 8	11,865.00	11,920.00	11,892.50	2.0%	11,630.00	11,682.00	11,656.00	1.4%	11,494.00
Elementary Day School Enrolment	23,195.00	23,322.00	23,258.50	2.0%	22,745.00	22,866.00	22,805.50	0.4%	22,724.50
Secondary Day School Enrolment	12,482.39	12,198.55	12,340.47	0.8%	12,374.23	12,121.96	12,248.10	7.5%	11,446.76
Total Day School ADE	35,677.39	35,520.55	35,598.97	1.6%	35,119.23	34,987.96	35,053.60	2.7%	34,171.26

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE

% change equals the increase (decrease) in ADE from the prior year, or prior cycle



Regular Board Meeting

Information Report

Capital Projects Report as of February 28, 2019	Item 10.6
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To inform the Board of Trustees of the preliminary cost of capital projects and land as of February 28, 2019.

Background Information

The following information regarding the Board's 2018-19 Budget was provided to Trustees:

1. Information Report 10.5 "Capital Projects Report as of November 30, 2018" from the December 18, 2018, Regular Board Meeting.
2. Information Report 10.3 "2018-19 Revised Budget Estimates (Including September 1, 2018, to November 30, 2018, Actuals)" from the December 18, 2018, Regular Board Meeting.
3. Information Report 10.8 "Preliminary Capital Projects Report as of August 31, 2018" from the September 18, 2018, Regular Board Meeting.
4. Action Report 8.6 "2018-19 Budget Estimates (Final)" from the June 19, 2018, Regular Board Meeting.

Comments

The attached Consolidated Capital Projects Report provides a summary totalling \$508.9 million of all Board-approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$469.1 million has been recorded for all projects, including open purchase orders of \$25.0 million which mainly relate to the construction of the St. Nicholas Catholic Elementary School (CES) school consolidation, the Assumption Catholic Secondary School (CSS) classroom addition and school refresh, and the Bishop Reding CSS classroom addition.



The Board receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$181.6 million, as broken down on page 5 of this report, which includes \$9.1 million in eligible EDC expenditures that have not been associated to particular schools (these are listed on page 6). Currently, the Board has an EDC shortfall of \$81.3 million, as EDC levies are typically collected over a 15-year period.

The expenditures outlined in the individual capital project summaries on pages 7 to 17 reflect construction, site and first-time equipping costs to date. It should be noted that the St. Scholastica and St. Nicholas projects are expected to surpass their budgets, due to contractor costs exceeding the Ministry's construction benchmark for capital funding.

The Debenture Financing Summary (Appendix A-1 to A-4) provides a summary of all projects that have been financed by debentures through the Ontario School Boards Financing Corporation (OSBFC) or the Ontario Financing Authority (OFA). The last OFA debenture issued was in March 2015 for the financing of primary class size (PCS) additions for St. Brigid CES and St. Catherine of Alexandria CES. This funding model has now been replaced with a more timely method; capital grants are now approved on a project by project basis and funded twice a year based on the March 31 Provincial Consolidation Reporting (typically paid to the Board in July) and the August 31 Financial Statements Reporting (typically paid to the Board in February).

Conclusion

Board staff will continue to monitor the capital project budgets and EDC shortfall. An updated Capital Projects Report will be provided at a June 2019 Regular Board Meeting.

Report Prepared by: J. Chanthavong
Senior Manager, Financial Services

Report Submitted by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by: P. Daly
Director of Education and Secretary of the Board

Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 28, 2019

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CLOSED PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
Adult Learning Centre	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$0	\$0	\$0	\$11,970,404	(\$370,404)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,753,354	\$0	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,258,276	\$0	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,984,262	\$0	\$0	\$0	\$34,984,262	\$15,738
Sub-total Closed Projects	\$399,414,441	\$386,293,318	\$0	\$0	\$0	\$386,293,318	\$13,121,123

Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 28, 2019

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CURRENT PROJECTS							
St. Gregory The Great Elementary - New School	\$13,550,465	\$12,985,409	\$65,297	\$11,376	\$0	\$13,062,082	\$488,383
St. Gregory The Great Elementary - Child Care Centre	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
St. Scholastica Elementary - New School	\$13,818,474	\$612,177	\$12,273,258	\$1,065,686	\$0	\$13,951,120	(\$132,646)
St. Nicholas Elementary - School Consolidation	\$12,524,935	\$0	\$800,194	\$80,288	\$11,772,146	\$12,652,629	(\$127,694)
St. Mark Elementary - Addition	\$1,625,867	\$0	\$644,270	\$938,387	\$35,599	\$1,618,255	\$7,612
St. Mark Elementary - Child Care Centre	\$2,077,013	\$0	\$819,979	\$1,250,894	\$2,247	\$2,073,120	\$3,893
Bishop Reding - Addition	\$20,310,036	\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	\$18,942,703
St. Peter Elementary - Child Care Centre	\$2,606,270	\$0	\$67,475	\$71,679	\$95,775	\$234,929	\$2,371,341
Assumption - Addition & School Refresh	\$14,000,000	\$0	\$251,722	\$1,139,825	\$12,164,729	\$13,556,275	\$443,725
St. Michael Elementary - Addition	\$1,434,000	\$0	\$0	\$90,052	\$67,067	\$157,119	\$1,276,881
St. Michael Elementary - Child Care Centre	\$1,556,000	\$0	\$0	\$0	\$123,224	\$123,224	\$1,432,776
Sub-total Current Projects	\$86,023,909	\$16,010,155	\$15,263,771	\$4,977,493	\$24,957,238	\$61,208,656	\$24,815,253
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$3,471,030	\$0	\$0	\$0	\$3,471,030	\$1,683,970
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$14,914,369	\$0	\$0	\$0	\$14,914,369	\$3,775,631
Sub-total Construction Projects	\$104,713,909	\$30,924,524	\$15,263,771	\$4,977,493	\$24,957,238	\$76,123,025	\$28,590,884
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$508,879,927	\$423,893,877	\$15,263,771	\$4,977,493	\$24,957,238	\$469,092,378	\$39,787,549

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 28, 2019**

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,498,647	(\$9,381)	\$1,936,618	\$0	\$7,425,884
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,481,316	\$0	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818
St. Scholastica Elementary (178)	\$0	\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$10,892,397	\$134,801	\$2,966	\$0	\$11,030,164
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,461,542	\$4,203	\$919	\$0	\$5,466,665
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$11,948,004	\$3,752,445	\$49,909,153	\$343,330	\$65,952,932
TOTAL SITES	\$0	\$124,776,718	\$4,618,493	\$51,863,959	\$343,330	\$181,602,500
TOTAL BUILDINGS AND SITES	\$ 508,879,927	\$ 548,670,595	\$ 19,882,264	\$ 56,841,452	\$ 25,300,568	\$ 650,694,878

Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending February 28, 2019

DESCRIPTION	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments
ELEMENTARY					
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
EDC - Site Improvement - Georgetown West (167)	\$17,920	\$5,149	\$858	\$0	\$23,927
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$0	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$63,978	\$169	\$0	\$0	\$64,147
EDC - Prof. Fees - North Oakville #CE5 - (177)	\$0	\$0	\$1,149	\$5,747	\$6,896
EDC - Prof. Fees - Milton #9 (179)	\$6,017	\$0	\$0	\$0	\$6,017
EDC - Prof. Fees - Milton #10 (180)	\$10,169	\$2,299	\$1,966	\$0	\$14,433
SECONDARY					
EDC - Prof. Fees - North Oakville CSS (205)	\$3,984	\$6,947	\$0	\$0	\$10,931
EDC - Prof. Fees - Milton CSS (206)	\$41,981	\$299,356	\$210,206	\$337,584	\$889,126
EDC - Site Purchase - Milton CSS (206)	\$0	\$2,500,000	\$48,560,740	\$0	\$51,060,740
EDC - Site Improvement - Milton CSS (206)	\$0	\$0	\$0	\$0	\$0
EDC - Georgetown South (210)	\$0	\$9,138	\$0	\$0	\$9,138
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$1,271,744	\$134,227	\$29,710	\$0	\$1,435,680
Interest Costs	\$5,358,345	\$795,161	\$1,104,525	\$0	\$7,258,031
TOTAL	\$11,948,004	\$3,752,445	\$49,909,153	\$343,330	\$65,952,932

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,750,465	\$11,287,784	\$4,892	\$0	\$0	\$11,292,676	\$457,789
Professional Fees	\$835,000	\$848,456	\$0	\$0	\$0	\$848,456	(\$13,456)
Inspections, Soil test, Surveys	\$175,000	\$123,951	\$0	\$0	\$0	\$123,951	\$51,049
Building Permit Fees	\$140,000	\$278,639	\$0	\$0	\$0	\$278,639	(\$138,639)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$12,538,829	\$4,892	\$0	\$0	\$12,543,722	\$526,743
Furniture & Equipment	\$180,000	\$110,343	\$60,404	\$11,376	\$0	\$182,123	(\$2,123)
Computer & Technology Equipment	\$150,000	\$142,880	\$0	\$0	\$0	\$142,880	\$7,120
Sub-total Furniture & Equipment	\$330,000	\$253,223	\$60,404	\$11,376	\$0	\$325,003	\$4,997
Bridge Financing (Interest)	\$150,000	\$193,357	\$0	\$0	\$0	\$193,357	(\$43,357)
TOTAL	\$13,550,465	\$12,985,409	\$65,297	\$11,376	\$0	\$13,062,082	\$488,383
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$7,078,690	\$0	\$0	\$0	\$7,078,690	
Site Improvements		\$535,225	\$0	\$0	\$0	\$535,225	
Professional Fees-EDC-Site		\$119,903	\$0	\$0	\$0	\$119,903	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818	
PROJECT TOTAL	\$13,550,465	\$20,719,227	\$65,297	\$11,376	\$0	\$20,795,900	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$173,398	\$0	\$0	\$0	\$173,398	
Funding - FDK		\$1,260,424	\$0	\$0	\$0	\$1,260,424	
Funding - Capital Priorities		\$11,358,230	\$65,297	\$11,376	\$0	\$11,434,903	
Funding - Capitalized Interest		\$193,357	\$0	\$0	\$0	\$193,357	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$7,733,818	\$0	\$0	\$0	\$7,733,818	
TOTAL	\$0	\$20,719,227	\$65,297	\$11,376	\$0	\$20,795,900	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$1,992,120	\$0	\$0	\$0	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$152,617	\$0	\$0	\$0	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$2,144,737	\$0	\$0	\$0	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$105,775	\$0	\$0	\$0	\$105,775	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care		\$2,306,795	\$0	\$0	\$0	\$2,306,795	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Scholastica Catholic Elementary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,858,474	\$1,898	\$11,503,900	\$945,430	\$0	\$12,451,227	(\$592,753)
Professional Fees	\$985,000	\$467,795	\$471,432	\$21,126	\$0	\$960,353	\$24,647
Inspections, Soil test, Surveys	\$175,000	\$45,957	\$18,302	\$6,099	\$0	\$70,357	\$104,643
Building Permit Fees	\$150,000	\$96,527	\$11,896	\$21,454	\$0	\$129,877	\$20,123
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,338,474	\$612,177	\$12,005,530	\$994,109	\$0	\$13,611,815	(\$273,341)
Furniture & Equipment	\$180,000	\$0	\$150,012	\$67,934	\$0	\$217,946	(\$37,946)
Computer & Technology Equipment	\$150,000	\$0	\$117,716	\$3,643	\$0	\$121,359	\$28,641
Sub-total Furniture & Equipment	\$330,000	\$0	\$267,728	\$71,577	\$0	\$339,305	(\$9,305)
Bridge Financing (Interest)	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
TOTAL	\$13,818,474	\$612,177	\$12,273,258	\$1,065,686	\$0	\$13,951,120	(\$132,646)
SCHOOL SITE							
Site		\$8,491,426	\$0	\$0	\$0	\$8,491,426	
Site Improvements		\$0	\$735,676	\$14,302	\$0	\$749,979	
Professional Fees-EDC-Site		\$70,063	\$749	\$0	\$0	\$70,812	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217	
PROJECT TOTAL	\$13,818,474	\$9,173,666	\$13,009,683	\$1,079,988	\$0	\$23,263,337	
FUNDING							
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$71,577	\$0	\$71,577	
Funding - FDK		\$612,177	\$930,583	\$0	\$0	\$1,542,760	
Funding - Capital Priorities		\$0	\$11,342,674	\$783,040	\$0	\$12,125,714	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217	
TOTAL	\$0	\$9,173,666	\$13,009,683	\$868,919	\$0	\$23,052,268	
Unfinanced Commitments						\$211,069	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Nicholas Catholic Elementary School
School Consolidation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,467,935	\$0	\$186,522	\$1,104	\$11,443,167	\$11,630,793	(\$162,858)
Professional Fees	\$712,000	\$0	\$364,937	\$48,839	\$328,979	\$742,754	(\$30,754)
Inspections, Soil test, Surveys	\$140,000	\$0	\$21,351	\$3,228	\$0	\$24,580	\$115,420
Building Permit Fees	\$150,000	\$0	\$227,384	\$27,118	\$0	\$254,502	(\$104,502)
Contingencies	\$55,000	\$0	\$0	\$0	\$0	\$0	\$55,000
Sub-total Building	\$12,524,935	\$0	\$800,194	\$80,288	\$11,772,146	\$12,652,629	(\$127,694)
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,524,935	\$0	\$800,194	\$80,288	\$11,772,146	\$12,652,629	(\$127,694)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$434,180	\$434,180	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$434,180	\$434,180	
PROJECT TOTAL	\$12,524,935	\$0	\$800,194	\$80,288	\$12,206,326	\$13,086,809	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$4,523,847	\$4,523,847	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$800,194	\$80,288	\$7,005,275	\$7,885,758	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$434,180	\$434,180	
TOTAL	\$0	\$0	\$800,194	\$80,288	\$11,963,302	\$12,843,785	
Unfinanced Commitments						\$243,024	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,327,000	\$0	\$509,675	\$886,113	\$4,422	\$1,400,210	(\$73,210)
Professional Fees	\$120,000	\$0	\$92,900	\$50,005	\$11,001	\$153,906	(\$33,906)
Inspections, Soil test, Surveys	\$40,000	\$0	\$1,856	\$2,268	\$0	\$4,124	\$35,876
Building Permit Fees	\$40,000	\$0	\$39,839	\$0	\$0	\$39,839	\$161
Contingencies	\$22,000	\$0	\$0	\$0	\$0	\$0	\$22,000
Sub-total Building	\$1,549,000	\$0	\$644,270	\$938,387	\$15,423	\$1,598,080	(\$49,080)
Furniture & Equipment	\$61,867	\$0	\$0	\$0	\$20,176	\$20,176	\$41,691
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$61,867	\$0	\$0	\$0	\$20,176	\$20,176	\$41,691
Bridge Financing (Interest)	\$15,000	\$0	\$0	\$0	\$0	\$0	\$15,000
TOTAL	\$1,625,867	\$0	\$644,270	\$938,387	\$35,599	\$1,618,255	\$7,612
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,625,867	\$0	\$644,270	\$938,387	\$35,599	\$1,618,255	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$20,176	\$20,176	
Funding - Child Care Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$644,270	\$938,387	\$15,423	\$1,598,080	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$644,270	\$938,387	\$35,599	\$1,618,255	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,688,880	\$0	\$648,677	\$1,236,797	\$0	\$1,885,474	(\$196,594)
Professional Fees	\$152,000	\$0	\$118,236	\$0	\$0	\$118,236	\$33,764
Inspections, Soil test, Surveys	\$50,000	\$0	\$2,363	\$0	\$0	\$2,363	\$47,637
Building Permit Fees	\$50,000	\$0	\$50,703	\$237	\$0	\$50,940	(\$940)
Contingencies	\$28,000	\$0	\$0	\$0	\$0	\$0	\$28,000
Sub-total Building	\$1,968,880	\$0	\$819,979	\$1,237,034	\$0	\$2,057,013	(\$88,133)
Furniture & Equipment	\$88,133	\$0	\$0	\$13,860	\$2,247	\$16,107	\$72,026
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$88,133	\$0	\$0	\$13,860	\$2,247	\$16,107	\$72,026
Bridge Financing (Interest)	\$20,000	\$0	\$0	\$0	\$0	\$0	\$20,000
TOTAL	\$2,077,013	\$0	\$819,979	\$1,250,894	\$2,247	\$2,073,120	\$3,893
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,077,013	\$0	\$819,979	\$1,250,894	\$2,247	\$2,073,120	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$13,860	\$2,247	\$16,107	
Funding - Child Care Capital		\$0	\$657,809	\$884,951	\$0	\$1,542,760	
Funding - Child and Family Program Capital		\$0	\$162,170	\$352,083	\$0	\$514,253	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$819,979	\$1,250,894	\$2,247	\$2,073,120	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Bishop P.F. Reding Catholic Secondary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$18,000,036	\$0	\$11,733	\$14,302	\$0	\$26,035	\$17,974,001
Professional Fees	\$1,150,000	\$0	\$266,668	\$137,144	\$695,225	\$1,099,037	\$50,963
Inspections, Soil test, Surveys	\$200,000	\$0	\$0	\$0	\$0	\$0	\$200,000
Building Permit Fees	\$200,000	\$0	\$63,176	\$177,859	\$1,226	\$242,261	(\$42,261)
Contingencies	\$400,000	\$0	\$0	\$0	\$0	\$0	\$400,000
Sub-total Building	\$19,950,036	\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	\$18,582,703
Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Bridge Financing (Interest)	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
TOTAL	\$20,310,036	\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	\$18,942,703
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$20,310,036	\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$341,577	\$329,305	\$696,451	\$1,367,333	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Peter Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,151,270	\$0	\$0	\$0	\$0	\$0	\$2,151,270
Professional Fees	\$195,000	\$0	\$52,357	\$45,972	\$95,775	\$194,104	\$896
Inspections, Soil test, Surveys	\$30,000	\$0	\$9,348	\$0	\$0	\$9,348	\$20,652
Building Permit Fees	\$30,000	\$0	\$5,770	\$25,707	\$0	\$31,477	(\$1,477)
Contingencies	\$30,000	\$0	\$0	\$0	\$0	\$0	\$30,000
Sub-total Building	\$2,436,270	\$0	\$67,475	\$71,679	\$95,775	\$234,929	\$2,201,341
Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Bridge Financing (Interest)	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
TOTAL	\$2,606,270	\$0	\$67,475	\$71,679	\$95,775	\$234,929	\$2,371,341
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,606,270	\$0	\$67,475	\$71,679	\$95,775	\$234,929	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$67,475	\$71,679	\$95,775	\$234,929	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$67,475	\$71,679	\$95,775	\$234,929	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Assumption Catholic Secondary School
Classroom Addition & School Refresh

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$12,037,963	\$0	\$4,878	\$488,669	\$11,732,853	\$12,226,399	(\$188,436)
Professional Fees	\$1,207,860	\$0	\$212,345	\$535,472	\$431,876	\$1,179,693	\$28,168
Inspections, Soil test, Surveys	\$135,680	\$0	\$6,155	\$3,269	\$0	\$9,424	\$126,256
Building Permit Fees	\$117,840	\$0	\$28,344	\$105,406	\$0	\$133,750	(\$15,910)
Contingencies	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
Sub-total Building	\$13,599,344	\$0	\$251,722	\$1,132,816	\$12,164,729	\$13,549,266	\$50,078
Furniture & Equipment	\$294,600	\$0	\$0	\$7,009	\$0	\$7,009	\$287,591
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$294,600	\$0	\$0	\$7,009	\$0	\$7,009	\$287,591
Bridge Financing (Interest)	\$106,056	\$0	\$0	\$0	\$0	\$0	\$106,056
TOTAL	\$14,000,000	\$0	\$251,722	\$1,139,825	\$12,164,729	\$13,556,275	\$443,725
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$14,000,000	\$0	\$251,722	\$1,139,825	\$12,164,729	\$13,556,275	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$251,722	\$1,139,825	\$12,164,729	\$13,556,275	
Funding - Child Care Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$251,722	\$1,139,825	\$12,164,729	\$13,556,275	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,197,000	\$0	\$0	\$0	\$0	\$0	\$1,197,000
Professional Fees	\$113,000	\$0	\$0	\$59,866	\$66,352	\$126,218	(\$13,218)
Inspections, Soil test, Surveys	\$14,000	\$0	\$0	\$0	\$0	\$0	\$14,000
Building Permit Fees	\$14,000	\$0	\$0	\$30,186	\$715	\$30,901	(\$16,901)
Contingencies	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Sub-total Building	\$1,386,000	\$0	\$0	\$90,052	\$67,067	\$157,119	\$1,228,881
Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,434,000	\$0	\$0	\$90,052	\$67,067	\$157,119	\$1,276,881
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,434,000	\$0	\$0	\$90,052	\$67,067	\$157,119	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$90,052	\$67,067	\$157,119	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$90,052	\$67,067	\$157,119	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,298,000	\$0	\$0	\$0	\$0	\$0	\$1,298,000
Professional Fees	\$122,000	\$0	\$0	\$0	\$123,224	\$123,224	(\$1,224)
Inspections, Soil test, Surveys	\$16,000	\$0	\$0	\$0	\$0	\$0	\$16,000
Building Permit Fees	\$16,000	\$0	\$0	\$0	\$0	\$0	\$16,000
Contingencies	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Sub-total Building	\$1,504,000	\$0	\$0	\$0	\$123,224	\$123,224	\$1,380,776
Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,556,000	\$0	\$0	\$0	\$123,224	\$123,224	\$1,432,776
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,556,000	\$0	\$0	\$0	\$123,224	\$123,224	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$0	\$0	\$123,224	\$123,224	
Funding - Child and Family Program Capital		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$123,224	\$123,224	
Unfinanced Commitments						\$0	

Debenture Financing Summary

As at August 31, 2019

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #1) - 2000 - A1 at 7.2% due June 9, 2025						
Ascension Elementary	3,160,703	-	3,189,000	3,189,000	-	(28,297)
Holy Rosary Elementary (Milton)	5,356,378	-	5,250,000	5,250,000	-	106,378
St. Patrick Elementary	3,716,647	-	2,238,000	2,238,000	1,444,065	34,582
St. Francis of Assisi Elementary	3,669,902	-	3,669,000	3,669,000		902
Notre Dame Secondary	1,039,404	-	868,000	868,000		171,404
Mother Teresa Elementary	6,874,383	-	6,883,000	6,883,000		(8,617)
Total	23,817,417	\$ -	\$ 22,097,000	\$ 22,097,000	\$ 1,444,065	\$ 276,352
Outstanding Debenture balance as at period ending August 31, 2018			\$ 10,404,308	\$ 10,404,308		
Principal repayment for 2018/19			\$ 1,190,200	\$ 1,190,200		
Interest repayment for 2018/19			\$ 728,065	\$ 728,065		
Debenture Financing Summary (OSBFC Issue #2) - 2000 - A2 at 6.3% due September 22, 2010						
St. Andrew Elementary	7,255,509	7,253,000	-	7,253,000	-	2,509
Sacred Heart of Jesus Elementary	7,010,277	7,030,000	-	7,030,000	-	(19,723)
L.E.I.P.	8,866,538	10,500,000	-	10,500,000	-	(1,633,462)
St. Paul Elementary	1,573,776	1,800,000	-	1,800,000	-	(226,224)
St. Raphael Elementary	1,919,238	1,900,000	-	1,900,000	-	19,238
St. Vincent Elementary	1,159,421	1,250,000	-	1,250,000	-	(90,579)
St. Joseph Elementary (Acton)	2,211,231	2,275,000	-	2,275,000	-	(63,769)
Assumption Secondary	4,734,987	4,800,000	-	4,800,000	-	(65,013)
Total	34,730,977	\$ 36,808,000	\$ -	\$ 36,808,000	\$ -	\$ (2,077,023)
OFA Debenture - 2010 FO5 at 3.942% due September 19, 2025 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	16,380,387	\$ 16,380,387		
Principal repayment for 2018/19		\$ -	1,962,856	\$ 1,962,856		
Interest repayment for 2018/19		\$ -	626,560	\$ 626,560		
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A1 (\$19,889,010) at 5.9% due October 19, 2011						
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A3 (\$61,465,990) at 6.55% due October 19, 2026						
St. Catherine of Alexandria Elementary	7,914,532	120,000	7,700,000	7,820,000	-	94,532
Christ the King Secondary	25,758,453	895,000	23,900,000	24,795,000	-	963,453
Holy Trinity Secondary	26,419,175	1,000,000	25,900,000	26,900,000	-	(480,825)
Holy Rosary Elementary (Burlington)	2,305,896	2,500,000	-	2,500,000	-	(194,104)
St. Mark Elementary	402,630	400,000	-	400,000	-	2,630
St. John Elementary (Oakville)	285,471	400,000	-	400,000	-	(114,529)
Our Lady of Victory Elementary	2,265,547	1,800,000	-	1,800,000	-	465,547
St. Elizabeth Seton Elementary	7,137,082	4,154,010	3,965,990	8,120,000	-	(982,918)
St. Joan of Arc Elementary	7,704,963	8,620,000	-	8,620,000	-	(915,037)
Total	80,193,749	\$ 19,889,010	\$ 61,465,990	\$ 81,355,000	\$ -	\$ (1,161,251)
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 32,392,869	\$ 32,392,869		
Principal repayment for 2018/19		\$ -	\$ 2,956,136	\$ 2,956,136		
Interest repayment for 2018/19		\$ -	\$ 2,074,106	\$ 2,074,106		
OFA Debenture - 2011 FO6 at 2.425% due November 15, 2021 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	4,798,644	\$ 4,798,644		
Principal repayment for 2018/19		\$ -	1,329,985	\$ 1,329,985		
Interest repayment for 2018/19		\$ -	108,353	\$ 108,353		

Debenture Financing Summary

As at August 31, 2019

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A1 (\$3,842,030) at 5.3% due November 7, 2013						
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A2 (\$4,957,970) at 5.8% due November 7, 2028						
Guardian Angels Elementary	8,134,843	3,842,030	4,957,970	8,800,000	-	(665,157)
Total	8,134,843	\$ 3,842,030	\$ 4,957,970	\$ 8,800,000	\$ -	\$ (665,157)
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 2,942,503	\$ 2,942,503		
Principal repayment for 2018/19		\$ -	\$ 210,445	\$ 210,445		
Interest repayment for 2018/19		\$ -	\$ 167,657	\$ 167,657		
Debenture Financing Summary (OSBFC Issue #9) - 2007 - A1 at 5.376% due June 25, 2032						
St. John Paul II Elementary	8,600,943	-	9,900,000	9,900,000	-	(1,299,057)
St. Anthony of Padua Elementary	-	-	10,200,000	10,200,000	-	(10,200,000)
St. Christopher Elementary	-	-	9,900,000	9,900,000	-	(9,900,000)
Christ the King Secondary- Addition	1,786,025	-	2,000,000	2,000,000		(213,975)
Total	10,386,968	\$ -	\$ 32,000,000	\$ 32,000,000	\$ -	\$ (21,613,032)
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 22,835,762	\$ 22,835,762		
Principal repayment for 2018/19		\$ -	\$ 1,129,396	\$ 1,129,396		
Interest repayment for 2018/19		\$ -	\$ 1,212,673	\$ 1,212,673		
November 15, 2006 - OFA 2006 F06 - Debenture Financing Summary (GPL-Stage 1-Part 1) - at 4.56% due Nov.15, 2032						
Holy Rosary Elementary (Burlington)	225,391	-	225,391	225,391	-	-
St. Marguerite Elementary	381,535	-	381,535	381,535	-	0
Our Lady of Peace Elementary	588,854	-	588,854	588,854	-	0
St. John Elementary (Oakville) - Roof Replacement	177,777	-	250,000	250,000	-	(72,223)
Notre Dame Secondary - Roof Replacement	2,239,710	-	2,200,000	2,200,000	-	39,710
Bishop Reding Secondary - Roof Replacement	350,605	-	450,000	450,000	-	(99,395)
Notre Dame Secondary - Front Drive Asphalt	180,404					180,404
Canadian Martyrs Elementary - Asphalt	44,838					44,838
Loyola Secondadry - Asphalt	87,463					87,463
Total	4,276,577	\$ -	\$ 4,095,780	\$ 4,095,780	\$ -	\$ 180,797
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 467,562	\$ 467,562		
Principal repayment for 2018/19		\$ -	\$ 25,732	\$ 25,732		
Interest repayment for 2018/19		\$ -	\$ 21,031	\$ 21,031		
March 3, 2008 - OFA 2008 F02 - Debenture Financing Summary (GPL-Stage 1-Part 2) - at 4.90% due May 15, 2034						
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 367,322	\$ 367,322		
Principal repayment for 2018/19		\$ -	\$ 17,405	\$ 17,405		
Interest repayment for 2018/19		\$ -	\$ 17,788	\$ 17,788		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (GPL-Stage 1-Part 3 and GPL Stages 2, 3 and 4) - at 5.182% due April 13, 2035						
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 2,334,084	\$ 2,334,084		
Principal repayment for 2018/19		\$ -	\$ 88,704	\$ 88,704		
Interest repayment for 2018/19		\$ -	\$ 120,974	\$ 120,974		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (GPL-Stage 4) - at 4.003% due March 11, 2039						
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 162,292	\$ 162,292		
Principal repayment for 2018/19		\$ -	\$ 5,118	\$ 5,118		
Interest repayment for 2018/19		\$ -	\$ 6,446	\$ 6,446		

Debenture Financing Summary

As at August 31, 2019

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
May 15, 2008 - OFA 2008 F03 - Debenture Financing Summary (Best Start) - at 4.83% due May 15, 2034						
St. Christopher Elementary	750,000	-	750,000	750,000	-	-
Total	750,000	\$ -	\$ 750,000	\$ 750,000	\$ -	\$ -
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 547,510	\$ 547,510		
Principal repayment for 2018/19		\$ -	\$ 26,081	\$ 26,081		
Interest repayment for 2018/19		\$ -	\$ 26,134	\$ 26,134		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (Growth Schools) - at 5.062% due March 13, 2034						
Corpus Christi Secondary	32,837,311	-	25,530,692	25,530,692	-	7,306,619
Total	32,837,311	\$ -	\$ 25,530,692	\$ 25,530,692	\$ -	\$ 7,306,619
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 19,631,102	\$ 19,631,102		
Principal repayment for 2018/19		\$ -	\$ 834,679	\$ 834,679		
Interest repayment for 2018/19		\$ -	\$ 983,296	\$ 983,296		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (PCS) - at 5.062% due March 13, 2034						
St. Christopher Elementary	8,726,499	-	792,190	792,190	-	7,934,309
St. Anthony of Padua Elementary	9,231,309	-	924,453	924,453	-	8,306,856
Total	17,957,808	\$ -	\$ 1,716,643	\$ 1,716,643	\$ -	\$ 16,241,165
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 1,319,964	\$ 1,319,964		
Principal repayment for 2018/19		\$ -	\$ 56,123	\$ 56,123		
Interest repayment for 2018/19		\$ -	\$ 66,115	\$ 66,115		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (Growth Schools and PCS) - at 5.182% due April 13, 2035						
St. Peter Elementary	10,748,401	-	6,221,759	6,221,759	-	4,526,642
Our Lady of Fatima Elementary	10,298,651	-	11,300,000	11,300,000	-	(1,001,349)
Total	21,047,052	\$ -	\$ 17,521,759	\$ 17,521,759	\$ -	\$ 3,525,293
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 14,100,089	\$ 14,100,089		
Principal repayment for 2018/19		\$ -	\$ 535,855	\$ 535,855		
Interest repayment for 2018/19		\$ -	\$ 730,798	\$ 730,798		
March 09, 2012 - OFA 2012 F02 - Debenture Financing Summary (Growth Schools and NPP) - at 3.564% due March 9, 2037						
St. Thomas Aquinas Secondary	37,588,033	-	22,231,250	22,231,250	-	15,356,783
Lumen Christi Elementary	10,899,353	-	9,969,364	9,969,364	-	929,989
Total	48,487,386	\$ -	\$ 32,200,614	\$ 32,200,614	\$ -	\$ 16,286,772
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 9,747,337	\$ 9,747,337		
Principal repayment for 2018/19		\$ -	\$ 371,420	\$ 371,420		
Interest repayment for 2018/19		\$ -	\$ 344,115	\$ 344,115		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (Loyola and Jean Vanier) - at 4.003% due March 11, 2039						
Jean Vanier Secondary	35,001,618	-	28,384,873	28,384,873	-	6,616,745
Loyola Secondary	22,858,950	-	4,863,086	4,863,086	-	17,995,864
Total	57,860,567	\$ -	\$ 33,247,959	\$ 33,247,959	\$ -	\$ 24,612,608
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 29,836,163	\$ 29,836,163		
Principal repayment for 2018/19		\$ -	\$ 940,855	\$ 940,855		
Interest repayment for 2018/19		\$ -	\$ 1,185,019	\$ 1,185,019		

Debenture Financing Summary

As at August 31, 2019

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary (St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040						
St. Brigid Elementary FDK	1,262,726		697,884	697,884	-	564,842
St. Catherine Elementary FDK	1,990,641	-	1,151,772	1,151,772	-	838,869
Total	3,253,367	\$ -	\$ 1,849,656	\$ 1,849,656	\$ -	\$ 1,403,711
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 1,691,488	\$ 1,691,488		
Principal repayment for 2018/19		\$ -	\$ 55,934	\$ 55,934		
Interest repayment for 2018/19		\$ -	\$ 50,211	\$ 50,211		

Grand Total	\$ 343,734,023	\$ 60,539,040	\$ 237,434,063	\$ 297,973,103	\$ 1,444,065	\$ 44,316,855
Outstanding Debenture balance as at period ending August 31, 2018		\$ -	\$ 169,959,384	\$ 169,959,384		
Principal repayment for 2018/19		\$ -	\$ 11,736,924	\$ 11,736,924		
Outstanding Debenture balance as at period ending August 31, 2019			\$ 158,222,460	\$ 158,222,460		
Interest repayment for 2018/19		\$ -	\$ 8,469,340	\$ 8,469,340		

Long-Term Facility Renewal Strategy	Item 10.7
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

To present the updated Long-Term Facility Renewal Strategy. This report outlines a comprehensive school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff. The Long-Term Facility Renewal Strategy focuses on a 5-year planning window (2020 to 2024) and identifies school facilities where investment is required to renew facility conditions.

Background Information

The Board has constructed a number of new schools in the past twenty (20) years to meet the continuous student enrolment growth in Halton Region. Each new school has been an improved design from the previous school model and has been revised based on feedback from administrators, teachers and support staff.

As the number of new school facilities increased, the inequities between the new schools in developing communities and the older schools in the existing communities of Halton was soon recognized. In 1992, Facility Management Services staff presented the “School Capital Upgrade Plan”. The goal of this plan was to upgrade the Board’s existing school facilities so that these schools also offered equitable learning facilities and opportunities to the students attending pre-1990 constructed schools. Trustees unanimously endorsed the 1992 School Capital Upgrade Plan and supported a number of school upgrade projects during the 1990’s and early 2000’s. By the end of 2002, each older school had been upgraded; thus, providing as equitable learning facility as possible for every student attending a Halton Catholic school.

Some of the work completed under the School Capital Upgrade Plan included:

- The removal of abandoned buried fuel oil tanks and site remediation;
- All visible friable asbestos containing materials were removed from every Board facility;
- PCB containing lighting ballasts were removed from every Board facility;



Item 10.7 | Long-Term Facility Renewal Strategy

- Each school's ventilation system was upgraded to meet current fresh air supply standards to ensure carbon dioxide levels are within the guidelines;
- Old portable classrooms were removed and replaced with new leased portable classroom units that are replaced or completely renovated within a 5 to 7-year period;
- New mechanical systems were installed so that each instructional school space provided air-conditioning, including all portable classroom units;
- Specialty classrooms for Arts, Music, Science and Special Education were provided in every school;
- Kindergarten classrooms were increased in floor area and upgraded. Upgrades included the provision of a separate creative playground structure and fenced playground area;
- Library/Resource Centres were upgraded with Audio/Visual storage rooms, book check-out desks, offices/seminar rooms, and attached computer rooms;
- Gymnasiums were upgraded with rubberized cushion floor surfaces in elementary schools, wood surface floors in secondary schools and glass basketball backboards;
- Administrative spaces were upgraded to provide health rooms, additional office space and meeting rooms.

In 1998, the “Learning Environment Improvement Plan” (LEIP) was introduced by the Facility Management Services Department. The implementation of LEIP focused on upgrading the physical components of the school facilities to improve the learning environment comfort level for students and staff, mainly by introducing energy efficient improvements to the school buildings. LEIP projects and facility renewal projects continued until 2008.

Some of the major projects completed under LEIP included:

- School lighting systems were upgraded with energy efficient fixtures and lamps. The lighting systems were redesigned to reduce lighting inefficiencies, improve light distribution and reduce electrical energy consumption.
- Mechanical heating, ventilation and air-conditioning (HVAC) systems were upgraded to be more energy efficient and resulted in a more comfortable environment for students and staff.
- The Board's automated Energy Management Systems (EMS) was installed to give remote control of the Board's HVAC systems and temperature settings. The EMS, which is managed centrally from the Catholic Education Centre, allows staff to control the HVAC systems and room temperatures to ensure room comfort and utility consumption are in balance to mitigate operating expenditures.

Building on the School Capital Upgrade Plan and the Learning Environment Improvement Plan, as well as the ongoing continuous improvement of school facilities to support student learning, staff developed the Long-Term Facility Renewal Strategy and presented the plan to Trustees in September 2017. This third generation facility renewal program is the next evolution of the Facility Management Services Department strategic plan for the improvement of learning facilities to support student learning and excellence in Catholic education. Facility Management Services recognizes the continuous need to address facilities to ensure the best learning environments for our students. This most recent strategy will help to ensure that occurs.



Item 10.7 | Long-Term Facility Renewal Strategy

The principles of the Long-Term Facility Renewal Strategy are similar to the Board's previous comprehensive renewal plans that were rolled out in 1992 and 1998. The Board has continued to build new modernized schools to accommodate growth across the district, particularly in Milton, North Burlington and North Oakville. The new schools are typically outfitted with the latest innovations in building design and specialty rooms to accommodate school programming needs. As the Board's existing schools age, a gap is inevitably created between the learning environments in the new schools as compared to those of the older schools. The Long-Term Facility Renewal Strategy strives to provide equitable learning facilities and opportunities to all students enrolled in the Board. As such, additional focus will be placed on schools where building components are nearing the end of their useful lifecycle and where building program gaps exist.

The Long-Term Facility Renewal Strategy looks to improve three distinct aspects of the Board's building inventory:

- Critical building components make up the majority of the Board's renewal backlog and require a substantial investment in both construction time and financial resources. Building component improvements include energy efficient heating and cooling systems, electrical systems, plumbing, structural elements, roofing and accessibility improvements.
- Programming upgrades seek to align the facility spaces with the latest teaching pedagogies and could include elements such as food and nutrition rooms, natural playspaces, teacher workrooms, artificial turf, resource rooms and learning commons.
- Aesthetic enhancements seek to improve the appearance and function of the facility and may include flooring, lockers, acoustic ceiling tiles, washroom upgrades, painting and millwork.

The exact combination of projects at each facility will vary depending upon the building's present condition. Staff have prepared estimates for each facility within the 5-year window and will perform site inspections to compile detailed quotes for current year projects.

Comments

The Board has a long history of maintaining its facilities in excellent condition. At current, the Board has approximately \$760 million in facility assets with a 5-year renewal backlog of nearly \$77 million. The Board ranks fifth (5th) amongst the Province's seventy-two (72) school boards in terms of facility condition, which is based on facility inspections performed by the Ministry of Education. It should be noted that the school boards ahead of Halton Catholic in terms of facility condition are much smaller than Halton Catholic and typically in high growth areas. Furthermore, the renewal backlog contains many smaller maintenance items on newer schools that would not be prudent projects within a 5-year timeframe. These smaller maintenance projects are in addition to large capital requirements at older facilities that must be addressed within the next five years.



Item 10.7 | Long-Term Facility Renewal Strategy

Available Funding Sources

Various funding sources are available to the Board to fund future facility renewal projects, which include:

- Capital Reserve – Comprised of deferred revenues, typically from Community Use of Schools activities. The monies are traditionally used to renew common areas of school facilities that are used by community groups, i.e. artificial turf fields, gymnasiums, auditoriums, etc. Funds are usually deposited at the end of the school year based on realized Community Use of Schools cost recovery fees collected. Due to reductions in school operation for the 2019-2020 school year, contributions to the capital reserve are expected to be drastically reduced (i.e. revenues used to offset budget shortfalls). Thus, less capital funds will be available for future renewal projects.
- School Renewal Allocation – An annual allocation from the Ministry of Education based on the Board's proportion of Provincial enrolment versus the Provincial School Renewal Allocation. At least sixty (60) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. This funding source is expected to be consistent going forward.
- School Condition Improvement – A capital investment program started by the Province in the 2011-12 school year. At least seventy (70) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. The Ministry of Education has committed to running this program through the 2019-20 school year, all though funding amounts have not yet been determined. This funding is committed through 2019-2020, but given the current political climate, it is uncertain whether funding will continue beyond the 2019-2020 school year.
- Proceed of Disposition – Comprised of proceeds from the Board's sale of surplus property. At least seventy (70) percent of the funding must be spent on capital improvements to critical building components, while the remaining portion can be spent on operating and maintenance expenditures. All property sales must comply with Provincial regulations (O.Reg. 444/98). There are no property sales expected in the next few years. Thus, no additional funds will be available for renewal.

In general, less capital funds for renewal are anticipated for 2019-2020 and beyond due to changes in funding levels. As such, for the purposes of building the Long-Term Renewal Strategy, staff have made conservation assumptions regarding future capital allocations to balance incoming funds with expected project costs.



Item 10.7 | Long-Term Facility Renewal Strategy

Recent Facility Renewal Projects

The Board has been actively renewing its facilities over the past three summers to improve learning environments for students and staff. The Board currently has thirty (30) facilities that are twenty (20) years of age or older. Major renovations and renewal work have already been completed or approved at nineteen (19) of these buildings within the past six (6) years. Thus, eleven (11) facilities remain in need of renewal improvements in the near future.

A complete facility list, along with past/proposed renewal dates, is shown in Appendix A.

5-Year Facility Renewal Plan

Over the next 5 years, the primary focus of the renewal plan is addressing urgent renewal needs, such as roofing. The plan takes a conservative approach to renewal due to the uncertain outlook on funding. As such, ensuring a safe and conservative learning environment for all students and staff takes precedence.

Renewing the remaining eleven (11) older facilities is the next focus of the renewal plan. Figure 1 illustrates the projected timeline for each facility renewal project. Whenever possible, the construction/maintenance work will be performed during the summer months when students and staff are not in the building. Note that some projects extend over more than one summer construction period due to the extent of work that is required. A complete facility list, along with past/proposed renewal dates is shown in Appendix A.

Several Board-wide improvement programs are also considered within the 5-year planning window. Artificial turf replacement on the Board's nine (9) secondary school sports fields is commencing in summer 2019, with three (3) being completed the first year, and the remaining at a rate of approximately one (1) field per year, as end of life cycle replacement is warranted. The Board is also committed to installing natural kindergarten playspaces at all elementary schools, which is included in the Long-Term Renewal Strategy. Furthermore, accessibility improvements are required at nearly all of the Board's facilities to meet with the Accessibility for Ontarians with Disabilities Guidelines. Staff will identify the locations where accessibility improvements will most benefit students and staff and make investments in the respective facilities.

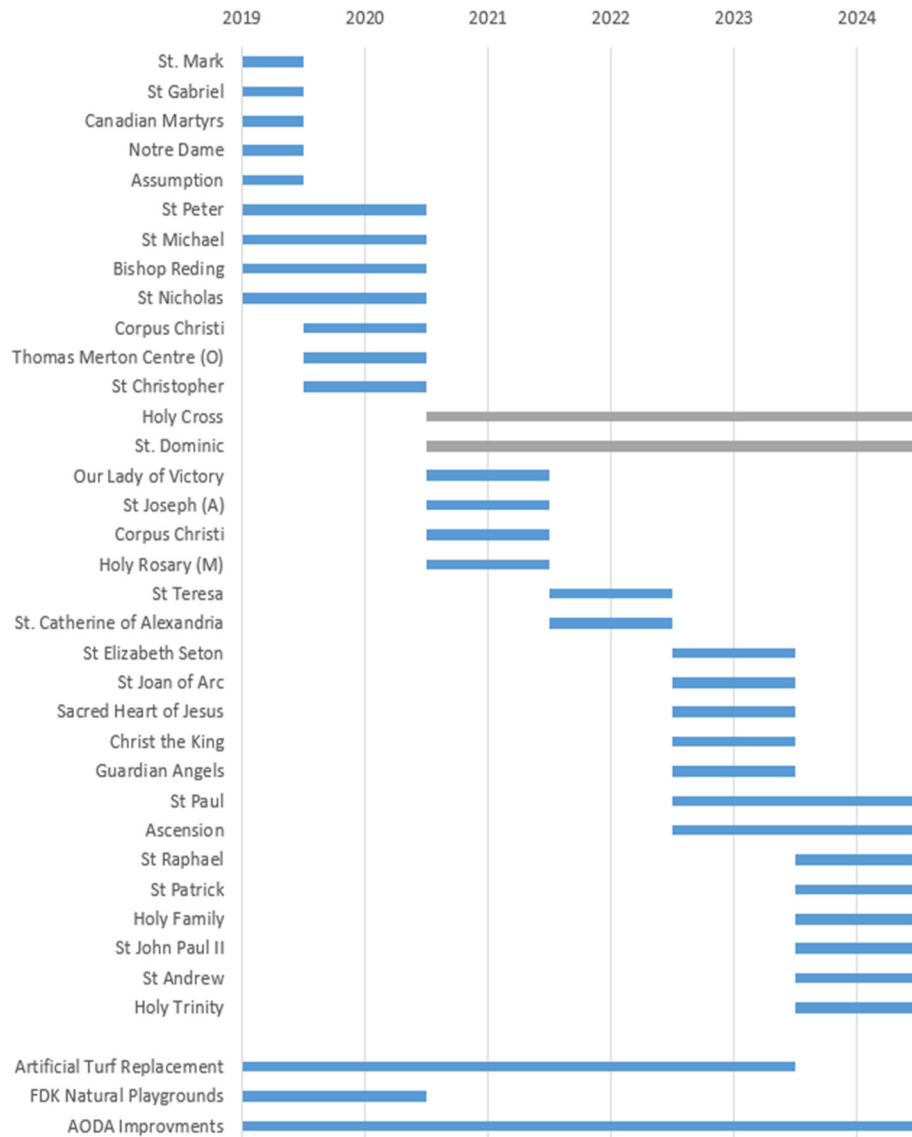


Figure 1: Preliminary Project Timeline for Facility Renewal Projects

Two (2) of the projects shown in Figure 1 are linked to approved funding requests to the Ministry of Education, St. Peter Catholic Elementary School and St. Michael Catholic Elementary School. The works on these projects will commence once final approval to proceed with construction is received from the Ministry.

Holy Cross Catholic Elementary School and St. Dominic Catholic Elementary School have been involved in Capital Priorities business case submissions for many year. However, these requests have not been funded by the Ministry due to the condition of the buildings in relation to other schools across the Province. It is proposed that the Board continues to request funding for re-built schools in these communities until successful. Still, sufficient contingency funds do exist to make capital investments in the facilities via renovation projects or partial funding for a new facility should the future Ministry requests be denied.



Item 10.7 | Long-Term Facility Renewal Strategy

Four (4) schools in South Burlington are slated for renewal work within the 5-year window, specifically St. Paul Catholic Elementary School, St. Raphael Catholic Elementary School, Ascension Catholic Elementary School and St. Patrick Catholic Elementary School. This area was subject to a pupil accommodation review in the 2015-16 school year, but no school consolidations or closures were approved. Various renewal projects are required at these sites; however, the extent of the renovations may be limited due to site specific building conditions that are cost prohibitive to replace.

Two (2) schools in the northern area of the Board are also in need of renewal work, specifically Our Lady of Victory Catholic Elementary School and St. Joseph Catholic Elementary School (Acton). Our Lady of Victory School is centrally located in Milton and requires minor renewal and refresh works. Given the current accommodation pressures in Milton, the capacity of the school is necessary to support the growing community. As future new construction projects are completed in Milton and enrolment projections are realized, staff will continue to explore possibilities for the school, including special programs and/or building improvements. Any renewal works at Our Lady of Victory School will coincide with the future use of the site. St. Joseph School (Acton) only requires minor upgrades to building components, along with refreshed aesthetics.

The Catholic Education Centre is also in need of renewal investment or facility replacement. The board office building has significant challenges, including aging infrastructure, space constraints and limited accessibility. Furthermore, a large portion of the Catholic Education Centre is a temporary structure, which has a finite usable life. The Long-Term Facility Renewal Strategy does not propose a solution for the Catholic Education Centre, but staff recommend that a discussion take place that leads toward a long-term solution for administrative spaces. Note that Capital Reserve, School Renewal Allocation, School Condition Improvement and Proceeds of Disposition (from the sale of school properties) cannot be used towards capital improvements at administrative buildings. Only Proceeds of Disposition (from the sale of administrative properties) can be used for the renewal of administrative buildings.

After urgent priorities and renewing older facilities, the focus of the renewal plan shifts to newer facilities. The Board has many facilities constructed in the late 1990s and early 2000s, many of which will need replacement of major repair of critical building components in the 5-year planning window. Renewal works on these buildings could include roofing, mechanical and lighting improvements.

Board staff have estimated the capital costs to perform the required renewal work at each facility shown in Figure 1. The cost estimates are derived from past projects completed by the Board and industry unit costs. As the renewal projects move into the current year, staff will create a more detailed project list and refine the cost estimates. If current capital programs, particularly school condition improvement funding, are continued into the future, projects from years four (4) and five (5) may be able to be pulled ahead. However, due to short-term funding commitments, staff have taken a conservative approach to ensure sufficient funds will be available for urgent needs. **Using the current best estimates, it is expected that the Board will have sufficient capital funds to complete all of the projects mentioned above.** Contingency funds and an emergency capital reserve have also been accounted for in the Long-Term Facility Renewal Strategy.



Item 10.7 | Long-Term Facility Renewal Strategy

Note that the Long-Term Facility Renewal Strategy speculates the future capital funding allocations and the construction costs of future projects. Staff will amend the plan as funding is realized, cost estimates are refined and projects are completed. The strategy is merely a guideline using the best data available at the time of this report.

New Construction Projects

The Board is also expected to receive funding for numerous new construction projects with the 5-year planning window of the Long-Term Facility Renewal Strategy. Thus, it is important that this strategy aligns with the Board's Long-Term Capital Plan. The following projects are contemplated by the Board with the 2018 to 2022 planning window:

- St. Peter Catholic Elementary School Child Care Centre Addition (ministry approval)
- St. Michael Catholic Elementary School & Child Care Centre Addition (ministry approval)
- Milton No. 3 Catholic Secondary School (future capital request)
- Milton No. 10 Catholic Elementary School (future capital request)
- North Oakville No. 5 Catholic Elementary School (future capital request)
- Milton No. 9 Catholic Elementary School (future capital request)
- Vision Georgetown No. 1 Catholic Elementary School (future capital request)
- Vision Georgetown Catholic Secondary School (future capital request)

It is important to note that the majority of the projects listed above are only at the project proposal stage and have yet to be funded by the Ministry of Education. Staff will update the Long-Term Facility Renewal Strategy annually as new construction projects are approved, modified or rejected.

Summary

The Board has a number of facilities that are reaching an age and condition where facility renewal work is warranted. The Long-Term Facility Renewal Strategy seeks to forecast future capital allocations and earmark funds for the Board's facility renewal priorities. A 5-year plan for renewal works is presented, which outlines proposed renewal projects between 2020-2024. Board-wide programming improvements, contingency funds and emergency reserve are also considered in the plan. **Using the current best estimates for project costing, it is expected that the Board will have sufficient capital funds to complete the required renewal work for the facilities listed in this report.** However, the proposed strategy is merely a guideline that is reliant upon future capital allocations and project cost best estimates, and is likely to be amended as funding is realized, cost estimates are refined and projects are completed.

The Long-Term Facility Renewal Strategy also aligns with the Board's Long-Term Capital Plan and balances new construction projects with renewal plans.



Next Steps

The Long-Term Facility Renewal Strategy is a program to guide the proposed facility renewal and academic program enhancement projects for the continuous improvement of the Board's facilities to ensure the highest quality and cost effective learning facilities are in place to support student achievement and learning. Over the summer, staff will be completing school assessments for the anticipated 2020 school renewal projects to refine the project scopes and cost estimates. The Board of Trustees will receive a series of reports for the consideration and approval of facility renewal projects throughout the duration of the Long-Term Facility Renewal Strategy. The first of these reports can be expected in the fall of 2019.

Report Prepared by:	C. Abrahams Senior Manager, Capital Projects
Report Submitted by:	R. Merrick Superintendent, Facility Management Services
Report Approved by:	P. Daly Director of Education and Secretary of the Board



Item 10.7 | Long-Term Facility Renewal Strategy

Appendix A

School	City	Year	Renewal	Comment
Holy Rosary	Burlington	1951	2016	Renewal in 2016
St. Dominic	Oakville	1956	2021-2024	Future Capital Priority
St. Nicholas (Morden Rd)	Oakville	1956	2020	Future Thomas Merton Centre
St. Raphael	Burlington	1958	2023-2024	
St. Gabriel	Burlington	1959	2019	Renewal in 2019
Holy Cross	Halton Hills	1959	2021-2024	Future Capital Priority
St. Vincent	Oakville	1960	2016	Renewal in 2016
Catholic Education Centre	Burlington	1963		
Ascension	Burlington	1964	2023-2024	
St. Michael	Oakville	1964	2018	Renewal in 2016. Addition in 2020.
St. Paul	Burlington	1968	2023-2024	
St. Patrick	Burlington	1970	2023-2024	
St. Francis of Assisi	Halton Hills	1971	2014	Addition/Refresh 2014
Canadian Martyrs	Burlington	1975	2019	Renewal in 2019
St. Joseph	Halton Hills	1977	2021	
St. Mark	Burlington	1979	2018	Addition/Renewal in 2018/2019
Assumption	Burlington	1980	2020	Addition/Renewal in 2019
Holy Family	Oakville	1981	2024	
Our Lady of Victory	Milton	1984	2021	
St. Ignatius of Loyola	Oakville	1986	2012	Addition/Renewal 2012
St. Matthew	Oakville	1987	2017	Renewal in 2017
Bishop Reding	Milton	1988	2019-2020	Addition/Renewal 2019-2020
Notre Dame	Burlington	1989	2019	Renewal in 2019
St. Timothy	Burlington	1990	2017	Renewal in 2015 & 2017
St. Bernadette	Oakville	1992	2015	Renewal in 2015
Our Lady of Peace	Oakville	1993	2016	Renewal in 2016
St. Marguerite d'Youville	Oakville	1993	2017	Renewal in 2017
St. Luke	Oakville	1993	2017	Renewal in 2017
St. John	Burlington	1995	2017	Renewal in 2016 & 2017
St. Brigid	Halton Hills	1996	2017	Renewal in 2017
Sacred Heart of Jesus	Burlington	1999	2017	Renewal in 2017 & 2023
Holy Rosary	Milton	1999	2016	Renewal in 2016 & 2021
St. Andrew	Oakville	1999	2017	Renewal in 2017 & 2024
St. Teresa	Oakville	1999	2017	Renewal in 2017 & 2022
St. Catherine of Alexandria	Halton Hills	2001	2022	Renewal in 2022
St. Elizabeth Seton	Burlington	2002	2023	Renewal in 2023
Christ the King	Halton Hills	2002	2023	Renewal in 2023
Holy Trinity	Oakville	2002	2024	Renewal in 2024
St. Joan of Arc	Oakville	2002	2023	Renewal in 2023
Guardian Angels	Milton	2004	2023	Renewal in 2023
St. John Paul II	Oakville	2006	2024	Renewal in 2024
St. Christopher	Burlington	2007		
St. Anthony of Padua	Milton	2007		
Corpus Christi	Burlington	2008		
St. Peter	Milton	2009		
Our Lady of Fatima	Milton	2009		
Lumen Christi	Milton	2011		
St. Thomas Aquinas	Oakville	2011		
St. Mary	Oakville	2012		
St. Anne	Burlington	2013		
Jean Vanier	Milton	2013		
Queen of Heaven	Milton	2014		
St. Benedict	Milton	2014		
St. Gregory the Great	Oakville	2016		
St. Scholastica	Milton	2018		
St. Nicholas (Warminster Dr)	Oakville		2020	

Regular Board Meeting

Information Report

2019 Long-Term Capital Plan (LTCP) Update – Draft	Item 10.8
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

To provide the Board with the draft 2019 Long-Term Capital Plan (LTCP) Update for review, and the upcoming milestones to presenting the plan to stakeholders and finalizing the update for June 2019.

Background Information

- 1) Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
- 2) Information Report Item 10.6 “Long-Term Capital Plan (LTCP) – Updated Projections,” from the March 19, 2019, Regular Meeting of the Board.
- 3) Information Report 10.4 “Four Year Ministry Enrolment Projection and Long-Term Capital Plan Preliminary Enrolment Projections” from the December 18, 2018, Regular Board Meeting.
- 4) Information Report 10.9 “Planning Services Work Plan for 2018-2019” from the October 2, 2018, Regular Board Meeting.

Comments

The 2018 Long-Term Capital Plan that superseded the previous 2013 LTCP was completed on June 18, 2018. As was discussed as part of the *Planning Services Work Plan for 2018-2019*, as a new initiative, staff will complete annual updates and enhancements to the LTCP, as opposed to waiting every five (5) year cycle to update its contents. This is to ensure the plan remains relevant to the current trends and can track progress being made year over year in achieving the goals and objectives of the 2018 Long-Term Capital Plan.

Accordingly, as part of the first annual review and update cycle, Planning Services accomplished the following updates and enhancements to the updated plan:

- Update 15-year Enrolment Projections
- Update 15-year Yields
- Update 15-year Projects list



- Update Feeder School graphics
- Introduce new Birth Rate Data
- Identification of Capital Priorities Facility Partnership opportunities
- Identification of Holding &/or Development Areas

Planning Services presented the Ministry four (4) year enrolment projection at the December 18, 2018, Regular Meeting of the Board, and has since refined the projections with updated development information and trends, as well as implementing updated pupil yields for new development. The new information has been posted on the Board's [School Planning website](#).

On April 2, 2019, staff presented the LTCP - Annual Facility Accommodation Report, which identified capital priorities and facility partnership opportunities for the Board, as well as an updated list of projects that are required for each review area, as per requirements of [Policy I-37: Community Planning & Facility Partnerships](#). It can also be accessed [here](#) on the school planning website.

Based on the information presented at the aforementioned Board meeting, staff proceeded in compiling all this information to develop the draft 2019 Long-Term Capital Draft Update. The draft document can be accessed [here](#) on the school planning website, and the associated post accessed [here](#).

Staff has since scheduled its Community Planning and Facility Partnership (CPFP) presentation meeting. Similar to last year, the presentation will identify: opportunities for facility partnerships in existing spaces and future capital school projects; list of future capital priorities projects; anticipated pupil accommodation reviews; and boundary reviews. Tentative timelines are identified for each project as either near term projects (1-5 years) or long-term projects (6-10 years).

Planning Services will be hosting the meeting at **Jean Vanier Catholic Secondary School on May 15, 2019, in the cafeteria between 6:00 pm and 8:00 pm.**

Planning Services has sent a notification to the stakeholder groups identified in Administrative Procedure VI-78 Community Planning & Facility Partnerships, as well as Trustees, and Members of Provincial Parliament.

Planning Services has also provided a notification to the parent community of the meeting date approximately 2 weeks prior to the date, on May 1, 2019.

Stakeholders will have an opportunity to complete an online survey which will launch on May 15, 2019. The survey will also be available at the CPFP Meeting at a laptop station. The responses gathered will be presented to Trustees for information on June 4, which is also reserved as a placeholder for any delegations stakeholders may have, that may be incorporated into the final plan where appropriate.

The final 2019 Long-Term Capital Plan Update will be presented to Trustees as information on June 18, 2018. This plan will serve as the guide to future accommodation planning for the Halton Catholic School Board.



The following milestones delineate the final steps in the process of updating the LTCP. Note that all information in this and subsequent reports will be posted on the aforementioned website.

TENTATIVE DATE	FORUM	ACTIONS
October 2, 2018	Board Meeting	2018 Planning Services Work Plan
Oct – Nov, 2018	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
December 2018	Ministry Submission	Enrolment Projection Submission
December 18, 2018	Board Meeting	LTCP – Preliminary Enrolment Projection
February 2018	Publish Materials Online	LTCP - Updated Projections Posted Online
March 19, 2019	Board Meeting	LTCP – Updated Enrolment Projection
April 2, 2019	Board Meeting	LTCP – Annual Facility Accommodation
April 2019	Notification	Notifications sent regarding LTCP Public Meeting
May 7, 2019	Board Meeting	Draft Report for LTCP
May 15, 2019	Survey	Survey Launch
May 15, 2019	Public Meeting	Draft CPFP & 2018 LTCP Public Meeting
June 4, 2019	Board Meeting	Delegations and Information Report for LTCP
June 18, 2019	Board Meeting	Presentation of Final LTCP Update

Conclusion

It is anticipated that the 2019 Long-Term Capital Plan Update will be completed for the June 18, 2018, Regular Meeting of the Board. Staff will continue to report to the Board and notify the public on the ongoing progress being made on the LTCP.

Report Prepared by: F. Thibeault
Senior Manager, Planning Services

Report Submitted by: A. Lofts
Superintendent, Business Services and Treasurer of the Board

Report Approved by: P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

PowerSchool EDGE Conference 2019	Item 10.9
Tuesday, May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

The purpose of this report is to share information about the Halton Catholic District School Board (HCDSB) representation at the PowerSchool EDGE Conference in Orlando, Florida for February 25-27, 2019. HCDSB is committed to supporting staff professional development and recognizes the importance of these learning experiences in optimizing organizational effectiveness. At the PowerSchool EDGE Conference, HCDSB Staff participated in breakout sessions and discussed development priorities for PowerSchool products, including SmartFind Express and Perform.

Background Information

SmartFind Express is the automated absence reporting system used to record all employee absences as well as assign replacement staff to fill the short term vacancies of Teachers, Educational Assistants and Early Childhood Educators. Perform is the automated performance management system, which HCDSB Staff implemented as pilot project this year for select employee groups. Annually, PowerSchool holds a conference for all School Boards who use their products. This event provides opportunities for School Board Administrators to discuss development priorities for the system, preview new products and review best practices.

Comments

This was the first conference since PowerSchool had acquired SmartFind Express and Perform. It was important for HCDSB staff to learn what this change in leadership would mean for the development priorities of our Board. One of the sessions that HCDSB staff attended was a roadmap of PowerSchool's development plans for their acquired products. The planned development for SmartFind Express includes increased mobile support and a text message notification system, both of which will better connect the system with the upcoming generations of educators.



In addition, HCDSB staff received a demonstration of Analytics, which is a program that visually displays the Board's absence trends and allows the Board to drill down into their data (i.e. by grade levels, locations or absence reasons). The system provides the tools to analyze the Board's absenteeism trends and substitute activity with the goal of identifying differentiating factors and improving fill rates. Considering the current absence trends of HCDSB, this system would allow the Board to make timely and data-driven decisions about absenteeism and substitute management.

This conference was bigger in size and scope than the previous conferences that HCDSB staff have attended for these products. This conference had over 900 attendees, including representatives from five (5) Canadian provinces and 48 American states. HCDSB Staff previewed the company's vision for a fully integrated software solution which aims to connect the people management software, the classroom experience software and the student information software creating efficiencies and eliminating software silos. As a result, the scope of the conference has also expanded. In previous versions of this conference, the focus was on software solutions primarily related to the Human Resources Services portfolio. The 2019 Conference, however, had sessions on software solutions related to the portfolios of Information Technology, Finance, Curriculum and Human Resources Services.

As in previous years, one of the sessions was specifically designed for Canadian School Boards. This session focused on distinctly Canadian challenges and potential solutions for SmartFind Express. These sessions are an ideal environment to discuss Canadian challenges, share best practices and suggest future product enhancements.

Conclusion

Joe O'Hara, Executive Officer, Human Resources Services and Katie Ongaro, Human Resources Analyst represented the Halton Catholic District School at this year's PowerSchool EDGE conference. The conference provided them with the opportunity to network with other School Board Administrators within Canada and the United States as well as receive information about upcoming software developments. Depending on the content of the 2020 PowerSchool EDGE Conference sessions, it might be advantageous for HCDSB to consider attendees from other departments in addition to representation from the Human Resources Services department.

Report Prepared by: K. Ongaro
Human Resources Analyst

Report Submitted by: J. O'Hara
Executive Officer of Human Resources Services

Report Approved by: P. Daly
Director of Education and Secretary of the Board

Regular Board Meeting

Information Report

Extensive Trip Advisory Committee (ETAC) Trip Proposals	Item 10.10
May 7, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2019-2020 school year.

Background Information

The Extensive Trip Advisory Committee (ETAC) met on Wednesday, April 16, 2019 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval.

Each school has submitted an information sheet, which is attached.

ETAC: Appendix A:

- i. THOMAS MERTON CENTRE FOR CONTINUING EDUCATION
 - a. NEW YORK CITY
MARCH BREAK 2020
 - b. NEW YORK CITY
MARCH BREAK 2020
 - c. OTTAWA, MONTREAL, NEW YORK CITY
MARCH BREAK 2020

ETAC: Appendix B:

- i. HOLY TRINITY CATHOLIC SECONDARY SCHOOL
 - a. ITALY
MARCH BREAK 2020



ETAC: Appendix C:

- i. ST. IGNATIUS OF LOYOLA CATHOLIC SECONDARY SCHOOL
 - a. *PORTUGAL AND SPAIN*
MARCH BREAK 2020
 - b. ITALY, SWITZERLAND AND FRANCE
MARCH BREAK 2020
 - c. FRANCE, SWITZERLAND, GERMANY AND AUSTRIA
MARCH BREAK 2020

ETAC: Appendix D:

- i. BISHOP REDING CATHOLIC SECONDARY SCHOOL
 - a. NASHVILLE, TENNESSEE, USA
APRIL 2020
 - b. BERLIN, PRAGUE AND SWITZERLAND
MARCH BREAK 2020

ETAC: Appendix E:

- i. JEAN VAINER CATHOLIC SECONDARY SCHOOL
 - a. ICELAND
MARCH BREAK 2020

Report Submitted by: Jeff Crowell
Superintendent of Education, School Services

Report Approved by: Pat Daly
Director of Education and Secretary of the Board



Appendix A

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

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: New York City	Date of Trip: March 15-21, 2020
Cost of Trip: \$1900.00	Number of Instructional Days Away: N/A

Brief Rationale for the Trip: Students will be working towards achieving their Grade 12 International Business Fundamentals credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator, 1 EduTravel staff (5 adults per group) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
Date and Location of Mass: Friday, March 20 th at 12:30 p.m., St. Patrick's Cathedral, NYC.	



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

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: New York City	Date of Trip: March 15-21, 2020
Cost of Trip: \$1900.00	Number of Instructional Days Away: N/A

Brief Rationale for the Trip: Students will be completing their Grade 11 World Religions course HRE3M.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator, 1 EduTravel staff TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
Date and Location of Mass: Monday, March 16 th at 12:30 p.m. St. Patrick's Cathedral, NYC.	



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

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: Ottawa, Montreal, New York City	Date of Trip: March 15-21, 2020
Cost of Trip: \$1800.00	Number of Instructional Days Away: N/A

Brief Rationale for the Trip: Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator, 1 EduTravel staff TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
Date and Location of Mass: Sunday, March 15 th at 5 p.m. Notre Dame Cathedral Basilica, Ottawa.	



Appendix B

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

Name of School: Holy Trinity Catholic Secondary School	Principal: Josie Halycz
Trip Destination: Rome, Siena, Florence and Venice, Italy	Date of Trip: March 11-19, 2020 (March Break DTBD)
Cost of Trip: \$3,495.00	Number of Instructional Days Away: 2

Brief Rationale for the Trip: As mandated by the Ontario Art Curriculum, students study the art and architecture of Ancient Rome, the Renaissance and Baroque. Florence and Rome are two cities where essential works from these periods – in architecture, sculpture and painting may be seen. Students cannot appreciate the history of Western Art without seeing the works with their own eyes. Students will see works by Donatello, Leonardo, Michelangelo, Raphael, Caravaggio, Bernini, and many others. Both religion and art attend to the life of the soul and the close relationship between religion and art is powerfully experienced in Rome, Siena, Florence and Venice.	
Names of Supervisors: Mark Galante and TBD	Name(s) of First Aid Provider(s): Mark Galante (Standard First Aid and CPR C)
Number of Students: 24-40	Insurance Provider: Tips Travel Insurance full Comprehensive insurance included in the price.
Date and Location of Mass: (Location to be determined) Saturday evening Mass in Rome.	



Appendix C

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

Name of School: St. Ignatius of Loyola Catholic Secondary School	Principal: Kevin Wong
Trip Destination: Portugal and Spain	Date of Trip: March 12-20, 2020
Cost of Trip: \$3,272.00	Number of Instructional Days Away: 1

Brief Rationale for the Trip:

The most enriching way to learn about the unique characteristics of other cultures is to experience them firsthand. An exchange such as this is an opportunity for students to discover a new culture, country, and language through group travel: a first-hand look at the world that brings a fresh perspective to learning.

This program is specifically designed for students to experience a comprehensive overview of Portuguese and Spanish music, art and culture. Students will visit historic buildings and experience local art and music in Lisbon, Evora, Seville, Cordoba, and Madrid. Students will also attend a private Mass in Lisbon.

CGE2e uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE5e Respects the rights, responsibilities and contributions of self and others

CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good

CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.

Names of Supervisors: Peter Posocco Mary Castronovo	Name(s) of First Aid Provider(s): Peter Posocco
Number of Students: 21	Insurance Provider: Chubb Insurance company of Canada .
Date and Location of Mass: Sunday March 15 th at Santo Antonio Church, Seville	



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

Name of School: St. Ignatius of Loyola Catholic Secondary School	Principal: Kevin Wong
Trip Destination: Italy, Switzerland, France	Date of Trip: March 11-19, 2020
Cost of Trip: \$3,657.00	Number of Instructional Days Away: 2

Brief Rationale for the Trip:

This trip strives to provide students an opportunity to learn through travel, to obtain an education that focuses on the places, people and times that made our world what it is today, further supplementing the curriculum issues in the FSL, International Languages, History and Art subject areas. Furthermore, visiting Italy, Switzerland & France will further enhance each student's basic understanding of the saving story of our Christian faith and the centrality of the Eucharist to our Catholic story. Visiting such sites as Notre Dame Basilica in Paris and St. Mark's Basilica in Venice will further deepen each student's intimacy with God. Such extensive trips as the one being proposed exposes students first hand to the origins of our Catholic faith. After visiting other important sites throughout Venice, Lucerne and Paris, students, as future Catholic School Graduates, will be able to use and integrate the Catholic faith tradition, in the critical analysis of the arts, historical events, media, technology and information systems to enhance the quality of life. Overall, the Venice, the Alps & Paris 2020 trip hopes to have students understand that one's purpose or call in life comes from God thus encouraging each student to discern and live out this call throughout life's journey.

Names of Supervisors: Dan Faiazza 2 nd Supervisor TBD	Name(s) of First Aid Provider(s): Dan Faiazza
Number of Students: 15-20	Insurance Provider: EF Educational Tours – All inclusive Travel Package
Date and Location of Mass: Sunday March 15 th at Lucerne, Switzerland St. Leodegar.	



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

Name of School: St. Ignatius of Loyola Catholic Secondary School	Principal: Kevin Wong
Trip Destination: France, Switzerland, Austria, Germany	Date of Trip: March 12-20, 2020
Cost of Trip: \$3,500.00	Number of Instructional Days Away: 2

Brief Rationale for the Trip: Provide students with learning enhancement in respective classes (Business/Photography) in an international environment. Activities will expand on in-class curricular content by making connections to the various historical sites to be visited, and through exploratory excursions and cuisine experiences. Practices and observances of faith to be examined and integrated at religious sites, such as the Notre Dame Cathedral in Paris.	
Names of Supervisors: Nick Oreskovich Alessia Sacco Christopher Davidson	Name(s) of First Aid Provider(s): Nick Oreskovich Christopher Davidson
Number of Students: 18	Insurance Provider: WorldStrides (underwritten by TripMate/ACE American Insurance Company.
Date and Location of Mass: TBD: Tentative March 13 th , following visit to Cathedral of Notre Dame.	



Appendix D

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

Name of School: Bishop P.F. Reding Catholic Secondary School (on behalf of all Secondary Schools within the Board)	Principal: Justine O'Grady
Trip Destination: Nashville, Tennessee	Date of Trip: April 27-May 4, 2020
Cost of Trip: Approximately \$2,150	Number of Instructional Days Away: 6 days

Brief Rationale for the Trip: Students have competed at various DECA competitions and have qualified to compete on the world stage with over 17,000 delegates. The conference offers students the opportunity to further strengthen their 21 st century skills in authentic business situations. Written and oral cases are evaluated on communication, creativity, critical thinking, problem solving and in team events, collaboration. The competition aligns with the school's SHSM Leadership program. As a world renown competition, participation levels the playing field for all students in our board who are competing against other students for university acceptance. This international competition is a link to our Catholic Graduate Expectations.	
Names of Supervisors: TBD	Name(s) of First Aid Provider(s): TBD
Number of Students: TBD	Insurance Provider: TBD
Date and Location of Mass: TBD	



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

Name of School: Bishop P.F. Reding Catholic Secondary School	Principal: Justine O'Grady
Trip Destination: Berlin, Prague and Switzerland	Date of Trip: March 12-21, 2020
Cost of Trip: \$3,427.00	Number of Instructional Days Away: 1 day

Brief Rationale for the Trip: <p>Cultural and educational experience to supplement various curriculum tasks and learning.</p> <p>Help build self directed, responsible learners who</p> <ul style="list-style-type: none"> ➤ Demonstrate flexibility and adaptability ➤ Sets appropriate goals and priorities in school/work/personal life ➤ Reflect on ones personal values/abilities/aspirations influencing life choices 	
Names of Supervisors: <p>Jade Bucci Melinda Paul David Spadafora</p>	Name(s) of First Aid Provider(s): <p>Jade Bucci Melinda Paul</p>
Number of Students: <p>30</p>	Insurance Provider: <p>Chubb Insurance Company of Canada</p>
Date and Location of Mass: <p>Saturday, March 14th or Sunday March 15: location TBD.</p>	



Appendix E

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

Name of School: Jean Vainer Catholic Secondary School	Principal: Gino Montanari
Trip Destination: Reykjavik, Iceland	Date of Trip: March 14-21, 2020
Cost of Trip: \$3,499.00	Number of Instructional Days Away: 0

Brief Rationale for the Trip: This trip will reinforce concepts from the grade 9 and 10 Science curriculum. Students will have the amazing opportunity to witness the incredible landscapes, nature and culture of Iceland and also witness firsthand why Iceland is now the world's largest clean energy producer per capita. What better way for students to connect with the living world and to see how renewable energy sources can be put to good use to reduce carbon emissions to combat climate change.	
Names of Supervisors: Sheri Veibl Claudio Sartori 3 rd Supervisor TBD	Name(s) of First Aid Provider(s): Claudio Sartori
Number of Students: 15-35	Insurance Provider: An all-inclusive Travel Protection Plan is available through EF Tours
Date and Location of Mass: Sunday, March 15 th location TBD by EF Tours.	

Construction Report 10.11 - March



Construction Update

- The pictures above were taken on April 30, 2019. The top-left picture shows completed load bearing walls and concrete floor slab section. The top-right picture shows an area prepared for concrete floor slab. The bottom pictures show ongoing non-loading bearing partition walls being installed.
- Work completed included footings, underground plumbing and electrical and some floor slabs.

Schedule Update

- Completion of concrete floor slabs.
- Removal of old and installation of new electrical duct bank.
- Installation of structural steel.

If you have any comments or questions about the new school, please contact Toni Pinelli, Superintendent of Education, at (905) 632-6300 ext. 181 or e-mail pinellit@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

St. Mark Catholic Elementary School Addition Project

Construction Report 10.12 - March



Construction Update

- The pictures above were taken on April 30, 2019. The top-left picture shows food and nutrition room. The top-right picture shows the completed accessible washroom. The bottom-left picture shows the new teacher workroom. The bottom-right picture shows resource room.
- Work completed included completion of finishing trades.

Schedule Update

- Completion of deficiencies.
- Outdoor play area completion.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education, at (905) 632-6300 ext. 135 or e-mail naarl@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

Construction Report 10.13 - March



Construction Update

- The pictures above were taken on April 30, 2019. The top pictures show structural work underway for steel stairways and load bearing walls. The bottom-left picture shows new lights installed in a classroom. The bottom right picture shows chase wall with plumbing in boys washroom.
- Work completed included classroom lighting installation, underground plumbing and heat pump removal.

Schedule Update

- Foundations and site services
- Structural demolition.
- Installation of heat pumps and fire alarm system

If you have any comments or questions about the new school, please contact Stephany Balogh, Superintendent of Education, at (905) 632-6300 ext. 120 or e-mail baloghs@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

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P#18/19**Moved by: P. Murphy****Seconded by: P. DeRosa****That**, the agenda be approved, as amended**CARRIED****2.2 Approval of Minutes (January 8, 2019 Meeting)****P#19/19****Moved by:** B. Agnew**Seconded by:** V. Iantomasi**That**, the minutes of the Policy Committee Meeting held on January 8, 2019 be approved, as submitted.**CARRIED****3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. Action Items**4.1 Policy IV-06 School Sites and Facilities Criteria (R. Merrick, F. Thibeault, A. Lofts)**

F. Thibeault reviewed the amendments to Policy IV-06. Expansion plans were noted. Specific development information was updated.

P#20/19**Moved by:** P. Murphy**Seconded by:** J. O'Hearn-Czarnota**That**, the Policy Committee recommends that Policy IV-06 School Sites and Facilities Criteria, be forwarded, along with amendments, to the March 5, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding traffic flows and pattern in developing school sites; Education Development Charges (EDC) Charges and criteria were asked and answered. O. Reg. 20/98 was described for clarification

The Chair returned to main motion. **P#20/19 UNANIMOUSLY CARRIED.**

In Favour	Opposed	Abstained	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte (Chair)			
P. DeRosa			
			N. Guzzo
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.2 Policy IV-07 Alternative Arrangements for School Facilities (R. Merrick, F. Thibeault, A. Lofts)

F. Thibeault shared that the policy framework is part of O. Reg. 20/98. It was noted that the provincial government is reviewing current regulations and information has not been released to the school board. Relevancy was noted.

P#21/19

Moved by: V. Iantomasi

Seconded by: J. O'Hearn—Czarota

That, the Policy Committee recommends that Policy IV-07 Alternative Arrangements for School Facilities, be forwarded without amendments to the March 5, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions were asked and answered. It was noted that the date of review will be changed to reflect that the policy has been reviewed in keeping with the current review cycle. It was also noted that the policy will be returned to the table for further review pending Ministry of Education guidelines being issued.

The Chair returned to main motion. **P#21/19 UNANIMOUSLY CARRIED.**

In Favour	Opposed	Abstained	Absent
J. O'Hearn-Czarota			
B. Agnew			
M. Duarte (Chair)			
P. DeRosa			
			N. Guzzo
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.3 Policy IV-08 School Sites and Operating Budget (F. Thibeault, A. Lofts)

F. Thibeault shared that the policy framework is part of O. Reg. 20/98. It was noted that the provincial government is reviewing current regulations and information has not been released to the school board. Relevancy was noted.

P#22/19

Moved by: P. Murphy

Seconded by: P. De Rosa

That, the Policy Committee recommends that Policy IV-08 School Sites and Operating Budgets, be forwarded without amendments to the March 5, 2019 Regular Board Meeting for approval.

Questions regarding budget were and answered; It was noted that the date of review will be changed to reflect that the policy has been reviewed in keeping with the current review cycle. It was also noted that the policy will be returned to the table for further review pending Ministry of Education guidelines being issued.

The Chair returned to main motion. **P#22/19 UNANIMOUSLY CARRIED.**

In Favour	Opposed	Abstained	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte (Chair)			
P. DeRosa			
			N. Guzzo
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.4 Policy V-03 Photographs, Advertising and Sales Representatives (A. Lofts, D. Tkalcic)

D. Tkalcic shared the changes to the policy. The revisions ensure that the principles and requirements encompass more than just photographs. The policy was updated in accordance with O. REG. 298.

P#23/19

Moved by: B. Agnew

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy V-03 Photographs, Advertising and Sales Representatives name be changed to Policy V-03 Photography, Advertising and Sales Representatives and be forwarded, along with amendments, to the March 5, 2019 Regular Board Meeting for approval.

Discussion ensued. Clarification regarding equitable and inclusive statement was given, in particular to all service providers. B. Agnew noted that the policy will be taken to SEAC to develop guidelines for schools. Questions regarding local business procurement, equal opportunity, and competitive rates were asked and answered. Clarification will be sent to the Trustees regarding wording "consent of the Board". Requirements regarding notification and consent were clarified. Discussion determined that "...in part or in full" will be added to the policy in reference to the use of the Board Logo prior to the board meeting, for approval.

The Chair returned to main motion. **P#23/19 UNANIMOUSLY CARRIED.**

In Favour	Opposed	Abstained	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte (Chair)			
P. DeRosa			
			N. Guzzo
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.5 Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)

P. Daly shared the rationale for the amendments to the policy; as to not to discourage complaints but to be more invitational for more inclusive conversations.

P#24/19

Moved by: B. Agnew

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy V-09 Public Concerns Complaints Process name be changed to Policy V-09 Public Concerns/Complaints Process, and be forwarded, along with amendments, to the March 5, 2019 Regular Board Meeting for approval.

Discussion ensued. It was noted that the process for ratepayers and others to share their concerns with the appropriate staff member or Trustee does not change by removing the word complaint from the policy, and that the intent of the change was to have more encompassing language.

The following amendment to the policy was presented

P#25/19

Moved by: T. O'Brien

Seconded by: J. O'Hearn-Czarnota

That, the word "concern" be kept in the policy and "/complaint" be included beside it, throughout. Discussion ensued.

The Chair called for a vote. **P#25/19 CARRIED.**

In favour	Opposed	Abstained	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte (Chair)			
	P. DeRosa		
			N. Guzzo
	P. Murphy		
H. Karabela			
V. Iantomasi			
T. O'Brien			

Further discussion of the policy, ensued. The concerns/complaints process and the Role of the Trustees were clarified.

The Chair returned to main motion.

P#24/19 (Amendment)

Moved by: B. Agnew

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy V-09 Public Concerns/Complaints Process be forwarded, along with amendments, to the March 5, 2019 Regular Board Meeting for approval.

The Chair called for a vote on the main motion as amended. **P#24/19 (Amendment) CARRIED.**

In favour	Opposed	Abstained	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte (Chair)			
	P. DeRosa		
			N. Guzzo
	P. Murphy		
H. Karabela			
V. Iantomasi			
T. O'Brien			

5. Discussion Items

5.1 Transportation to Specialized Programs (N. Guzzo)

Deferred.

6. Information Items

6.1 Procedure VI-36 Police Record Check - Goods and Services Providers (A. Lofts, D. Tkalcic)

6.2 Procedure VI-50 Technological Education Service (A. Lofts, D. Tkalcic)

6.3 Procedure VI-52 After Hours School Paid Camp Activities (A. Lofts, D. Tkalcic, S. Balogh)

The Procedures were presented as information.

S. Balogh noted that the tracked changes versions of the procedures were provided as requested by Trustees.

6.4 Procedural By-Laws (P. Daly, S. Balogh)

S. Balogh shared the process that will be followed to make revisions to the Board's Procedural By-Laws. It was noted that, once reviewed, a draft copy of the Procedural By-Laws will be presented to a Policy Committee Meeting in keeping with the policy approval process.

6.5 2018-2019 Policy Working Group (S. Balogh)

S. Balogh shared the names of the policy working group and described the process of reviewing policies as part of the regular review cycle.

6.6 Upcoming Agenda Items (April 9, 2019) (S. Balogh)

6.6.1 Policy I-13 Appointment of Architect (R. Merrick)

6.6.2 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira)

6.6.3 Policy I-43 Use of Technology and Digital Citizenship (A. Prkacin)

6.6.4 Policy II-07 The School Day-Teaching Day-Elementary & Secondary (S. Balogh)

6.6.5 Policy II-12 Management of Aggressive Student Behaviour Within Our Schools (C. Cipriano)

6.6.6 Policy V-01 Use of School Grounds and Community Use of School Facilities (R. Merrick)

6.6.7 ~NEW Policy~ Public Engagement (P. Daly, S. Balogh, A. Swinden)

6.6.8 Discussion Items

6.6.8.1 Policy Development - Optional Programs (H. Karabela)

6.6.9 Information Items

6.6.9.1 Procedure VI-83 Video Surveillance Procedure (F. Thibeault, S. Vieira)

6.6.9.2 ~New Procedure~ Use of Technology and Digital Citizenship (A. Prkacin)

6.6.9.3 ~New Procedure~ Social Media (A. Swinden)

6.6.9.4 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)

**6.6.9.5 ~New Procedure~ Use of School Grounds and Community Use of Schools
(R. Merrick)**

**6.6.9.6 Procedure VI-37 Issuing and Decommissioning of Forms
(S. Vieira, S. Balogh)**

The upcoming agenda items were noted.

7. Miscellaneous Information

There were no miscellaneous items.

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

P#25/19

Moved by: B. Agnew

Seconded by: V. Iantomasi

That, *Trustee N. Guzzo be excused.*

CARRIED

10. Motion to Adjourn/ Closing Prayer (N. Guzzo)

P#26/19

Moved by: P. De Rosa

Seconded by: H. Karabela

That *the meeting adjourn.*

CARRIED

S. Balogh closed meeting with prayer at 8:48 pm

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: March 4, 2019
Time: 7:00 pm
Location: Trustee Meeting Room
Catholic Education Centre
802 Drury Lane
Burlington, Ontario

Members Present	J. Crowell Fr. Francis Salasiar M. Duarte A. McKinney C. Thompson D. Garell-Teti S. Edeigba	G. Merritt-Murrell A. A. LeMay V. Monaco A. Gonzalez S. DeSousa S. Guevara
Regrets	K. Bivand A. Wright R. Alfaro	
Co-Chairs:	C. Thompson	
Recording Secretary	M. Zammit	

1. Opening Prayer:

The meeting opened at 7:00 p.m. with a prayer led by Fr. Francis Salasiar.

2. Approval & Revisions

2.1 Agenda

Moved by: A. McKinney

Seconded by: S. DeSousa

That, the agenda be approved as amended.

2.2 Minutes

Moved by: A. Gonzalez

Seconded by: Fr. Francis

That, the minutes of the January 21, 2019 Catholic Parent Involvement Committee be approved as submitted.

CARRIED

3. Selection of Co-Chair

C. Thompson informed the committee that Co-Chair F. Volante has resigned for personal/professional reasons and will no longer sit on CPIC. She expressed her appreciation and thanks to F. Volante.

Different approaches were discussed to ensure the Committee runs effectively and engages parents within HCDSB.

C. Thompson called for nominations for the position of Co-Chair.

Nominated by: S. Guevara

THAT, A. Gonzalez be nominated for position of Co-Chair

ACCEPTED

A. Gonzalez accepted her nomination only until June 2019. She will assist C. Thompson and provide past practices/ housekeeping for Committee. New selection for September 2019 will take place.

4. **Board Update**

J. Crowell provided a Board update on the following:

- Two PA Days occurred in February (February 1st and February 15th). One of which was “Equity and Inclusion”. Discussion ensued on the different activities some of our schools participated in.
- On Thursday, February 14, 2019, the Halton Catholic District School Board held a Ground-Breaking Ceremony for the new St. Nicholas Catholic Elementary School.
- Black History Month took place in February. Superintendent Crowell and Co-Chair Thompson both attended carousels at St. Benedict CES in Milton and shared their experiences.
- The English Regional Public Speaking Competitions taking place on March 20, 2019.
- Questions were asked about the number of bus cancellations and snow days that have occurred. Superintendent Crowell responded noting the decision to cancel busses is separate from the decision to close schools due to inclement weather. The Director of Education consults with co-terminus board before making the final decision.

5. **Trustee Update**

M. Duarte provided a Trustee Update on the following:

- Received complaints from both sides with respect to the snow days.
- Catholic Councils of Chairs Meeting cancelled due to a snow day.
- Consultation is now complete for the Milton # 3 Catholic Secondary School.
- The Halton Catholic Children’s Education Foundation 24 Hour Fast is taking place on March 7-8. Trustees have joined a team.
- Trustees participating in an EQAO Webinar in March.
- Special Education Assistive (SEA) Technology Information Evening taking place on March 27, 2019 at Corpus Christi.

6. **OAPCE Update**

D. Garell-Teti provided an update on the following:

- 80th Annual Parent Conference is taking place on April 5-6, 2019 in Toronto. Attendance is important, last year we did not have a strong representation from HCDSB. An information sheet was provided, and will be shared with school councils and principals. C. Thompson will send email to CPIC members to inquire who would like to attend.

- An OAPCE Newsletter was sent out to all school councils in February. Details of the newsletter were shared.

7. **Board Committee Updates**

- Walk with Jesus – Committee had their first meeting on January 22nd. The event will be taking place on May 9th at Jean Vanier CSS in Milton.
- Focus on Faith – meeting was cancelled. A new meeting date is forthcoming.

8. **CPIC Subcommittees Updates**

- School Year Calendar Committee – meeting took place on February 21st. The proposed 2019-2020 calendar is aligned with our co-terminous board. A Staff Report will be presented at the March 19th Board Meeting. The deadline for Ministry submission is May 1, 2019.

9. **Events**

- CYO Children's Fundraiser took place on February 28, 2019. Positive feedback received from CPIC members who attended.

10. **Other Business/Future Agenda Items**

- **Future Agenda items**
 - "housekeeping items"
- **Other Business**
 - Catholic Council of Chairs Meeting was cancelled due to inclement weather. Superintendent Crowell noted the meeting would not be rescheduled due to lack of space availability. As previously scheduled May 22nd will be the last meeting of the school year.
 - Communication is forthcoming from Superintendent Crowell regarding possible partnerships with Big Brothers/Big Sisters of Halton and The Halton Learning Lodge.
 - Dora Gia Maria was suggested as a possible speaker for the upcoming Catholic Council of Chairs Meeting in May.
 - Co-Chair A. Gonzalez requested a meeting with J. Crowell, C. Thompson, G. Merritt-Murrell, and A. LeMay to discuss the role of co-chair and upcoming elections.

11. **Closing Prayer**

Fr. Francis Salasias closed the meeting with a prayer.

12. **Adjournment**

Moved by: A. LeMay

Seconded by: A. Gonzalez

That, the meeting adjourn

CARRIED

The meeting adjourned at 8:39 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: March 25, 2019
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	C. Parreira
	T. Beattie	D. Rabenda
	N. Guzzo	L. Stephenson
	D. Hotopoleanu (Vice Chair)	Y. Taylor
	H. Karabela	T. Veale
	J. Lim	

Staff Present

C. Cipriano, Superintendent of Special Education Services
P. Daly, Director of Education
W. Reid-Purcell, Special Education Coordinator
L. Keating, Chief Officer Research and Development

Members Excused

M. Arnold
D. Bardon
M. Duarte
P. Moran
R. Quesnel

Members Absent
Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:02 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: D. Rabenda

Seconded by: T. Beattie

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 Spirit of Inclusion Award Presentations

B. Agnew welcomed the Spirit of Inclusion recipients, their families, and school staff.

B. Agnew explained that the Spirit of Inclusion Award selection committee had a challenging task in selecting this year's recipients. After careful deliberation, co-recipients were selected for this year's elementary award.

B. Agnew shared some nomination information describing the many attributes and qualities that led to Leia of St. Raphael Catholic Elementary School and Ashley of St. Andrew Catholic Elementary School being selected

as co-recipients of the Spirit of Inclusion elementary award. Each student was presented with a gift and a shared school plaque.

B. Agnew shared nomination information describing the attributes and qualities that led to Jamie, a student at Notre Dame Catholic Secondary school, being chosen as **this year's secondary recipient** of the Spirit of Inclusion award. A school plaque and a gift were presented.

Recipients will also be recognized at the Student Awards of Excellence Ceremony on April 29.

2.2 SEAC Meetings/Question Norms (C. Cipriano)

C. Cipriano discussed the need to **be respectful of SEAC members' time and the need for efficient and productive meetings, noting that all members are volunteers and this year's committee will be together for four years.** Moving forward we will intentionally be more cognisant of times allotted; have questions on presentations held until the end; and intentionally work toward keeping the meetings within the 2 hour timeframe.

2.3 Gifted Programming Survey (L. Keating)

L. Keating presented on a Gifted Survey for Parents. The survey is being prepared to comply with a Board motion passed at the November 20, 2018 Board meeting. The presentation is attached.

L. Keating agreed that information and suggestions could be emailed for review, noting that partners wanting specific data that is not being collected can apply as an external researcher.

3. Actions to be taken

A motion was put forth to amend the minutes, there was no seconder for the motion.

3.1 Minutes of the February 25, 2019 SEAC Meeting

Moved by: D. Rabenda

Seconded by: L. Stephenson

RESOLVED, that the minutes of the February 25, 2019 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

5.1 Title Change for Regional Contained Classes (W. Reid-Purcell)

Members reviewed and discussed suggestions that had been submitted. The Chair asked if members had any other suggestions or input. Members were invited to continue to submit other suggestions. A survey will be sent out in a week or so, for members to rank their preferences to help determine the new title for regional classrooms.

6. Action and Information Items

6.1 SEAC Goals and Priorities / Budget Priorities (B. Agnew)

B. Agnew thanked everyone for sending feedback. The suggestions provided fell into a number of themes, subsets incorporated into those themes were discussed.

It was noted that suggestions included requests to continue learning for the next while for the benefit of new committee members to support them in making informed decisions on priorities **over SEAC's four year term.**

The information provided will be distilled into themes and shared with members.

6.2 Special Education Plan (introduction)

Ways to review the Special Education Plan (SEP) were discussed. It was determined that this year's review will take place during the April and May SEAC meetings.

Beginning in April the SEP review will include: dividing the plan into 4 sections; a subcommittee will be assigned to each section; members will break out into groups to review their section and mark any changes/suggestions; questions that arise will be written on post-it notes and placed on a chart. Following the April meeting, members are welcome to continue reviewing any section of the SEP; additional feedback can be provided at the May meeting; questions gathered from the April meeting will be addressed at the May meeting; additional time will also be added to the May agenda for the SEP review.

Members agreed to a 6:30 pm start time for both the April and May meetings to allow additional time for the SEP review. Teams will be assigned to sub-sections of the SEP; information will be sent out a least one week prior to the meeting.

7. Communications to SEAC

7.1 Superintendent's Report

C. Cipriano provide updates on:

Chief of Mental Health Programming: Glenda Brown was welcomed to the role on March 4th, Glenda brings significant experience to this role in both mental health programming and education.

HCDSB Best Buddies Life Skills Semi-Formal Dinner Dance: will take place Thursday, May 23, 2019 6:00 to 9:30 pm at Jean Vanier CSS in Milton. Please let us know if you would like to attend.

SEA Technology Parent Showcase Evenings: the IGNITE grant awards were given out to student recipients in both elementary and secondary; many pictures were sent on social media when the award cheques were present to the students. Student recipients of the awards included a range of exceptionalities across the system. Recipients will be showcasing their projects at the SEA Technology Showcase Parent Night in their region. The showcases takes place at Corpus Christi CSS on March 27th and at Jean Vanier CSS on April 3rd. LDAH will also be participating at the showcases. All SEAC members are welcome to attend.

This year's INSPIRE AccessAbility Showcase: takes place on Saturday, May 4th from 11:00 am to 2:00 pm, hosted by HCDSB, at Jean Vanier Catholic Secondary School. Information flyers were sent out to SEAC members on March 22nd.

New SERT Catholic Learning Community (CLC): was held on March 18th. The CLC focused on the role of the Educational Assistant and Safe Management best practices; IEPs; how to run a successful transition meeting and/or case conference; and the process for referrals and considerations for our regional classes

Gifted Open Houses: for parents and appropriate candidates will take place during Catholic Education Week at St. Andrew CES on May 8th at 9:15; Canadian Martyrs CES on May 10th at 9:15; and Our Lady of Victory on May 7th at 9:00 am

Special Education Consultants and Itinerant Team CLC: will take place on Friday, supported by our two EA Managers, to address consistent practice regarding the use of SE 17 Physical Restraint - Incident Reports, Safety Rooms and other alternative sites; and creation of Indicator Response Plans (IRPs) and/or Safety Plans

Registered Behaviour Technician (RBT): itinerant teams are working to complete their 40 hours of professional development in RBT. The learning has been robust and that they have been able to make very good use of their increased ABA knowledge in their schools. A celebration of completion will be hosted for them in June

IEP Engine: in consultation with Cardinal and LEARNStyle, HCDSB will be converting to the IEP Writer. Piloting will begin in mid-April at two schools; plans are to implement system wide in May 2019 to allow SERTs the opportunity to familiarize themselves with the new system prior to September. The many benefits of the new system were outlined. HCDSB will engage SEAC during an IEP review, once the new system is up and running.

The Administrative Assistant for Special Education will be retiring this year; a large number of applications have been received for the position.

7.2 Trustee Reports

N. Guzzo reported that trustees participating in a conflict of interest session and a budget training session. At the last CPIC meeting, they elected a Co-Chair and the Ontario Association of Parents in Catholic Education (OAPCE) presented and invited parents to their conference on April 5 & 6 (a flyer can be circulated for those interested); CPIC meetings are open to the public and they would like to invite a representative from SEAC to attend an upcoming meeting. There were discussions on uniforms and Autism funding changes at the last Board meeting.

7.3 Association Reports

Autism Ontario (L. Stephenson)

L. Stephenson informed members of the upcoming Autism Ontario Kids Charity Golf classic, a link for registration and details are included in the attached report. Tuesday April 2nd is World Autism Awareness Day, a flag raising ceremony will take place at Burlington City Hall. Details are outlined in the attached Autism Ontario association report for March.

Autism Ontario (AO) Association Report (deferred from February 25th SEAC meeting): L. Stephenson referred **members to AO's pre-budget submission dated January 15, sent to the Standing Committee on Finance and Economic Affairs; AO's response to the Ministry of Children, Community and Social Services regarding changes announced to the Ontario Autism Program on February 6; and AO's clarification on their response to the announcement, dated February 12.** Details are outlined in the attached AO association report for February.

Learning Disabilities Association of Halton (T. Beattie)

T. Beattie informed members of LDAH's **lecture series: Introduction to Advocacy, Your Child's IEP and an Overview of Other Important Topics for Parents.** Details are outlined in the attached LDAH association report.

Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu informed members that World Down Syndrome Day (WDSD) was celebrated on March 21st; Halton schools are participating in a WDSD contest; further information on the contest winners will be shared. Further details are outlined in the attached HDSA association report.

ABC Ontario (M. Lourenco)

M. Lourenco informed members that the ABC Ontario Annual General Meeting and Family Day takes place on April 14th at Tiff Festival Tower. **"2e: Twice Exceptional"**: through ABC Ontario, London Chapter, Screening and Panel Discussion takes place on Sunday, May 5th at the Wolf Performance Hall in London. Details of both events are outlined in the attached ABC association report.

Hardcopies of a flyer for ABC Ontario's Annual Provincial Family Event were also provided.

7.4 SEAC Discussion – Student Exceptionalities:

As requested from LDAH, and also ABC Ontario, C. Cipriano distributed data on exceptionalities and placements for the school years 2016-2017 and 2017-2018

Clarification on multiple exceptionalities as it relates to students identified gifted, will be provided.

7.5 Communications to SEAC

The Chair displayed a sample letter received from another SEAC committee to the Ministry of Education. These type of communication letters from other SEAC committees are received from time to time, generally they are not a call to action, but rather a sharing of information. Moving forward all letters received from other **board's** SEACs will be shared as they arrive; members can determine if they are something they might like to act on.

If associations receive additional letters that have not been shared with our Board, they are encouraged to share with all members.

Three SEAC communications that have been recently received, will be shared with members via email.

8. Next Agenda: Meeting Wednesday, April 24, 2019

The agenda will include the Special Education Plan; a Gifted Presentation and a VOICE presentation.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: N. Guzzo

Seconded by: M. Lourenco

RESOLVED, that M. Arnold, D. Bardon, M. Duarte, P. Moran, R. Quesnel be excused. CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: D. Hotopeleanu

RESOLVED, that the meeting adjourn. CARRIED

The meeting adjourned at 9:28 p.m. with a prayer led by the Chair.



Gifted Survey for Parents

Laura Keating, PhD
March 25, 2019
SEAC meeting

Parents of Gifted Students Survey 2019

The purpose of this survey is to:

- 1) Comply with a board motion passed on November 20, 2018
- 2) Measure parents' satisfaction with current gifted programming, and
- 3) Determine, within the restrictions of what is reasonable and feasible within our board, areas of gifted programming that can be modified to improve student achievement

BE IT RESOLVED, that the Halton Catholic District School Board request Senior Staff to conduct a survey of the parents of students currently enrolled or identified as gifted at our Board as to their satisfaction of programming available to their students.

**Motion approved by the Board of Trustees,
November 20, 2019**

Survey Development

- The survey was developed by Research & Development Services and included:
 - ✓ Literature review
 - ✓ Consultation with Spec Ed staff
 - ✓ Consideration of results from the 2018 survey of gifted students
- Questions developed in compliance with:
 - ✓ The board motion
 - ✓ Internal policies and procedures
 - ✓ Survey development best practices

Survey Questions

- Basic demographics including programs
 - Current for secondary students
 - Possible/planned for elementary students
- Satisfaction with current program options
- Exploring interest in possible new/modified placement options

Sharing the Survey

- Sharing the survey in advance could:
 - Compromise the integrity of the data collection
 - Increase the risk of bias and ultimately



Threaten the validity of the results

Therefore, all parents will be invited to complete the survey at the same time



Stakeholder consultation

Stakeholder consultation can be useful for survey development

- Discussion groups
- All stakeholders have equal opportunity to participate

Information gathered is used to generate questions

Results from this survey will provide useful information to board staff regarding gifted programming for secondary students in the HCDSB

Community Partners

HCDSB will share information with collaborators, providing data requested:

- Aligns with board goals and processes and
- Minimizes the impact of survey fatigue

Partners who want specific data that we are not collecting can apply as an external researcher

- Submit application and survey materials
- Proposals are reviewed quarterly by our Research Advisory Committee

TIMELINES

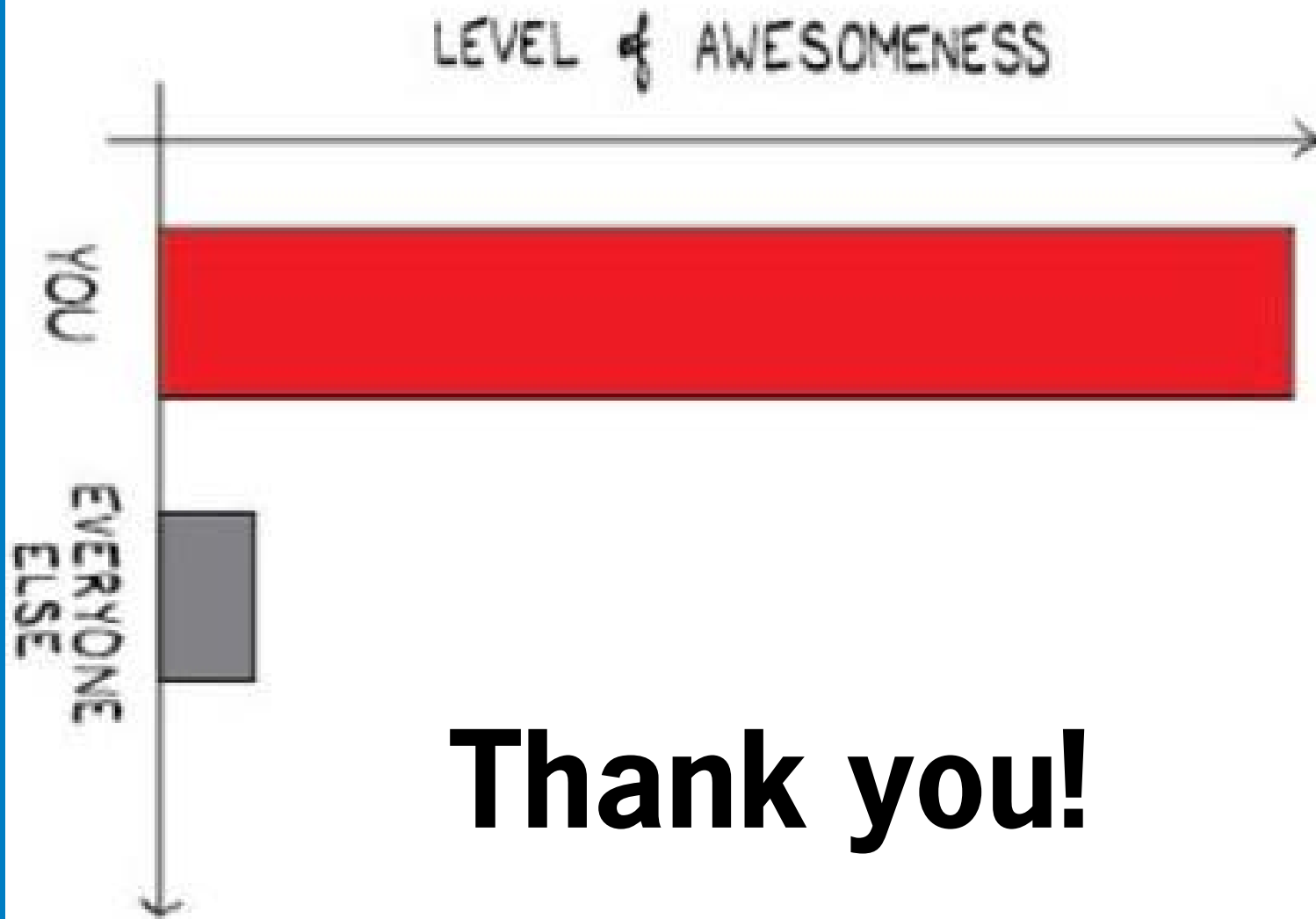
November 2018: Motion of the Board

January-March 2019: Survey development

April 2019: Survey administration

May 2019: Analyses and report

May/June 2019: Report to the Board



Thank you!

Special Education Advisory Committee (SEAC)

Association Report

Association:	Autism Ontario
Representative:	Lisa Stephenson
Meeting Date:	Monday, February 25, 2019
Upcoming Events or Conferences	Autism Ontario will be holding their 19th annual Kids Charity Golf Classic on Wednesday May 29th at Glen Eagle Golf Club in Caledon.
Website links/Brochure /Flyer attachments:	<p>Registration for Charity Golf Classic: https://www.eventbrite.ca/e/autism-ontario-19th-annual-kids-charity-golf-classic-for-autism-2019-registration-55308974632?mc_cid=1ad7695978&mc_eid=889184f336 Link to Charity Golf Classic: https://mailchi.mp/254acb0dd575/autism-ontario-19th-annual-kids-charity-golf-classic-for-autism-2019?e=889184f336</p> <p>ATTACHED:</p> <ol style="list-style-type: none"> 1) Presentation to Standing Committee for Pre-Budget Consultations 2) Autism Ontario response to OAP program changes 3) Autism Ontario February 12 clarifying statement
New Initiatives:	
Other Information:	A discussion of changes to the Ontario Autism Program announced February 6

January 15, 2019



**To: Standing Committee on Finance and Economic Affairs
regarding Pre-Budget Consultations 2019, Government of Ontario**

Autism Ontario Presenters:

- **Katharine Buchan, Manager of Communications and Development**
 - **Margaret Spoelstra, Executive Director**
-

Dear Committee Members,

Now entering our 46th year, Autism Ontario has envisioned *acceptance and opportunities for people on the autism spectrum*. The families who formed Autism Ontario in 1973 would never have imagined the prevalence rates for autism to grow to 1 in 66 children in Canada. In Ontario that represents 135,000 citizens.

Autism Ontario continues to envision a Province that offers seamless supports across the lifespan that reflect the wide range of expression in autism, the constantly changing needs of this able, yet vulnerable population and which addresses the needs of caregivers and families who bear both the joys and the substantial weight of care and advocacy for their children from infancy to and throughout adulthood.

Thank you for the support that is provided in support of families through our Potential Programme and with March Break and Summer funding. Surveyed families have told us over and over that these funds matter to them. Combined, these programs directly support over 20,000 people in Ontario.

In 2018, Autism Ontario conducted a province-wide survey, resulting in 10 top areas identified by caregivers and autistic adults. Those non-prioritized top 10 are the following:

Service barriers for adults – According to autistic adults, the largest barrier to accessing services is the lack of trained professionals who understand autism.

Education support – According to caregivers, the top area of need for a child with autism in their communities is support within the education system.

School transitions – The majority of caregivers of high school aged children do not feel well supported and ready to transition their child out of school and into adulthood.

Societal attitudes and perceptions – Autistic adults and caregivers both report that societal attitudes and perceptions about ASD have been a large or very large source of stress in the past year.

Financial hardship – A majority of caregivers say that finances have been a large or very large source of stress in the past year.

Waitlists – The majority of caregivers find long waitlists to be a large or very large barrier to accessing services.

Service needs for young children – According to caregivers, the top service needs for children aged 4 and under, are behavioural intervention and speech language pathology.

Crisis status – Most caregivers are between a three and a five out of ten, in terms of crisis level.

Mentorship and support – There is large scale interest in receiving peer support via a parent to parent mentorship program.

Mental Health – Autistic adults identified their top service need as psychological or psychiatric support.

In November 2018 we asked our survey respondents to rate these top ten items in order of priority and these top 5 emerged:

1. Education Support

About ten years ago the Ministry of Education reported that there were about 7,000 students with ASD in Ontario's schools. Today that number has tripled to over 20,000 students. Educational supports that were implemented for students with autism years ago are now insufficient in scope and effectiveness. Part of the current challenges with ABA implementation and parent satisfaction will not be addressed without a focus on improved school supports and transition planning that has meaning and achievable outcomes and opportunities for adult life.



#1 Education Support

According to caregivers, the **#1 area** of need for a child with autism is support within the education system, even though **77.8%** of caregivers of high school aged children feel listened to by their child's school.

Thank you for the additional investment into OAP services in this current year's budget.

However, the over 20,000 children and youth on the waiting lists for OAP services are currently not able to be served in timely and equitable fashion. Additionally, unless increased evidence-based supports and implementation supervision by qualified professionals are available in all Ontario schools, it will be impossible to meet the educational needs of students with ASD. The Ministry of Health is also noticeably absent in providing necessary health supports for people with autism across the lifespan.

We recommend:

- Creating an employment category in schools of Registered Behaviour Technician, supervised by Board employed BCBAs or Behaviour trained Psychologists;
- Increased ABA supervision in schools,
- Collaboration across Ministries with the emphasis on the child's learning and mental health needs over silo-ed systems,
- Mandatory Pre-service training in Evidence-Based Practice and Applied Behaviour Analysis for all educators.

2. Long Wait Lists



Families are waiting for everything. Waiting for:

- A diagnosis/diagnoses that determines eligibility/access to services
- the Ontario Autism Program,
- an educational assistant,
- informed school personnel,
- health and mental health supports,
- adaptive program supports and Passport Funding
- job opportunities, and
- housing.

We are concerned about rumours that this government is considering substantive changes to the Ontario Autism Program. Our survey in 2017 indicated that one third of parents are single caregivers and that one third favoured the option of Direct Service provision while 2/3rds preferred Direct Funding. We urge the government to consider offering choice to families based on assessed needs of both the child and the family's needs. Children should also receive these services where they spend the majority of their day, which is in school during school-aged years.

3. Financial Hardship

We know that **the burden of care on families is both stressful and costly.**

We have attached a 2014 research paper entitled “The Value of Caregiver Time: Costs of Support and Care for Individuals Living with Autism Spectrum Disorder”, by Carolyn Dudley and J.C. Herbert Emery†. In it they describe what costs are attributed to families who raise children with autism in Canada, including Ontario data sources. The numbers are both startling and sobering. But there are solutions. Autism Ontario welcomes the opportunity to be part of the dialogue and shaping new opportunities for people with ASD and their families.



4. School Transitions



Autism's prevalence rates are not only an alarming statistic for children and youth, but we are now seeing these numbers grow along with the children as they become teens and adults. More importantly, **these students are now beginning to exit high school unprepared and unsupported for life as adults in higher numbers than ever.**

The majority of these graduates are sitting at their parents' homes doing little, are under or unemployed and over half are or will be struggling

with additional mental health challenges such as anxiety and depression. With approximately 15,000 people with Developmental Disabilities (including autism) waiting for Passport Funding, we know that those families have few options to assist their now young adult children towards a promising future. Having those young adults at home means that at least one care-giver is also at home and not earning through employment or investing in their own retirement, while their children with ASD, who could also be working, participating in meaningful day-time activities or attending post-secondary education, are not.

Many of these adults could have **meaningful employment** if employers saw that hiring people with autism is good for business rather than a charitable act. Autism Ontario has been involved in several projects (e.g. Specialisterne Canada's employment program and Integrated Autism Consulting's "Transition to Life" program) over the past few years that directly support the successful employment of adults on the autism spectrum. Investing in these types of programs and others would have an impact on the Ontario economy and the lives of adults with autism and their families.

5. Adult Services

Eligibility: At least half of adults on the autism spectrum are deemed ineligible for Passport funding. This must change to eligibility based on assessed needs and not paid for out of the pockets of caregivers.

We encourage the continued implementation of recommendations identified by the Ontario Ombudsman's office in its "No Where to Turn" report.

Housing: Autism Ontario is gratified to have seen a second round of funding for unique housing proposals through the former MCSS' Housing Task Force. This must be the first in many future steps that will assist people with Developmental Disabilities, including ASD, to create or find affordable housing options.

In the absence of increasing supportive housing options, the number of adults with autism who are in crisis will continue to grow. And supporting a model that is primarily crisis driven is a far more costly proposition than focusing on prevention of the circumstances that result in more restrictive responses. We also worry about a new trend of seeing children with disabilities, including autism, in long-term care facilities, effectively replicating an institutional model of care which is neither appropriate nor necessary.

In a recent TVO "Agenda" program, a parent and her autistic adult son remarked that they are not looking for pity, but for respect and opportunities as caregivers and as citizens who have much to offer society. Autism Ontario strongly supports this notion in its vision of "acceptance and opportunities for all people on the autism spectrum".





FOR IMMEDIATE RELEASE

Toronto, Ontario, February 6, 2019

The Ministry of Children, Community and Social Services announces plan to clear Ontario Autism Program waitlists

Autism Ontario is committed to supporting families through this province-wide program change and will work with the Autistic community to find solutions to this process.

Today's announcement from the Ministry of Children, Community and Social Services represents another change to children's programming across our province and the program direction will mean different things to different families.

Much of today's announcement echoes what Autism Ontario hears from families across the province. Long waitlists are one of the [largest barriers to accessing diagnostic and required services](#). Right now, Ontario families wait over a year for a diagnosis and the proposed increase in funding to expand the province's five diagnostic hubs would help to eliminate this barrier.

Once diagnosed, under the current program, families continue to experience barriers to accessing behavioural services. There is no one-size-fits all solution to this problem as some of these barriers are waitlist related, some are financial and some are related to our provincial capacity to provide access to high-quality ABA professionals. These challenges also continue to be shaped by geographic, language or cultural barriers, and a provincial system that continues to operate in a siloed fashion.

The efficacy and success of our autism programming must not fall solely on the shoulders of children's programming. To support people on the spectrum, we need a commitment across all ministries, including adult services, education, health, mental health, post-secondary, and employment sectors. Without this, families will continue to struggle for support and our society will continue to fail Autistic people and their families across their lifespan.

We surveyed Ontario families and Autistic adults in 2018, notably, 66.4% of Ontario families told us they wanted a Direct Funding model in Ontario. Families wanted the ability to choose their own service provider and control the timing and the location of their treatment. This new program addresses that expressed desire.

With that in mind, the proposed funding options, up until the age of 18 will suit the needs of some families, but not all. This does not address the varied support needs. Some families pay anywhere from \$60,000 to \$80,000 dollars a year for evidence-based intervention. For Northern, Indigenous, rural or Francophone families, there are currently few professionals, and little to no

programs or supports on which to spend this funding. The challenge remains that families who experience geographical, cultural, or linguistic barriers are still unable to access equitable service in contrast to areas that are more resourced.

Establishing a list of qualified providers is welcomed news. Helping families access qualified clinical supervisors for behavioural services has been a long-standing issue in the autism community, with behavior professionals, parents and organizations advocating for the regulation of behavior services in Ontario.

We will work with families and this government through the challenges and opportunities that will be present with this new approach. This expanded role will allow us to pay close attention to a family's ability to use these funds or to help families to create new responses that make sense for them locally.

About Autism Ontario: Autism Ontario has a 46 year history of representing thousands of families and people with ASD across Ontario. We are the only organization in Ontario that has formal parent representation in all areas of the province through our 25 Chapters. We advocate on behalf of all people with ASD and their families – at all ages and stages of life, reflecting a wide range of expression and abilities. To connect with us, visit www.autismontario.com

Vision: Acceptance and Opportunities for all people with Autism Spectrum Disorder.

Mission: To ensure that each individual with ASD is provided the means to achieve quality of life as a respected member of society.

New to Autism? Find help for navigating the system after a diagnosis, school issues, and other ASD information; please contact your local **Family Support Coordinator** [here](#).

CONTACT:

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FOR IMMEDIATE RELEASE

Toronto, Ontario, February 12, 2019

Statement from Autism Ontario

On February 07, 2019 the Ontario Ministry of Children, Community and Social Services made an announcement about the changes being made to the Ontario Autism Program. Given our communications with various stakeholders and in reviewing various comments on social media since the announcement, it became clear that there were a number of misunderstandings or assumptions about Autism Ontario's views or actions that we wish to address.

- Autism Ontario neither proposed nor endorsed the announced changes to the OAP and is concerned about the impact these changes will have on children and families accessing the program.

Autism Ontario spoke with multiple media outlets in response to the announcement and also released our own [statement](#) on February 08, 2019. Autism Ontario's input to the Ontario Government regarding the OAP since Fall 2018:

- As a host of [ABACUS](#) website, we report quarterly to MCCSS about the numbers of self-listed ABA providers and trends regarding communications with providers and caregivers accessing the site.
- We have shared the results of our 2017 and 2018 Annual Province-wide Survey with MCCSS. Key highlights of the 2017 survey have been available on our website in [an infographic](#) and shared widely through social media and in our magazine Autism Matters.
- On January 15, 2019 we presented an oral and [written submission](#) to the Minister of Finance at its pre-budget consultations regarding a range of issues facing autistic children and adults and their families and highlighted 10 top areas of concern identified by caregivers and autistic adults who responded to our 2018 province-wide survey. This presentation also included our views regarding rumoured changes to the OAP.

In keeping with its support to families through its 25 Chapters for 46 years and through MCCSS funded Family Support Coordinators for the past 12 years, Autism Ontario has agreed to:

- Expand our supports to assist families in navigating the changes to the OAP beginning April 2019 as they use their funding in local communities across Ontario.

We will not be managing intake into the OAP or making decisions about eligibility or funding levels for individual families, or managing OAP financing.

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Special Education Advisory Committee (SEAC)

Association Report

Association:	Autism Ontario
Representative:	Lisa Stephenson
Meeting Date:	Monday, March 25, 2019
Upcoming Events or Conferences	<p>Autism Ontario will be holding their 19th annual Kids Charity Golf Classic on Wednesday May 29th at Glen Eagle Golf Club in Caledon.</p> <p>On Tuesday April 2nd, 2019 Autism Ontario will be celebrating World Autism Awareness Day. This year, we've once again partnered with Woodview Mental Health and Autism Services to organize the Flag Raising Ceremony and WAAD celebration lunchtime event at the City of Burlington. This event will take place on Tuesday April 2nd, 2019 from 12:00-1:00pm at Burlington City Hall Atrium. This is an informal ceremony where we will come together and celebrate, and bring awareness to our local community!</p>
Website links/Brochure /Flyer attachments:	<p>Registration for Charity Golf Classic: https://www.eventbrite.ca/e/autism-ontario-19th-annual-kids-charity-golf-classic-for-autism-2019-registration-55308974632?mc_cid=1ad7695978&mc_eid=889184f336</p> <p>Link to Charity Golf Classic: https://mailchi.mp/254acb0dd575/autism-ontario-19th-annual-kids-charity-golf-classic-for-autism-2019?e=889184f336</p> <p>The link for the Flag Raising Ceremony and WAAD event: https://www.eventbrite.ca/e/raise-the-flag-for-world-autism-awareness-day-burlington-registration-57426704820</p> <p>ATTACHED:</p> <ol style="list-style-type: none"> 1) Presentation to Standing Committee for Pre-Budget Consultations 2) Autism Ontario response to OAP program changes 3) Autism Ontario February 12 clarifying statement
New Initiatives:	
Other Information:	A discussion of changes to the Ontario Autism Program announced February 6

Special Education Advisory Committee (SEAC)

LDAH Association Report

Association:	Learning Disabilities Association of Halton
Representative:	Tammy Beattie
Meeting Date:	March 25 th , 2019
Upcoming Events or Conferences	<p><u>Thursday, April 25th, 2019, at 7:00pm</u></p> <p>Lecture Series - Introduction to Advocacy, your child's I.E.P. and an overview of other important topics for parents</p> <ul style="list-style-type: none"> • provide a broad overview for parents looking to receive information and support. • Our subject matter experts will cover basics on navigating the school system, provide details on the I.E.P. (Individualized Education Program), the IPRC (Identification, Placement and Review Committee) and suggest practical tips and ideas for parents who are looking to be the best advocates for their school-aged child. • This session is ideal for new members of LDAH or parents who are starting their advocacy journey. • Date & Time: Location: LDAH Resource Center at 560 Guelph Line, Burlington – “Rotary Youth Centre” • Workshop is Free
Website links/Brochure /Flyer attachments:	https://ldahalton.ca/solutions-learning-lecture-series/
New Initiatives:	

Special Education Advisory Committee (SEAC)

Association Report

Association:	Halton Down Syndrome Association
Representative:	Dan Hotopeleanu
Meeting Date:	March 25, 2019
Upcoming Events or Conferences	
Website links/Brochure /Flyer attachments:	
New Initiatives:	
Other Information:	<p>World Down Syndrome Day celebrated on March 21st. Schools in Halton are participating in Fifth Annual World Down Syndrome Day School Contest organized by HDSA and we are looking forward for the digital media, essay, artwork and poetry to be submitted by participating schools.</p> <p>HDSA's 2019 World Down Syndrome Day celebration held on March 23rd at the Holiday Inn – sold out event . This is a fun family event where our VIPs and their families can enjoy a buffet dinner and dance the night away all decked out in blue and yellow</p>

**Special Education Advisory Committee (SEAC)
Association Report**

Association:	Association for Bright Children (ABC) Ontario
Representative:	Maria Lourenco
Meeting Date:	March 25, 2019
Upcoming Events or Conferences	<p><u>ABC Ontario Annual General Meeting and Family Day</u> April 14, 2019, 11:00 am to 3:00 pm, TIFF Festival Tower, 80 John Street, Toronto ON, M5V 3X4</p> <p><i>See below for further details.</i></p> <p><u>“2e: Twice Exceptional”, ABC Ontario, London Chapter, Screening and Panel Discussion</u> Sunday, May 5, 2019 1-4pm Wolf Performance Hall, Central Library London, Ontario</p>
Website links/Brochure /Flyer attachments:	<p>www.abcontario.ca</p> <p>www.abclondon.ca/upcoming-events.html</p>
New Initiatives:	n/a
Other Information:	<p><u>ABC Ontario Annual General Meeting and Family Day</u></p> <p>In addition to the business of the annual general meeting (11:30 am – noon), parents and other adults will enjoy four hours of programming including speakers, information sessions, networking and discussion groups.</p> <p>The programme for children and youth will be “Film in a Day”, an exciting four hour hands-on filmmaking workshop organized in conjunction with the Toronto International Film Festival.</p> <p><i>Thanks to our generous sponsors and donors and the effort of our team of volunteers, we are able to offer this program to families free of charge.</i></p>