

BOARD MEETING

MONDAY JANUARY 30 2012

6:30 pm

1. Call to Order T. Simmons
2. O Canada
3. Written Questions for Clarification
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Approval of the Minutes
 - A. October 31 2011, Regular Board
 - B. December 5 2011, Special Board
 - C. December 12 2011, Regular Board
 - D. January 16 2012, Special Board
7. Business Arising from Minutes

PROFILING EXCELLENCE PROGRAM:

8. Walk-In Closet Program S. Stephanian
 - Katie Carr (Mary Hopkins)
 - Simon Goodacre (Ancaster High)
 - Tom Mobley (Community Rep)
 - Matt Kelly (Eva Rothwell Centre)

PROFILING EXCELLENCE STAFF (Certificates):

9. Tom Pain (Westmount) – Linebacker Coach, McMaster Marauders, Vanier Cup Winner S. Stephanian/W. Hicks
10. Mark Forsyth (Viscount Montgomery), Coach, McMaster Marauders, Vanier Cup Winner S. Stephanian/R. Mulholland
11. Brendan Johnson (Sir Issac Brock) – Week of the Child & Youth Agency Award S. Stephanian/T. White

PROFILING EXCELLENCE STUDENTS (Certificates):

12. Director's Holiday Card Design Winners J. Malloy/T. Simmons
 - Ashley Thorpe (Rosedale, Senior Kindergarten)
 - Victoria Angelini (Rosedale, Grade 3)
 - Chantelle Procnier (Allan A. Greenleaf, Grade 8)
 - Tavleen Deoi (Lake Avenue, Grade 8)
 - Cindy Song (Westview, Grade 8)
 - Karissa Di Lellio (Sherwood, Grade 9)
 - Hannah Robertson (Hill Park, Grade 10)
13. Nattassia Lei (Westmount) – 1st Place, Royal Canadian Legion Ontario Provincial Command Remembrance Day Literacy Contest S. Stephanian/W. Hicks
14. Jasmin Goldstein (Highland) – Tie for winner of 2011 YMCA Canada Peace Medal S. Stephanian/J. Brennan
15. Connor Finlay (Ancaster High) – 2011 YMCA Canada Peace Medal Nominee S. Stephanian/A. Johnstone

ACTION ITEMS:

16. Report from the Committee of the Whole R. Barlow
 - A. Regular CTW – December 5 2011 (Tabled Motion concerning French Immersion and follow up report on FI Program Consultation and Review)
 - B. Special CTW – December 12 2011
 - C. Regular CTW – January 16 2012
17. Notice of Motion R. Mulholland
18. Notice of Motion – from December 2011 J. Bishop

Meeting times and locations are subject to change. Please refer to our website for the latest information.

www.hwdsb.on.ca/aboutus/meetings/meetings.aspx

BOARD MEETING

19. Notice of Motion – from December 2011

L. Peddle

COMMITTEE REPORTS:

20. Governance Committee

J. Brennan

21. Policy Working Sub-Committee

J. Bishop

22. Finance Advisory Sub-Committee

J. Brennan

23. Audit Committee

L. Peddle

INFORMATION ITEMS:

24. Student Trustees' Report

J. Shen, J. Janas

A. Local Activities

B. OSTA Report

25. Chair's Report

T. Simmons

26. Director's Report

J. Malloy

27. OPSBA Report

J. Brennan

CORRESPONDENCE:

28. M. Meilleur, Minister Responsible for Francophone Affairs

29. Canadian Parents for French – Hamilton-Wentworth

30. Waterdown Parents for French Immersion

31. Y. Chan – FI SK Alternative and Public Consultation

32. Public Questions for Clarification

33. Adjournment

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Policy Working Sub-Committee	Thursday February 2 2012	5:45 pm	Boardroom
Governance Sub-Committee	Wednesday February 8 2012	1:00 pm	Ed Centre, Room 1
Policy Working Sub-Committee	Thursday February 9 2012	5:45 pm	Boardroom
Committee of the Whole	Monday February 13 2012	6:30 pm	Boardroom



Minutes of the Regular Board Meeting

Monday, October 31, 2011

PRESENT:

Trustees: Judith Bishop (Chair of the Board, Wards 1&2), Tim Simmons (Vice-Chair, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Wes Hicks (Ward 8), Robert Barlow (Wards 9&10), Alex Johnstone (Wards 11 & 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustees** Jacqueline Janas (Westdale), Judy Shen (Westmount).

Administration: John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Pat Rocco, Scott Sincerbox, Sharon Stephanian,

REGRETS:

None.

1. Call to Order

The Chair called the meeting to order at 6:33 p.m., welcoming everyone.

2. O Canada

The meeting began with the singing of O Canada.

3. Written Questions for Clarification

None received.

4. Approval of Agenda

The Chair advised of the need to add a report from the student trustees and, with a two-thirds vote, will be considered as item 7A (Report from Student Trustees).

Moved by: T. Simmons
Seconded by: R. Barlow

RESOLUTION #11-77: That the agenda be approved as amended.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

5. Declaration of Conflict of Interest

None received.

6. Approval of the Minutes

Moved by: L. Orban
Seconded by: R. Barlow

RESOLUTION #11-78: That the minutes of the September 26, 2011 regular Board meeting be approved as amended.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

7. Business Arising from the Minutes

Responding to a question, T. Simmons advised that the Governance Committee will consider the process regarding the Board moving between open and private sessions in November.

7A. Report from the Student Trustees

Charter of Rights – Mental Health and Well-Being

J. Shen advised that the Ontario Student Trustees' Association (OSTA) drafted and presented the Charter of Rights - Mental Health and Well-Being For Children and Youth at the Summit on Children and Youth Mental Health. This charter focuses on a set of standards for assisting in and respecting mental health issues.

J. Janas noted the six rights are: Respect, Acceptance, Support, Service, Success and Protection.

On behalf of OSTA, the student trustees presented the Charter to Chair Bishop who expressed the Board's appreciation and remarked that this fits well with what HWDSB is doing in this area.

2011 Ontario Student and Parent Survey

J. Janas provided a brief update, noting the results were released on October 21st and considered at OSTA's Fall General Meeting.

ACTION ITEMS:

8. Reports from the Committee of the Whole

A. Report of the Committee of the Whole – October 17, 2011

**Moved by: T. Simmons
Seconded by: R. Barlow**

RESOLUTION #11-79: That the Report of the Committee of the Whole dated October 17, 2011 be adopted.

Report of the October 17, 2011 Open Committee of the Whole

ACTION ITEMS

1. Accommodation Review Committee (ARC) Terms of References - Timelines

It was moved by J. Bishop, seconded by T. White: That the Terms of Reference for the Dalewood ARC be amended to: "the ARC will complete its work and submit its report to the Director of Education by Friday, December 2, 2011."

It was moved by L. Orban, seconded by W. Hicks: That the Terms of Reference for the South ARC be amended to: "the ARC will complete its work and submit its report to the Director of Education by Thursday, January 19, 2012."

2. Report of the Special Education Advisory Committee

It was moved by J. Bishop, seconded by A. Johnstone: That the following report of the Special Advisory Committee dated September 28, 2011 be approved:

CORRESPONDENCE:

Association for Bright Children of Ontario

It was moved by J. Bishop, seconded B. Nabuurs: That Mika Forrester be appointed the new alternate representative of the Association for Bright Children of Ontario on SEAC during the 2010-2014 membership term.

Autism Ontario (Hamilton-Wentworth)

It was moved by S. Starr, seconded D. Foster: That Barbara Reeves and Dawna Petsche-Wark be appointed main and alternate representatives, respectively, of Autism Ontario (Hamilton-Wentworth) on SEAC during the 2010-2014 membership term.

3. Update on First Nation, Metis and Inuit Funding

It was moved by J. Bishop, seconded by L. Orban: That HWDSB write a letter to the Minister of Education reflecting its concerns in support of the Rainy River District School Board.

MONITORING ITEMS:

The following monitoring reports were presented:

- Next Steps re Education Centre Project
- Kindergarten to Grade 2 Strategy
- Staff Engagement Report
- Annual Accessibility Plan for HWDSB (no discussion due to time constraint)

The following motion was considered at the October 17, 2011 Committee of the Whole meeting and was LOST:

ARC Terms of Reference – Timelines

It was moved by L. Peddle, seconded by R. Mulholland: That the Board of Trustees set aside time to develop decision matrix for secondary ARCs to include components and weightings with a timeline of prior to Christmas.

Student Trustee Janas requested that the record show her abstention for this lost motion.

To the motion as amended, **CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

B. Report of the Committee of the Whole – October 31, 2011

No report.

9. Audit Committee Report

K. Turkstra presented the report.

**Moved by: K. Turkstra
Seconded by: L. Peddle**

RESOLUTION #11-80: That the Audit Committee Report be approved.

R. Mulholland declared a possible conflict of interest, noting he would not be participating in the debate nor the vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Hicks, White, Orban, Simmons, Bishop, Peddle, Johnstone, Turkstra, Barlow. Student Trustees Janas and Shen.	(10)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Mulholland.	(1)

10. Notice of Motion

L. Orban presented key details relative to her motion.

Moved by: L. Orban
Seconded by: R. Barlow

RESOLUTION #11-81: That the Notice of Motion be approved (please see Appendix A).

L. Orban accepted as friendly amendment L. Peddle's suggested revision to reflect the specific partners to the proposed feasibility study, i.e., **City of Hamilton and Hamilton-Wentworth Catholic District School Board.**

The Director clarified that informal discussions have occurred between City and HWDSB staff, noting that the City is aware of the Board's Program Strategy, particularly in terms of access and equity for students.

To the motion as amended, **CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

11. Section 218.3 Investigation into Alleged Breach of Code of Ethics – L. Peddle

J. Bishop handed over the role of Chair to T. Simmons.

The Chair introduced Christine Thomlinson (of the law firm of Rubin Thomlinson), the investigator retained by the Board to undertake an investigation into the facts underlying the allegations of breach of the Code of Ethics by Trustee Peddle. He then introduced Brenda Bowlby (of the law firm of Hicks Morley) who will be providing advice regarding the legal process under Section 218.3 of the Education Act.

The Chair, reading from a prepared script, proposed the following process:

- Receive the Investigator's Report
- Pose questions of clarification to the Investigator (through the Chair)
- Trustee Bishop to put forward motion (s) related to the allegations
- Each Trustee state their views, starting with Trustees Bishop and Peddle
- Trustee Peddle to have the final word prior to voting

Moved by: L. Orban
Seconded by: J. Brennan

That the Board have a five-minute recess to allow for staff to get copies of the Chair's script.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The meeting was resumed at 7:22 p.m.

B. Bowlby provided the following clarifications:

- All trustees, except the impugned trustee, can make a motion.
- The allegations may be considered in one motion or dealt with through separate motions
- As per the Education Act, the impugned trustee cannot participate in the vote on the issue.

**Moved by: R. Mulholland
Seconded by: J. Brennan**

RESOLUTION #11-82: That all main motions relative to the item on Section 218.3 Investigation into Alleged Breach of Code of Ethics – L. Peddle be considered per the Rules of Order.

CARRIED UNANIMOUSLY. (Trustee Peddle did not participate in the vote.) Student Trustees Janas and Shen voted in favour.

**Moved by: J. Brennan
Seconded by: A. Johnstone**

RESOLUTION #11-83: That the Board receive the investigator's report.

CARRIED UNANIMOUSLY. (Trustee Peddle did not participate in the vote.) Student Trustees Janas and Shen voted in favour.

C. Thomlinson provided the following clarifications in response to Trustee questions:

- The Investigator's mandate was broad enough to allow inclusion of findings (relative to the second and third allegations) after March 28th.
- Her mandate was limited to factual findings related to J. Bishop's specific allegations.
- The report begins with a statement of her mandate, and the findings and examination of each allegation. Due to the large size of the report, an Executive Summary was included.
- Her mandate was to obtain the facts and the conclusions based on these facts/findings will rest with the Board of Trustees.
- Her internal process for collecting facts and findings is based on the information provided by the parties – she does not conduct her own investigation beyond this.
- In terms of internal workplace investigation, a standard of proof allows her to make findings, noting the need to satisfy whether these are more probable or not. There may be some instances where no significant evidence was gathered to determine the probability.

With no further Trustee questions, the Investigator left the meeting.

B. Bowlby reviewed the draft Process for Dealing with Breach of Board Code of Ethics as it relates to Section 218.3 of the Education Act and the Board's own Rules and Regulations. She clarified that the impugned trustee has a right to have all the same information as the other trustees. She said the Investigator provided the results of her investigation in the final report. If the trustees disagree with the results, then they now have the opportunity to discuss that. If the Board believes that they were not given all the information, then the process can pause. During the discussion, the impugned trustee is accorded the last word.

**Moved by: J. Bishop
Seconded by: R. Barlow**

That the Board accept the Investigator's Report.

In response to the trustees' concerns, B. Bowlby confirmed the motion on the floor was very general and did not actually specify what the breaches were.

The trustees agreed to make motions specific to each of the allegations in the report.

J. Bishop withdraw her motion.

Moved by: A. Johnstone
Seconded by: J. Brennan

That the Board accept the allegations outlined on clauses (i) and (ii) on page 11-4 and dealt with separately.

B. Bowlby felt it would work best if the motion reflects the allegation and a statement that this constitutes a violation of the Code of Ethics.

A. Johnstone was allowed to withdraw her motion.

Moved by: R. Barlow
Seconded by: A. Johnstone

That Trustee Peddle undermined the authority of the Board.

L. Peddle drew attention to the Investigator's findings on page 11-6 regarding her alleged participation in the drafting of the South ARC motion and her submission on page 11-52 in response to the allegations against her. She recalled the discussion and her e-mail communication to trustees to change their decision relative to the issue of reconsideration, emphasizing that there was a window of reconsideration at the time. L. Peddle stressed the need to redefine what the Board Rules mean.

Trustees in favour of the motion provided the following comments:

- All comments made by L. Peddle outlined on page 11-5 undermine the authority of the Board.
- There was admission from L. Peddle (on Page 11-19) that she probably expressed to South ARC her support of their efforts regarding their desire for a change to their Terms of Reference.

Trustees opposed to the motion noted the following points:

- There was a period of reconsideration.
- L. Peddle had no direct involvement in the South ARC motion.
- L. Peddle was speaking on the issues on behalf of her community.
- There were many grey areas relative to this allegation.

There was no final statement from L. Peddle prior to the vote.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Bishop, Simmons, Johnstone, Barlow.	(4)
OPPOSED:	Trustees Brennan, Hicks, White, Orban, Mulholland, Turkstra	(6)
ABSTENTIONS:	Student Trustees Janas, Shen.	(0)

(Trustee Peddle did not participate in the vote.)

Moved by: J. Brennan
Seconded by: R. Barlow

RESOLUTION #11-84: That Trustee Peddle disclosed information discussed in-camera and this constitutes a breach of the Code of Ethics.

Trustees in favour of the motion provided the following comments:

- There were previous in-camera meetings where L. Peddle walked out and went straight to the media to speak about the private issues under discussion.
- All trustees should be very careful about confidentiality, particularly those in-camera items outlined in the Education Act.
- L. Peddle could have suggested that the Board rise and report on an in-camera item rather than choosing to lobby the media. Trustees should be able to talk and discuss any delicate issue among themselves first instead of going the media route right away and create public uproar unnecessarily.

Trustees opposed to the motion remarked as follows:

- There were many grey areas in terms of what items should be in the public domain and what should not. Some in-camera items alleged to be divulged illegally by the impugned trustee were already public information.
- With legal advice, the Board was able to sort out and rectify its process in terms of access of meetings and records which resulted in moving about two and a half years' worth of in-camera motions to the public domain. The Board even apologized for some of the oversights made relative to this issue.

B. Bowlby clarified for L. Peddle that it is up to the Board to decide in terms of drawing the line for the consideration of additional allegations relevant to the motion on the floor. She noted the Board can allow the consideration of these as long as these are brought to the attention of the impugned trustee.

Responding to a question, the Director clarified that the issue around Westmount School's exclusion from ARC was dealt with differently. He recalled that the information was brought appropriately to the public but there was no fulsome discussion at the time. The Director noted that the full report and minutes of the in-camera December 7, 2009 Committee of the Whole (where the Westmount Recreation Centre item was discussed) were moved to the public domain at the March 28, 2011 regular Board meeting.

Considering that the allegations regarding her disclosure of in-camera information were general in nature, L. Peddle believed that she provided information the public needed to know -- subsequently, the public held this Board accountable which led to the regularization of its long kept in-camera motions into the public domain.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Hicks, Bishop, Simmons, Johnstone, Barlow. Student Trustees Janas and Shen.	(6)
OPPOSED:	Trustees White, Orban, Mulholland, Turkstra	(4)
ABSTENTIONS:	Student Trustees Janas, Shen.	(0)

(Trustee Peddle did not participate in the vote.)

Moved by: A. Johnstone
Seconded by: R. Barlow

That Trustee Peddle made disparaging remarks against other members of the Board.

Trustees not supporting the motion noted the Investigator found these remarks from the impugned trustee, who was upset at the time, were not done maliciously.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustee Johnstone.	(1)
OPPOSED:	Trustees Brennan, Hicks, White, Orban, Mulholland, Bishop, Turkstra, Barlow	(8)
ABSTENTIONS:	Trustee Simmons. Student Trustees Janas, Shen.	(1)

(Trustee Peddle did not participate in the vote.)

Given the concerns from some trustees regarding drawing the line in terms of considering the additional allegations and in light of clarification from the Board lawyer, the question was asked if the extension applied to the second approved motion.

J. Brennan, the mover of the second motion, noted that her motion took in to account all of the findings provided to the Trustees and there was no need to analyze the individual decisions.

With one allegation against L. Peddle upheld, B. Bowlby advised of the following sanctions the Board can impose: (a) censure of the impugned trustee, (b) barring the impugned trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board, and/or (c) barring the impugned trustee from sitting on one or more committees of the Board for the period of time specified by the Board. She noted a possible fourth sanction – not imposing the foregoing sanctions which may be based on the restoration of justice approach.

Responding to a question, B. Bowlby explained that censure means a reprimand which has no consequence in terms of preventing the impugned trustee from attending a meeting.

Moved by: T. White
Seconded by: L. Orban

RESOLUTION #11-85: That although the Board has found Trustee Peddle breached the Code of Ethics, the Board not impose a sanction.

Trustees in favour of the motion felt the case provided a learning curve for all trustees and now it is time to move on.

Trustees not supporting the motion would like to see the issues resolved (perhaps through the restoration of justice concept) – doing nothing will not correct these and the Board may be perceived as setting a precedent. In the future, all trustees should be reminded that, as a Board, their focus should always be “on what is best for the students”. Some Trustees felt sanctions were necessary as the impugned Trustee has not shown any signs of remorse.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Hicks, White, Orban, Mulholland, Bishop, Turkstra.	(6)
OPPOSED:	Trustees Brennan, Simmons, Johnstone, Barlow.	(4)
ABSTENTIONS:	Student Trustees Janas, Shen.	(0)

(Trustee Peddle did not participate in the vote.)

**Moved by: W. Hicks
Seconded by: K. Turkstra**

That the Board continue to meet past 10:00 p.m. to complete the agenda.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Hicks, White, Orban, Bishop, Simmons, Peddle, Johnstone, Turkstra, Barlow Student Trustees Janas and Shen.	(9)
OPPOSED:	Trustees Brennan, Mulholland.	(2)
ABSTENTIONS:		(0)

**Moved by: J. Bishop
Seconded by: J. Brennan**

RESOLUTION #11-86: That Trustee Barlow be appointed as Chair

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The Board had a two-minute break and then resumed the meeting at 10:07 p.m.

T. Simmons left his Vice-Chair seat and moved to R. Barlow's seat.

OTHER BUSINESS:

12. Section 218.3 Investigation into Alleged Breach of Code of Ethics – Trustees J. Bishop and T. Simmons

The Chair requested the Director to read out the summary of the allegations (please see Appendix B).

Expressing satisfaction that staff and trustees have complied and provided (at the October 17, 2011 Committee of the Whole meeting) the public with information that should have been in the public domain, L. Peddle withdrew her allegations. She stated that she had no desire to expend taxpayers' dollars further, noting however that she was not saying that her allegations did not occur. L. Peddle emphasized the need for the Board to address all issues around its Rules, adding there is considerable work to be done in this area.

Expressing concern with L. Peddle implying that the allegations did occur, T. Simmons felt there should be a clear understanding of the nature of the position of Chair and Vice-Chair of the Board, noting these

two individuals cannot do anything without the Board's will. Therefore the nature of the allegations were spurious.

Moved by: T. Simmons
Seconded by: A. Johnstone

That the Board set aside time for the trustees to attend a social justice session.

Given one trustee's concern that the motion was out of order, T. Simmons was allowed to withdraw his motion, stating he would consider bringing this item to a future meeting.

R. Barlow returned the role of Chair to J. Bishop. T. Simmons returned to his Vice-Chair seat.

Public Questions for Clarification

M. Harrington recalled an earlier statement from L. Peddle that when she requested J. Bishop to withdraw her allegation against L. Peddle, J. Bishop responded she was bringing this on behalf of the trustees.

The Chair responded that given that the Board had made its decision tonight this was not the time to look backwards.

M. Harrington stated he could not understand how the trustees made a decision as a group tonight.

M. Harrington asked how much the investigation cost (hourly rate and total cost).

The Director advised that, per legal counsel, this information cannot be provided due to Freedom of Information and Protection of Privacy Act. He noted further that the Investigator (engaged by HWDSB through a third-party contract) does not consent to disclosing this private and confidential information.

M. Harrington was concerned that the public will not be able to know how much this investigation cost the taxpayers.

The Director stated that if directed by the Privacy Act Commission to disclose this information then the Board will comply.

Adjournment:

Moved by: J. Brennan
Seconded by: T. White

That the meeting be adjourned, this being done at 10:41 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

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Appendix A

Notice of Motion

Moved by: L. Orban
Seconded by: R. Barlow

Whereas the Transportation Consortium operates on the “eligibility services” model delivering close to 28,000 students daily to specific eligible schools.

- HWDSB. c.16,000 students daily at a cost of c.13.7 million dollars.
- HWCDSB. c.12,000 students daily at a cost of c.7 million dollars.

Whereas accessibility to Programs of Choice and High School Specialist Majors offered in specifically designated schools is a transportation issue for many students. And to offer these specific programs on strategically located sites, its success is dependent on class enrolment numbers.

Whereas the HSR. student bus passes, though available, are not a direct route to desired specific program destinations. And at a cost of \$71.00 per student per month, student bus passes are a hardship for many families.

Whereas school closures through the ARC. process could possibly necessitate the need for reviewing both catchment and transportation issues.

Whereas there is a need to further explore improved efficiencies and effectiveness through greater collaboration.

BE IT RESOLVED that we invite our City Partners to participate in a feasibility study for a student transportation infrastructure toward a Student Transit System.



Minutes of the Special Board Meeting

Monday, December 5, 2011

PRESENT:

Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustees** Jacqueline Janas (Westdale), Judy Shen (Westmount).

Administration: John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Pat Rocco, Scott Sincerbox, Sharon Stéphanian.

REGRETS:

None.

1. Call to Order

The Chair of the Board, Tim Simmons, called the meeting to order at 10:12 p.m.

2. Approval of Agenda

**Moved by: J. Brennan
Seconded by: T. White**

RESOLUTION #11-97: That the agenda be approved.

CARRIED UNANIMOUSLY. Student Trustees J. Janas and J. Shen voted in favour.

3. Declaration of Conflict of Interest

None received.

ACTION ITEMS:

4. Report from the In-camera Committee of the Whole – December 5, 2011

**Moved by: R. Barlow
Seconded by: J. Brennan**

RESOLUTION #11-98: That the following report of the In-camera Committee of the Whole dated December 5, 2011 be adopted:

Report of the December 5, 2011 In-camera Committee of the Whole

1. Negotiations Mandate: Designated Early Childhood Educators (DECEs)

It was moved by W. Hicks, seconded by T. White: That the Tentative Collective Agreement between the Designated Early Childhood Educators (DECEs) represented by the Elementary Teachers'

Federation of Ontario (ETFO) and the Hamilton-Wentworth District School Board for the years 2010-2011 to 2011-2012 be approved.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: K. Turkstra
Seconded by: A. Johnstone

That the meeting be adjourned, this being done at 10:14 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

rr

DRAFT



Minutes of the Board Meeting

Monday, December 12, 2011

PRESENT:

Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9 & 10), Alex Johnstone (Wards 11 & 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). Student Trustees Jacqueline Janas (Westdale), Judy Shen (Westmount).

Administration: John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, John Laverty, Peter Joshua, Pam Reinholdt, Pat Rocco, Scott Sincerbox, Sharon Stephanian,

REGRETS:

Administration: Pat Rocco

1. Call to Order

The Chair of the Board, Tim Simmons, called the meeting to order at 8:34 p.m., welcoming everyone.

2. O Canada

The singing of O Canada was led by Trustee J. Brennan.

3. Written Questions for Clarification

None received.

4. Approval of Agenda

Added Items:

9C – Report of the December 12, 2011 In-camera Special Committee of the Whole

**Moved by: J. Bishop
Seconded by: R. Barlow**

RESOLUTION #11-99: That the agenda be approved as amended.

CARRIED UNANIMOUSLY. (Trustees Mulholland and Turkstra were not in the Board Room during the vote) Student Trustees Janas and Shen voted in favour.

5. Declaration of Conflict of Interest

W. Hicks declared a possible conflict with the monitoring report in item 9C (Report of the December 12, 2011 In-camera Special Committee of the Whole), noting he will not participate in the debate and will leave the Board Room during consideration of this item.

Trustees R. Mulholland and K. Turkstra returned to the Board Room.

6. Approval of the Minutes

Moved by: L. Peddle

Seconded by: T. White

RESOLUTION #11-100: That the minutes of the October 31, 2011 Regular Board meeting be lifted.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: L. Peddle
Seconded by: J. Bishop

That the minutes of the October 31, 2011 Regular Board meeting (clean version) be approved as revised.

L. Peddle signified her intention to review the minutes line by line.

Trustees' comments were recorded as follows:

- The Chair reminded that it is not a practice for trustees to edit the minutes, noting the minutes are not verbatim and only reflect the actions of the Board.
- One trustee recalled that the Board has given the responsibility of editing the minutes to the respective Chairs of Board and committees.
- One trustee noted that the person suggesting the edits to these minutes was highly impacted during the discussion, adding that for this particular minutes, the editing by past Chair of the Board may be compromised as she was also a key subject of the discussion at the October 31st meeting.

Chair Simmons offered to review these minutes, noting he would follow the new process of brief minutes which reflect only the key actions taken with no mention of individual names.

Moved by: J. Brennan
Seconded by: T. White

RESOLUTION #11-101: That the minutes of the October 31, 2011 Regular Board meeting be re-tabled.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: K. Turkstra
Seconded by: T. White

RESOLUTION #11-102: That the minutes of the November 21, 2011 Regular Board meeting be approved.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland, Barlow, Simmons, Bishop, Turkstra.	(10)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

7. Business Arising from the Minutes

None.

ACTION ITEMS:**8. Audit Committee: 2010-2011 Financial Statements**

K. Turkstra provided a brief overview of the report.

In presenting the report, D. Grant highlighted that HWDSB received a clean audit opinion and its financial statements complied with the Ministry in terms of enveloping expenditures. He acknowledged the hard work and efforts of Irene Polidori (Manager of Finance) and Aaron Lofts (Manager of Capital and Grants) and their collaboration with Janet Allen, Partner –KPMG LLP Chartered Accountants, who was in attendance to assist in responding to trustee questions.

In response to Trustee questions, the following clarifications were provided:

- Regarding the Local Taxation line under Revenues (page 8-7), although school boards no longer stipulate education mill rate, the provincial government is responsible for this – education in Hamilton generates that mill rate. There is year after year base when HWDSB receives monies from the City relative to the property tax base.
- Deferred Revenue relates to a number of grants (e.g., educational programs) HWDSB receives over the year.
- J. Allen advised that there are no major changes anticipated in terms of audit/reporting of financial statements other than the property tax revenue will no longer show in operations two years from now.

**Moved by: K. Turkstra
Seconded by: J. Brennan**

RESOLUTION #11-103: That the Report of the Audit Committee dated December 5, 2011 be adopted.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The Chair thanked J. Allen for her time and efforts.

9A. Report from the Open Regular Committee of the Whole**Report of the December 5, 2011 Regular Committee of the Whole****ACTION ITEMS****1. French Immersion Program**

It was moved by J. Brennan, seconded by K. Turkstra: That the Board approve French Immersion to begin in grade 1 effective September 2012 and that all Junior and Senior Kindergarten students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012.

Amendment:

It was moved in amendment by K. Turkstra, seconded by A. Johnstone: That the following phrase be added at the end of the motion: “unless there is space at the French Immersion schools through the out of catchment request process, giving priority to those students with siblings already in the school”.

2. West Accommodation Review Committee (ARC) Terms of Reference - Timelines

It was moved by J. Bishop, seconded by K. Turkstra: That the Terms of Reference for the West ARC be amended to: “the ARC will complete its work and submit its report to the Director of Education by Friday, February 3, 2012.”

It was moved by L. Peddle, seconded by W. Hicks: That an extension of deadline for final reports, aligned with West ARC, be offered to the North and South ARCs, if requested.

3. Policy Working Sub-Committee

A. Environment Policy

It was moved by J. Brennan, seconded by T. Simmons: That the Environment Policy (as amended) be approved.

The following motion was considered at the December 5, 2011 Committee of the Whole and was lost:

French Immersion Program

It was moved by L. Peddle, seconded by T. White: That the report re French Immersion Program be referred to staff and that a report which provides all required information be brought back.

Trustees agreed to consider and vote on each item in the report separately.

Moved by: T. White
Seconded by: J. Brennan

RESOLUTION #11-104: That clause 1 (French Immersion Program) be tabled until the January regular Board meeting.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The Director clarified that Superintendent P. Joshua will be working closely with the French Immersion Advisory Committee, noting the committee's next meeting is on January 18, 2012. He assured that the committee members will be apprised on Board discussions around French Immersion, particularly the trustees' direction to broaden community feedback and consultation.

Moved by: R. Barlow
Seconded by: A. Johnstone

RESOLUTION #11-105: That clause 2 (West Accommodation Review Committee [ARC] Terms of Reference – Timelines) be approved.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

3. Policy Working Sub-Committee

A. Environment Policy

Student Trustees – suggested revision

J. Janas noted the need for emphasis on student voice/involvement, requesting that under Action Required of the policy, clause 2 be revised to read as follows:

Action Required: (2) Student and Community Engagement, item 2(d) Work with parents, School Councils, **students, Student Councils** and community groups in promoting environmental education including environmental awareness and protection, energy conservation, waste management protection of the biosphere and outdoor education.

J. Shen clarified that there are representatives from Student Senate who attend the Environmental Policy Committee and advised that the Student Council is comprised of students within the school.

Moved by: T. White
Seconded by: J. Brennan

RESOLUTION #11-106: That the preceding revisions to the Environmental Policy be approved and the Policy as revised be adopted.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: R. Barlow
Seconded by: J. Bishop

9B. RESOLUTION #11-107: That the Report of the In-camera Regular Committee of the Whole dated December 5, 2011 be adopted.

Report of the December 5, 2011 In-camera Regular Committee of the Whole

ACTION ITEM:

I. Negotiations Mandate: Designated Early Childhood Educators (DECEs)

It was moved by W. Hicks, seconded by T. White: That the Tentative Collective Agreement between the Designated Early Childhood Educators (DECEs) represented by the Elementary Teachers' Federation of Ontario (ETFO) and the Hamilton-Wentworth District School Board for the years 2010-2011 to 2011-2012 be approved.

S. Sincerbox advised that this employee group voted on the tentative agreement and it was a "win-win" situation for all parties.

To the motion,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: R. Barlow
Seconded by: J. Brennan

9C. RESOLUTION #11-108: That the Report of the In-camera Special Committee of the Whole dated December 12, 2011 be adopted.

W. Hicks left the Board Room prior to the vote.

Report of the December 12, 2011 In-camera Special Committee of the Whole

ACTION ITEM:

I. Property Disposition Protocol – Carpenter Vacant Site

It was moved by J. Bishop, seconded by J. Brennan: That the Board authorize Administration to commence with Phase I of the Board's Property Disposition Protocol for the Carpenter vacant site consisting of 9.92 acres located at 401 Rymal Rd. W.

MONITORING ITEM

The following monitoring report was presented:

Non-Union Salary Protocols Implementation 2011/2012 (Principals and Vice-Principals and Senior Administration)

Trustees agreed to consider and vote on each item in the report separately.

Clause I was put to a vote and was **CARRIED UNANIMOUSLY.** (Trustee Hicks was not in the Board Room during the vote.) Student Trustees Janas and Shen voted in favour.

The Monitoring Item was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, White, Orban, Barlow, Simmons, Bishop, Turkstra.	(8)
OPPOSED:	Trustee Mulholland.	(1)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

Trustee Hicks was not in the Board Room during the vote.

Note: The Report from the December 12, 2011 Open Special Committee of the Whole was not presented as the committee meeting was recessed. The report will be presented at a Board meeting in January 2012.

10. Notice of Motion

J. Bishop read her Notice of Motion (see Appendix A), which will be considered at the January Board meeting.

11. Notice of Motion

L. Peddle read her Notice of Motion (See Appendix B), which will be considered at the January Board meeting..

INFORMATION ITEMS:

12. Student Trustees' Report

A. Local Activities

J. Janas advised that Student Senate will be meeting on December 14th to discuss outstanding initiatives and projects, a key one will be the development of a Board-wide constitution for Student Councils. It is anticipated that this constitution will be completed this school year for use next year.

B. OSTA Report

J. Shen reported that OSTA has been (a) working on all of its official documents, (b) completing the finishing touches for the Equity video which features Ontario students, and (c) currently on the first stages of creating a Student Leadership policy which all student trustees can adopt and learn from.

13. Chair's Report

Chair Simmons presented his report (see Appendix C).

14. Director's Report

The Director's Report included the following:

Peace Medal Breakfast

At the annual awards breakfast on November 22nd, Highland student Jasmin Goldstein won a YMCA Peace Medal for her human rights work. She was one of two HWDSB students nominated for the award that honours the achievements of individuals and groups who have made significant contributions to fostering a culture of peace in our community. Jasmin supports organizations such as Amnesty International and Out-of-the-Cold, and has raised funds to travel to Kenya with Free the Children to build a school. She also organizes school assemblies to raise awareness of social justice issues. Ancaster

High students Connor Finlay and Nicki Varkevisser each received a nomination for their volunteer work on behalf of Invisible Children – an organization that raises funds and awareness to help children who are victims of civil war. All three are great examples of students making a difference.

Week of the Child and Youth Awards Luncheon

This event was held on Friday, November 25th at the Renaissance Centre.

HWDSB winners were:

Brendan Johnson – Physical Education Teacher at Sir Isaac Brock School

Brendan is a shining example of a selfless individual wholly committed to all members of the school community. In addition to his exemplary skills as a physical education instructor, he can be found regularly sacrificing his personal and preparation time to care for scrapes and tears, develop genuine relationships with all student and their families, ride the bus to and from school with students to ensure safety, man the BBQ on Meet the Teacher Night, run to Tim's to grab lunch for a student without, take on supervision time for a colleague while they meet with a parent, make kids smile and engage anyone and everyone who enters our buildings. Achievement Matter, Engagement Matters, and Equity Matters... Brendan Johnson lives it fully and with the greatest of passion each and every day.

Julia Kruizinga – Grade 8 student at Dalewood

Julia is a member of the Soccer Team, the Volleyball Team, the Me to We Group, Student Council, Choir, the Environment Club and is a Library Helper at school. She has volunteered with many organizations and has taken part in a thirty-hour famine to raise funds for World Vision. Julia has travelled to Mississippi and worked for two weeks at a mission church store. Julia has demonstrated a caring and responsible attitude towards other students who might be less popular or shy. She seeks out students and situations where she can be of assistance, such as befriending a student who has autism or explaining an activity to a student who is struggling with the English language. Julia's comments are always ones which offer support and encouragement to other students.

Colin Heyens – Grade 12 student at Orchard Park

Colin has been on the Principal's Honour Roll for Academic excellence since 2008. He has scored in the top 25% in the University of Waterloo Cayley Math Contest. Colin has been a member of at least four sports teams a year since he started grade nine in the fall of 2008. He was also a member of the Jr. Band. Colin cares about improving the lives of others as well as the community in which he lives. He has travelled to New Orleans in 2008 and Ecuador in 2010 to help build homes and schools for impoverished communities. Colin's latest project took place last month when he ran a full marathon while dribbling a basketball to raise funds for City Kidz and Haiti Relief. Colin always looks for ways to celebrate the achievements of others.

School Visits

The Director reported about his wonderful opportunity to visit schools (half days) with superintendents. He was pleased watching and listening to students as they talk about what they learn in school. These school visits also provided the Director a chance to spend time with Direction teams which are involved with Knowing our Students initiative. He noted further that these school visits will continue throughout the year.

15. OPSBA Report

J. Brennan advised that the organization is now getting to know its new administration and staff. She related that there have not been much legislation and initiatives to consider lately. J. Brennan noted some key issues which include the provincial government's announcement on bullying and Premier McGuinty being perceived as anti-Catholic.

Key OPSBA topics to watch are: (a) OPSBA's Board, (b) the anticipated Code of Conduct turning into a real document, particularly the debate around the Code and the enforcement piece.

J. Brennan reminded trustees about the upcoming Public Education Symposium in January 2012. Further details will be forthcoming. She felt this professional development opportunity has been providing best use of trustees' time.

CORRESPONDENCE:

16. Norwood Park School Council – Accommodation Committee

**Moved by: L. Orban
Seconded by: K. Turkstra**

RESOLUTION #11-109: That the letter from Norwood Park School Council – Accommodation Committee regarding the French Immersion Report to the Board be referred to staff for follow up.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

17. Public Questions for Clarification

Roz Manaji asked about the process for referring the presentation of the French Immersion Advisory Committee report and the possibility of a conflict in terms of timelines.

The Director clarified that the superintendent working with FIAC has an opportunity to convene a meeting with the committee before the timeline requested by the Board.

Superintendent Joshua advised of the FIAC's meeting on January 18, 2012.

Adjournment:

**Moved by: L. Orban
Seconded by: T. White**

That the Board adjourn and resume the meeting of the open Special Committee of the Whole.

CARRIED UNANIMOUSLY. Student Trustees. Janas and Shen voted in favour.

The Board meeting adjourned at 9:38 p.m.

rr

Appendix A: Notice of Motion (J. Bishop)

Whereas the Hamilton-Wentworth District School Board through its Equity policy has indicated that: *The Hamilton-Wentworth District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.*

Whereas all programs of the HWDSB should be open to all students who can benefit from them;

Whereas students who wish to take the prestigious International Baccalaureate program, currently offered in three of our high schools, must pay substantial fees;

Whereas those students who are unable to cover these costs may apply to the schools for financial assistance, which may be an embarrassment as an invasion of privacy, and act as a deterrent from applying to the program;

Whereas the Toronto District School Board, and all school boards in Nova Scotia currently charge no cost to students in these programs;

Be it resolved that staff be requested to provide the following to the Board at the February Committee of the Whole: a report on the revenue and expenses of the current International Baccalaureate Program; provide suggestions, other than the use of parent fees, for covering the amount currently provided through fees; and the pros and cons for the development of an open and transparent system application process for students to the program.

Judith Bishop, December 7, 2011.

Appendix B: Notice of Motion (L. Peddle)

Meeting Procedures and Restoring Public Confidence in HWDSB Governance practices

Moved by Trustee Laura Peddle

Seconded by Trustee Todd White

Whereas Section 207 of the Education Act ensures public access to meetings and records of the Hamilton-Wentworth District School Board (HWDSB), and

Whereas the Education Act has strict criteria for the closing of certain committee meetings, and

Whereas the Education Act enshrines that any person may, at all reasonable hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and, upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or at such lower rate as the board may fix, the secretary shall furnish copies of them or extracts therefrom certified under the secretary's hand, and

Whereas there has been recent public scrutiny applied to the long-standing governance practices of the HWDSB, and

Whereas the HWDSB desires to ensure public confidence in all that it does,

Therefore be it resolved that the HWDSB Board of Trustees:

- a) Request a report and recommendations from leading governance experts (both in theory and practice) to review and modernize the Board of Trustees' Rules and Regulations and meeting practices (public, private, professional development, procedural)
- b) Invite participation in the review from some of those whom have recently been quoted in the media
- c) Cost not to exceed \$10,000 plus HST
- d) Implementation and oversight to be provided by the Governance Committee
- e) All Trustees to be invited to participate
- f) Final Report to be presented to the Board of Trustees no later than the June 2012



Minutes of the Special Board Meeting

Monday, January 16, 2012

PRESENT:

Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). Student Trustees Jacqueline Janas (Westdale), Judy Shen (Westmount).

Administration: John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Pat Rocco, Scott Sincerbox, Sharon Stéphanian.

REGRETS:

Lillian Orban (Ward 7)

1. Call to Order

The Chair of the Board, Tim Simmons, called the meeting to order at 9:50 p.m.

2. Approval of Agenda

**Moved by: J. Brennan
Seconded by: A. Johnstone**

RESOLUTION #12-01: That the agenda be approved.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Mulholland. Simmons, Barlow, Bishop, Turkstra.	(9)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

3. Declaration of Conflict of Interest

None received.

ACTION ITEMS:

4. Report from the Committee of the Whole – January 16, 2012

**Moved by: R. Barlow
Seconded by: J. Brennan**

RESOLUTION #12-02: That the following report of the Committee of the Whole dated January 16, 2012 be adopted as amended.

Report of the January 16, 2012 Open Committee of the Whole

ACTION ITEM

I. Delegations – Special Hearings of Committee of the Whole

It was moved by T. Simmons, seconded by J. Bishop: That the Board approve the revised delegation rules for special hearings related to the accommodation reviews.

Amendments:

It was moved by A. Johnstone, seconded by J. Bishop: That the delegations be given a choice of either 5 or 10 minutes presentation time.

It was moved by T. White, seconded by L. Peddle: That delegations unable to attend be encouraged to make their submissions three business days prior to the hearing.

Lost Motions:

It was moved by J. Bishop, seconded by T. Simmons: That the following clauses of the last paragraph under “Process for delegations at the committee hearing” be deleted:

- (a) Receive the delegation, or
- (b) Refer specific items to staff for follow-up

It was moved by J. Bishop, seconded by J. Brennan: That clause (b), “Refer specific items to staff for follow-up” of the last paragraph under ‘Process for delegations at the committee hearing’ be deleted.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

**Moved by: T. White
Seconded by: A. Johnstone**

That the meeting be adjourned, this being done at 9:53 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

rr

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Open Committee of the Whole Report to Open Regular Board

DATE: Monday, January 30, 2011

TO: OPEN REGULAR BOARD

FROM: Robert Barlow
Chair of the Committee of the Whole

RE: **Report of the December 5, 2011
Open Committee of the Whole**

Moved by _____, seconded by _____ :

That the Report of the Open Committee of the Whole dated December 5, 2011 be adopted.

Motions:

ACTION ITEMS

I. French Immersion Program

It was moved by J. Brennan, seconded by K. Turkstra: That the Board approve French Immersion to begin in grade 1 effective September 2012 and that all Junior and Senior Kindergarten students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012.

Amendment:

It was moved in amendment by K. Turkstra, seconded by A. Johnstone: That the following phrase be added at the end of the motion: “unless there is space at the French Immersion schools through the out of catchment request process, giving priority to those students with siblings already in the school”.

CARRIED, 7 IN FAVOUR (Trustees Brennan, Hicks, Simmons, Barlow, Johnstone, Turkstra, Bishop), **1 OPPOSED** (Trustee Mulholland), **3 ABSTAINED** (Trustees White, Orban, Peddle). Student Trustees Janas and Shen voted in favour.

To the motion as amended, **CARRIED, 7 IN FAVOUR** (Trustees Brennan, Hicks, Simmons, Barlow, Johnstone, Turkstra, Bishop), **4 OPPOSED** (Trustees White, Orban, Mulholland, Peddle) Student Trustee Shen voted in favour (Student Trustee Janas was not in the Board Room during the vote).



EXECUTIVE REPORT TO BOARD

DATE: January 30, 2012

TO: John Malloy, Director of Education

FROM: Peter Joshua, Superintendent of Leadership and Learning
Ellen Warling, Manager of Accommodation and Planning

RE: French Immersion Program Consultation and Review

Action X Monitoring

The following motion was tabled on December 12th 2011:

- a) That the Board approve French Immersion to begin in grade 1 effective September 2012 and that all junior kindergarten (JK) and senior kindergarten (SK) students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012 unless there is space at the French Immersion schools through the out of catchment request process, giving priority to those students with siblings already in the school.

In addition, staff is recommending the following:

- b) That, effective immediately, the French Immersion Policy be amended to include and reflect the following policy statement: *It is the policy of the Hamilton-Wentworth District School Board that the Early French Immersion program begin in Grade One. (See Appendix A for the revised version of the policy)*
- c) That, effective September 2012, a single track French Immersion program begin in Grade 1 at the current Bellmoore School site on Highway 56.

Rationale:

On December 5th, 2011 it was recommended that the Board approve French Immersion (FI) to begin in grade 1 effective September 2012 and that all junior kindergarten (JK) and senior kindergarten (SK) students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012.

The recommendation was discussed and a motion was put forward with an amendment (in bold):

That the Board approve French Immersion to begin in grade 1 effective September 2012 and that all JK and SK students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012 **unless there is space at the French Immersion schools through the out of catchment request process, giving priority to those students with siblings already in the school.**

16A-3

This motion was tabled until the December 12th Committee of the Whole Meeting where a more detailed report outlining program and accommodation implications was presented to trustees. At the December 12th meeting, trustees referred back to staff the following motion:

That the French Immersion Review Report be referred back to staff and that staff facilitate a consultation process including the French Immersion Advisory Committee (FIAC) and our wider community which will provide feedback on:

1. The starting point of French Immersion in HWDSB*
2. The initiation of a single track French Immersion school at the Bellmoore School Site
3. Potential boundary changes that would facilitate a strategic French Immersion accommodation plan
4. Budget Implications

* A change to a grade 1 FI entry point will result in a change to the following French Immersion Policy Statement:

It is the policy of the Hamilton-Wentworth District School Board that the Early French Immersion program begin in senior kindergarten

Context:

HWDSB has been committed to providing a quality French Immersion program since it began in 1975 in the Hamilton Board of Education. Today, the FI program continues to offer an excellent opportunity for students to develop and refine their ability to communicate in French and to understand and appreciate Canada's francophone heritage, language and literature.

A recent comprehensive review of the program, conducted by staff over the past year, has brought to light the successes of our students along with a number of challenges with accommodation and program delivery in our schools.

The following are the guiding principles that have informed our practice when developing solutions to the accommodation and fiscal challenges raised in the review:

- Providing an engaging program for all students
- Long term reduced reliance on portable classrooms
- For single track schools – a healthy enrolment in the program
- For dual track schools – a balanced and healthy enrolment in both FI and English programs (65%/35% French/English or English/French)
- Long term preferred K-8 model for elementary schools
- Pathway to an FI program in secondary school
- Equity of access (transportation, facilities)
- Equity of opportunity
- Equitable distribution of programs

This report will specifically address the areas of concern brought forth in the motion on December 12th, but is the first stage of an overall FI strategy.

This strategy will address the accommodation and program delivery work necessary to ensure that we provide equity of access, opportunity and outcome to meet the needs of all students in HWDSB.

16A-4

Data and information provided in previous reports demonstrates that staff has thoroughly investigated many suggested solutions. The recommendations in this report are aligned with our guiding principles and address fiscal and accommodation challenges with our current model of FI programming.

The following sections provide information addressing the four areas that were referred back to staff on December 12th and that formed the basis for community consultation.

The Starting Point of FI in HWDSB and Budget Implications:

As outlined in previous reports, staff is proposing the change to a Grade 1 entry point for the FI Program because as Full Day Kindergarten is implemented in all our elementary schools, HWDSB lacks the capacity for the additional 21 purpose built kindergarten classrooms that would be needed to accommodate our students. If FI were to commence in Grade 1, it is estimated that HWDSB would require seven additional purpose built kindergarten classrooms at FI schools.

With an SK start to FI, the net additional 14 kindergarten classrooms would cost HWDSB up to \$3.4 million in construction and \$2.5 million in annual operating costs, which are not covered by any provincial funding.

Implications if a decision is made to continue with an SK FI entry point:

- Accommodation Implications – Funding for FI with an SK start will directly impact other needed capital construction projects as capital dollars would need to be diverted to the construction of SK FI purpose built kindergarten classrooms. This impact would include the diversion of school renewal grants away from other planned capital improvements such as renovations, new roofs, and Accommodation Review Committee (ARC) plans not covered by Ministry funding.

Staffing Implications – The additional teachers and early childhood educators required to staff SK FI classrooms will put additional cost pressures on the board budget, which may require the Board to reduce other areas in order to balance the budget. These potential reductions may include the number of Learning Improvement Teachers, Math Facilitators or Educational Assistants or the amount of Classroom resources allocated to the schools.

- All FI schools will be unable to offer courtesy JK for students living in the FI boundary for 2012/13 due to overcrowding at these sites. These JK students would be directed to their home schools.

Timing of Decision Implications:

- Kindergarten registration and the staffing process for 2012/13 will be affected if the decision is delayed until after January 30th.
- The Ministry of Education Capital Finance Branch is awaiting the board decision prior to finalizing the funding allocation for year 5 Full Day Kindergarten capital funding. A deadline of February 3rd has been established.
- A delay in decision will impact the needed accommodation relief at overcrowded sites. Overcrowding provides less access to such shared facilities at gyms, libraries, computer labs and outdoor play spaces for each student at these schools.

16A-5

Program Implications:

As outlined in previous reports, research indicates that while a primary start to FI programming is more beneficial than a junior start in Grade 4, there is no conclusive evidence to suggest that students would be academically disadvantaged by a Grade 1 versus an SK start to FI.

Even with a Grade 1 FI entry point, HWDSB's FI program would still exceed the Ministry of Education's minimum requirement of 3800 hours of instruction for an FI program by over 1200 hours.

Transportation Implications:

The original transportation model for FI students was designed around a Grade 1 entry point. As a result, the move to a Grade 1 start for FI will not impact the fleet capacity of the Hamilton-Wentworth Student Transportation Services (HWSTS). Until September 2011, SK FI students were never considered eligible for transportation service. Under direction of the HWDSB, effective September 2011, HWSTS provides service to the in-catchment Full Day Kindergarten FI students at Guy Brown School residing beyond 1.0 kilometers from the school.

The initiation of a single track FI school at the Bellmoore School Site and resulting boundary change

As outlined in the December 12th report, HWDSB has the opportunity to establish a new single track FI school. The site is the current Bellmoore site on Highway 56. The establishment of the new FI program provides much needed enrolment relief at Lawfield School along with the opportunity to provide FI closer to home for students from the Glanbrook/Binbrook communities of Hamilton.

It is recommended that all FI students from Lawfield who live in the proposed FI boundary attend the new school at the Bellmoore site at Highway 56.

Without this change there is insufficient space at Lawfield School to accommodate all students living within the boundaries of Lawfield on site in 2012/2013.

If a new single track FI school is created, staff is committed to gathering additional feedback from the community and a team will be established to facilitate the transition to the new school.

Consultation Process

Consultation with the French Immersion Advisory Committee (FIAC):

On December 21st, 2011 input was sought from the French Immersion Advisory Committee regarding the format of the consultations to be conducted with the wider HWDSB community. Based on the feedback received staff conducted a series of online and in-person consultation in January 2012.

At the January 25th, 2012 meeting of FIAC, an in-person consultation took place where FIAC members provided their feedback on the recommended change to the entry point to FI. Below is a summary of the feedback received from the consultation. A full report can be found in the appendices.

16A-6

French Immersion Program Entry Point Consultation

Summary of French Immersion Advisory Committee In-Person Consultation Findings

A. Purpose of Consultation

The Hamilton-Wentworth District School Board (HWDSB) is exploring the possibility of changing the entry point of French Immersion (FI) from Senior Kindergarten (SK) to Grade 1. The decision is the result of the required implementation of the Full Day Kindergarten (FDK) in all HWDSB schools by 2014. HWDSB is committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of FIAC were invited to comment on the proposed change to the FI entry point via an in-person consultation on January 25th, 2012. This document provides an overview of the in-person public consultation. A total of 15 FIAC members attended the in-person consultation.

B. Summary of Feedback about the Proposed Change in FI Entry Point

Overall, the feedback received suggests that FIAC members have several concerns regarding FI entry point change. The main themes that emerged from respondents' comments regarding the entry point change were:

1. Early exposure to a second language (e.g., Grade 1 start would be disadvantageous for students versus additional year (in SK) allows for the development of English language skills),
2. The change would introduce unnecessary transitions for students,
3. Inequitable access to experiences across children (e.g., inequitable access to FDK across the system),
4. Potential negative consequences to enrolment in HWDSB (e.g., decrease in enrolment),
5. Accommodation issues (e.g., creation of additional single track schools),
6. Support around catchment issues (e.g., decrease need for school transition by allowing more out-of-catchment students),
7. FI program supports (e.g., provide FDK that is half time French half time English, delay entry change by 1 year to provide time to adjust, support to teachers if change takes place), and
8. Consideration of alternatives to entry point change.

C. Respondent Characteristics

The feedback received was from a committee who are very familiar with the FI program within HWDSB. It is recommended that the results summarized herein are interpreted with this in mind.

HWDSB Community Consultation:

Staff conducted a series of online and in-person consultations from January 9th to January 23rd, 2012 to address 1) the recommended change to the entry point to FI, and 2) the establishment of a new single track FI school at the Bellmoore site (Highway 56) and potential boundary changes. Detailed background information (e.g., presentations, a Frequently Asked Question document) was posted on HWDSB's website along with links to two online surveys: the first addressing the entry point change and the second addressing the creation of a single track school and corresponding boundary changes. All in-person consultations began with a presentation on relevant background information and participants were invited to ask any questions regarding the material presented. Following the presentation, feedback was gathered from participants via small group discussions. Below are summaries of the feedback received from all consultations. Full reports can be found in the appendices.

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French Immersion Program Entry Point Consultation Summary of Online Survey and In-Person Consultation Findings

A. Purpose of Consultation

The Hamilton-Wentworth District School Board (HWDSB) is exploring the possibility of changing the entry point of French Immersion (FI) from Senior Kindergarten (SK) to Grade 1. The decision is the result of the required implementation of the Full Day Kindergarten (FDK) in all HWDSB schools by 2014. HWDSB is committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed change to the FI entry point by completing an on-line survey, by sending written correspondence by email or regular mail, and by attending one of three in-person consultations in January 2012. This document provides an overview of the findings of the stakeholder online survey and the in-person public consultations. A total of 570 responses were received for the online survey while 65 individuals attended the in-person consultations.

B. Summary of Feedback about the Proposed Change in FI Entry Point

Overall, the feedback received suggests that majority of respondents are *not* in favour of the FI entry point change. Five main themes emerged from reasons provided for *not* being in favour of the proposed change:

1. A second language is best learned early in development (i.e., before 6 years of age) and that the Grade 1 start would be right at the cut-off of a 'sensitive' window of learning,
2. The change would introduce unnecessary transitions for students (e.g., curriculum, school and peer group change),
3. Transportation challenges for families, particularly those with multiple children attending different schools,
4. Inequitable access to FI and enrichment experiences across children (e.g., inequitable access to FI between siblings), and
5. Potential negative consequences to enrollment in FI program and enrollment in HWDSB (e.g., decrease in enrolment).

With regard to being *in* favour of the change, four main themes emerged from the responses received:

1. Additional year (in SK) allows for the development of English language skills,
2. Improved school experience for students and families (e.g., FDK benefitting a large number of families),
3. Budgetary and accommodation issues (e.g., the change is responsible spending in light of FDK costs), and
4. Standardized FI and FDK programs within HWDSB (e.g., standardized FI entry, adequate space in FDK classrooms).

Respondents identified the following ways in which the HWDSB could provide support should the change to the entry point to FI take place:

1. Support around catchment issues and having policies for siblings (e.g., decrease need for school transition by allowing more out-of-catchment students),
2. FI program supports (e.g., provide core French in SK, provide FDK that is half time French half time English, delay entry change by 1 year to provide time to adjust),
3. Improve communication (e.g., communicate more proactively with stakeholders, provide information about to prepare for entering FI program in Grade 1),
4. Facilitate transition from SK to Grade 1 and changes in school (e.g., field trips to new school, prepare for French curriculum),
5. Accommodate daycare needs especially for parents with children in different schools, and
6. Offer other programs within HWDSB (e.g., more gifted and enrichment programs).

C. Respondent Characteristics

A strong attempt is made to publicize the opportunity to participate in the consultation process via board communication vehicles (e.g., website) and members of the public are provided with different modalities to share their opinion (e.g., online survey, in-person consultations). The feedback received, particularly for the online consultation, was predominantly from parents who have children within the FI program in HWDSB. Specifically, the majority of respondents with at least one or two children attending an HWDSB school indicated that their child was currently enrolled in a FI program (for the first child 65% FI, 35% English; for the second child 54% FI and 46% English). For parents who have a 3rd or 4th child, current FI enrollment was lower than English enrollment (e.g., for the third child 42% FI, 58% English). It is recommended that the results summarized herein are interpreted with this in mind.

This report was prepared by the Evidence-Based Education and Services Team.

16A-9

Single Track French Immersion Elementary School Consultation

Summary of Survey and In-Person Consultation Findings

A. Purpose of Consultation

HWDSB is exploring the possibility of creating a new single track French Immersion (FI) elementary school at the current Bellmoore (Highway 56) site. The decision to investigate the establishment of such a school is the result of the increasing population at Lawfield. One of the solutions discussed to alleviate the capacity issue at Lawfield was the establishment of a new French Immersion centre. Creating a single track French Immersion elementary school at the current Bellmoore site provides needed relief to Lawfield while providing an opportunity to provide French Immersion closer to home for students from the Glanbrook/Binbrook area of the City of Hamilton.

HWDSB is committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed creation of a new single track FI elementary school and associated boundary change by completing an on-line survey, by sending written correspondence by email or regular mail, and by attending an in-person consultation in January 2012. A total of 87 responses were received for the survey and 30 individuals attended the in-person consultation.

B. Summary of Feedback about the Proposed Creation of a New Single Track FI school and Accompanying Boundary Change

Overall, there is mixed support for the proposed Single Track FI school at the Bellmoore site and corresponding boundary changes. Several main themes emerge for being in favour and not in favour of the changes, these are summarized below:

1) Creation of Single Track FI school

Respondents identified the following *challenges* as reasons for *not* being in favour of the proposed change:

1. Concerns regarding access to programming (e.g., after school care, would increase commute time),
2. Needing to make alternate child care arrangement than those presently made,
3. Accommodation (e.g., Bellmoore in need of repairs),
4. Transportation (e.g., volume of traffic, not wanting child to be bused to school, lack of public transportation),
5. Enrollment concerns (e.g., change will not address overcrowding at other schools, impact of change on English program),
6. Quality of FI program (e.g., availability of teachers and resources, sustainability of solution given population growth), and
7. Loss of sense of community at Lawfield.

Respondents identified the following *benefits* as reasons for being *in* favour of the proposed change:

1. Improved access to programming (e.g., reduced commute for children),
2. Accommodation (e.g., good use of HWDSB facility, allows siblings to attend the same school, reduces transitions for children),
3. Sense of community (e.g., preference for single track FI, allows neighborhood children to attend same school), and
4. Overcrowding relief for other schools.

2) Boundary Changes Accompanying Creation of Single Track FI school

Respondents identified the following challenges that would be *introduced* as reasons for *not* being in favour of the proposed change:

1. Concerns regarding access to programming (e.g., boundary area is not large enough, do not want children to move from Lawfield to new Bellmoore, transportation difficulties),
2. Needing to make alternate child care arrangement than those presently made,
3. Accommodation (e.g., Bellmoore in need of repairs),
4. Change will not address overcrowding concerns at other schools, and
5. Increased traffic and safety concerns in community.

Respondents identified the following challenges that would be *alleviated* as reasons for being *in* favour of the proposed change:

1. Improved access to programming (e.g., reduced commute, would permit child to attend FI),
2. Sense of community (e.g., allows neighborhood children to attend same school),
3. Overcrowding relief (e.g., boundary should include other schools near Lawfield that do not provide FI), and
4. Community would benefit if FI were provided at more schools.

C. Respondent Characteristics

A strong attempt is made to publicize the opportunity to participate in consultation process via board communication vehicles (e.g., website) and members of the public are provided with different modalities to share their opinion (e.g., online survey, in-person consultations). The feedback received, particularly for the online consultation, was predominantly from parents who have children within the FI program in HWDSB. Specifically, the majority of respondents with at least one or two children attending an HWDSB school indicated that their child was currently enrolled in a FI program (for the first child 72% FI, 28% English; for the second child 79% FI and 21% English). It is recommended that the results summarized herein are interpreted with this in mind.

This report was prepared by the Evidence-Based Education and Services Team.



FRENCH IMMERSION POLICY

Date Approved: 03/06

- Policy Statement:** It is the policy of the Hamilton-Wentworth District School Board that
- (a) the Early French Immersion program begin in Grade 1;
 - (b) the Board provide a continuous French Immersion program through to the end of the secondary level;
 - (c) students with some French competency wishing to enter French Immersion at a time other than Grade 1 must request assessment prior to entering the program.

RESPONSIBILITY: Superintendent of Education responsible for French Immersion

OPERATING PROCEDURES:

1.0 French Immersion Advisory Committee

- 1.1 The French Immersion Advisory Committee shall consist of the following:
- 1 Superintendent of Education responsible for French Immersion
 - 1 Elementary principal/vice-principal of a French Immersion school
 - 1 Secondary principal/vice-principal of a French Immersion school
 - 1 French Immersion Elementary teacher representative of a French Immersion School
 - 1 French Immersion Secondary teacher representative of a French Immersion School
 - 2 French Immersion Elementary parents - School Council and/or Home & School representatives
 - 2 French Immersion Secondary parents - School Council and/or Home & School representatives
 - 1 Secondary French Immersion student
 - 1 Consultant or support person responsible for French Immersion
- 1.2 The French Immersion Advisory Committee shall provide advice to the Board regarding French Immersion program and accommodation issues.

2.0 School Organization

- 2.1 The French Immersion program may be offered in either a single track or a dual track school model.
- 2.2 The selection of single or dual track program delivery in any new French Immersion site shall be determined according to system accommodation circumstances.
- 2.3 Class size, staffing and working conditions for the French Immersion program shall be determined by the collective agreement.

3.0 **Registration Procedures**

- 3.1 The entire Board area shall be divided into attendance areas for French Immersion. The process for admission shall be congruent with that for the English program.
- 3.2 Advertising for French Immersion shall happen in conjunction with the Board's advertising for English senior kindergarten.
- 3.3 Prior to registration, all parents of children in junior kindergarten or entering senior kindergarten shall receive:
 - (i) information on the French Immersion program;
 - (ii) an announcement of any information meetings;
 - (iii) details of the registration procedures.
- 3.4 French Immersion kindergarten meetings shall be scheduled by principals in conjunction with those for the English track program.
- 3.5 In the event that requests exceed the number of available Grade 1 spaces in a given school, the Superintendent of Education shall determine the resolution using the same options as for other Grade 1 programs.
- 3.6 Entry into the program at points other than Grade 1 shall be at the discretion of the principal following assessment and consultation with Board and school personnel.

4.0 **Long-Term Accommodation Issues**

- 4.1 All decisions made in regards to French Immersion program initiation, phase out or relocation shall be made in consultation with the Superintendents of Education, the French Immersion Advisory Committee, and all other stakeholder groups, and in keeping with policies and procedures established by the Hamilton- Wentworth District School Board.
- 4.2 The criteria for determining site locations for French Immersion programs shall include the following:
 - availability: vacant, leased or under-used sites - where space is available and where space is projected to remain available
 - accessibility: good traffic paths to the site - safety
 - community support: demonstrated interest in enrolling
 - accommodation to support program: gym, library, grounds (best interests of student's program)
 - program and accommodation costs
 - grouping: locating junior/middle/secondary sites within short distances of one another
 - distribution: equitable distribution to meet system needs
 - nearness to next school
 - at the secondary level, staffing, enrolment and program organization :where sufficient courses can be offered in French
 - other considerations as relevant

5.0 **Administration/Staffing**

- 5.1 Class organization, programming, staffing and timetabling in a school offering French Immersion programs shall be the responsibilities of the Principal and the Superintendent of Education.
- 5.2 As opportunities arise in schools with French Immersion, the Board shall support the assignment of bilingual personnel to other existing assignments, such as Learning Resource Centre, Physical Education, Music, Co-operative Education, Information Technology, and administration.

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6.0 **Program**

- 6.1 The Board shall provide centralized program support for French Immersion.
- 6.2 The following program shall be delivered:
- (i) **French Language Arts** shall be a component of the program in every year at the elementary level. A selection of other subjects are also taught in French.
 - (ii) **Junior Schools**
Classroom instruction in Grade 1 shall be in French. English Language Arts instruction shall be introduced in Grade 2. The amount of instructional time for English in Grades 2 and 3 shall be a minimum of 225 minutes per week. In Grades 4 and 5, the amount of instructional time for English shall be a minimum of 300 minutes per week.
 - (iii) **Middle Schools**
50% of classroom instruction shall be in French. Where choice of subjects for instruction in French is possible, the determination shall be made by the Principal in consultation with the Superintendent of Education.
 - (iv) **Secondary Schools**
Students shall be required to complete 10 courses within the French Immersion Program, 3 of which must be French Language Arts credits, and 3 of which must be at a senior level, to qualify for the Certificate of French Immersion.

7.0 **Support Services**

- 7.1 Students requiring special education assistance shall receive support through the appropriate staff assigned to the school following standard processes.
- 7.2 Students enrolled in French Immersion whose needs require special assistance beyond the school level shall have access to:
- (i) special education services;
 - (ii) central services as provided by the support staff of The Hamilton-Wentworth District School Board and/or other community agencies
 - (iii) special education programs as recommended by an Identification, Placement and Review Committee (if the recommendation is for a self-contained class, then the program is in English).

8.0 **Resources**

- 8.1 Adequate resource materials for French Immersion shall be acquired for schools by the school principal in consultation with appropriate school and Education Centre staff.
- 8.2 French Immersion needs shall be taken into consideration by the Media Library when ordering materials.
- 8.3 French Immersion translations and adaptations of subject-based curricula shall be funded by the Board. French Immersion teachers shall be encouraged to participate in curriculum writing teams where possible.
- 8.4 A school with French Immersion shall have access to the grant monies provided provincially for the support of the program.

REFERENCE: Education Act, Section 8.1, subsection 25

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APPENDIX B

French Immersion Program Entry Point Consultation

French Immersion Advisory Committee In-Person Consultation Findings

A. Purpose of Consultation

The Hamilton-Wentworth District School Board (HWDSB) is exploring the possibility of changing the entry point of French Immersion (FI) from Senior Kindergarten (SK) to Grade 1. The decision to explore change in the entry point of FI is a result of the required implementation of the Full Day Kindergarten (FKD) in all HWDSB schools by 2014. As a result, all Junior (JK) and Senior Kindergarten (SK) students (with the exception of those students who are presently JK students at a French Immersion site) would attend their home school for Kindergarten effective September 2012, unless there is space at the French Immersion school through the out-of-catchment process, with priority given to students with siblings in the school.

HWDSB is committed to ensuring that all students learn and achieve their full potential, through a positive, safe, caring and equitable learning culture. HWDSB is also committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of French Immersion Advisory Committee the public were invited to comment on the proposed change to the FI entry point through an in-person consultation held on January 26th, 2012. This report summarizes the findings from the in-person consultation.

The in-person consultation invited participants to provide feedback on whether they were in favour or not in favour of the FI entry point change and to provide reasons for their opinion. This report summarizes feedback from the 15 individuals who attended the in-person consultations.

B. Summary of Feedback about the Proposed Change in FI Entry Point

Themes
Early exposure to second language & development of language skills
Change in entry point would be disadvantageous for students in terms of their ability to learn the language and be successful in the FI program.
Experience with child(ren) who attended SK in English and FI in Grade 1 show that this model can be successful.
Grade 1 entry will allow children to develop a strong foundation in English before being introduced to French.
Catchment Issues/Policy for siblings
Reduce need for school change by allowing more out-of-catchment students for JK and SK. Allowing children to start Kindergarten in FI schools so that a school transition will not be necessary.
Transition from SK to Grade 1
If entry point change will require families to change schools after English SK, suggested this is will not be easy transition for families.
School change is stressful for young children. Will need to adjust to a new school.
Expressed willingness to drive child(ren) to different schools for SK FI and Grade 1 FI if necessary.
FI & FDK Program
Provide support to teachers (e.g., advice regarding curriculum) if entry point changes.
Delay entry point change until 2013, until FDK is implemented in a particular school or until 2014 (when FDK is fully implemented).
As part of FDK, suggested offering half-time French and half-time English program.
Move SK FI classes to one school within each FI catchment area where they can be accommodated.
Changing FI entry point to Grade 1 may lead families to enroll child(ren) in other boards. This will lead to a loss of funding for HWDSB from the Ministry.

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Suggested child(ren) could attend SK FI in a non-purpose built classroom if this allowed entry point for FI to remain unchanged.
Questioned if EQAO scores will impact plans for instruction and assessment.
Accommodation Issues
Suggested creation of additional single track school in east area of Hamilton.
Recognition of accommodation issues present at Norwood school. Desire to keep grade 6-8 students at this school.
Other
Questioned if FDK will engage students for two full years.
Suggested the gradual implementation of FDK leads to inequities across the board.
Questioned whether staff presented different alternatives to trustees other in addition to the change to entry point recommendation. Suggested no opportunities given to consider alternatives.
Questioned why JK is necessary.

C. Limitations of the In-person Consultations

The opinions summarized in this report represent those of the French Immersion Advisory Committee, a group very familiar with the FI program in HWDSB. It is therefore recommended that the results summarized herein are interpreted with this in mind.

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APPENDIX C

French Immersion Program Entry Point Consultation *Online Survey Findings*

A. Purpose of Consultation

The Hamilton-Wentworth District School Board (HWDSB) is exploring the possibility of changing the entry point of French Immersion (FI) from Senior Kindergarten (SK) to Grade 1. The decision to explore change in the entry point of FI is a result of the required implementation of the Full Day Kindergarten (FKD) in all HWDSB schools by 2014. As a result, all Junior (JK) and Senior Kindergarten (SK) students (with the exception of those students who are presently JK students at a French Immersion site) would attend their home school for kindergarten effective September 2012, unless there is space at the French Immersion school through the out-of-catchment process, with priority given to students with siblings in the school.

HWDSB is committed to ensuring that all students learn and achieve their full potential, through a positive, safe, caring and equitable learning culture. HWDSB is also committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed change to the FI entry point through completion of an online survey, by mailing or emailing written correspondence, and via in-person consultations. This report summarizes the findings from the online survey and all written correspondence, while a separate report summarizes the findings from the in-person consultations.

The online survey invited respondents to provide feedback on four areas: (1) whether they were in favour or not in favour of the FI entry point change and (2) reasons for their opinion, (3) whether, if approved, the entry point change would influence the enrolment of their children within the HWDSB and (4) to suggest ways that HWDSB could provide support if the change were to take place. This report summarizes respondents' feedback across these four areas.

B. Respondent Characteristics

The online survey ran from January 9th to January 20th, 2012 and garnered a total of 570 responses. Of these responses, 540 were received online, 29 by email and one letter was received by regular mail. Nine respondents indicated they were community members, 49 were HWDSB staff members, 3 were students, 500 were parents, 1 letter was received from a community group, while the remaining 8 respondents chose not to identify themselves.

Overall, 81% of respondents indicated they have at least one child currently attending an HWDSB school. Of the respondents with children attending an HWDSB school, 31% indicated having *at least one* child attending JK or SK, 26% attending Grade 1 or 2, 17% attending Grade 3 or 4, while the remaining 26% indicated having at least one child in Grade 5 or above (up to Grade 12).

Majority of respondents with one or two children attending an HWDSB school indicated that their child was currently enrolled in a FI program (for the first child 65% FI, 35% English; for the second child 54% FI and 46% English). For parents who have a 3rd or 4th child, current FI enrollment was lower than English enrollment (e.g., for the 3rd child 42% FI, 58% English).

C. Summary of Feedback about the Proposed Change in FI Entry Point

1) Entry Point Change

Members of the public were invited to indicate whether they were in favour or not in favour of the proposed entry point change and to indicate reasons and concerns for their opinion. The majority of respondents (63%, N=340) indicated they were not in favour of changing the entry point of the FI program.

Are you in favour of the French Immersion program changing to a Grade 1 start within HWDSB?	Count
Yes, I am in favour	147
No, I am not in favour	340
I am unsure	53

Of respondents who indicated their first child is currently enrolled in FI (N=281), 76% of respondents indicated *not* being in favour of the proposed change, 14% indicated being *in* favour while the remaining 10% indicated they were unsure.

2) Reasons for being in favour or not in favour of entry point change

The following section presents the various reasons that respondents indicated for either being in or not in favour of the FI entry point change.

Please explain why you are <u>not</u> in favour of having the French Immersion program start in Grade 1 within HWDSB.	
Themes	Comments
Early exposure to second language & development of language skills	
Research/child development theories indicate that <i>'earlier is better'</i> with respect to teaching a second language with the age of 3 to 6 being very important. By losing one year the student is losing valuable time.	146
FI SK allows students to learn the basics (e.g., basic vocabulary). Entry in SK allows students to complete the Grade 1 curriculum at the same pace as their Grade 1 peers in the English Program.	77
Would be disadvantageous for students in terms of their ability to learn the language and be successful in the FI program.	36
Respondents' experience with children who have attended FI SK leads them to believe that it is beneficial for children's learning.	23
Children born in January would begin FI when 7-years-old, missing out on the critical window between ages 3 to 6.	3
Difficult transition for students	
School and programming change is unfair and stressful for young children. Will need to adjust to a new school, adjust to a new language and be distanced from peers and teachers with whom the child developed a bond.	53
Kindergarten ideal time to introduce a second language, Grade 1 is very different and transition from the Kindergarten play-based curriculum will be difficult. Without SK FI experience children will not be adequately prepared.	13
Immersion experience lessened by beginning child's education with English instead of FI.	9
May be challenging to switch child to English program if not successful in FI program.	1

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Transportation	
Scheduling and transportation difficulties dues to having multiple children at different schools.	25
Equity Issues	
Inequitable as it will not allow children to achieve their full potential in FI.	24
It does not allow for equitable FI experience across siblings.	11
FI program within HWDSB	
Made personal choices because FI SK was offered by HWDSB (e.g., moved to Hamilton).	10
Change may deter enrollment in FI in HWDSB.	10
May impact ability to meet Ministry's expectation (e.g., EQAO).	4
Loss of students to other Boards.	4

Please explain why you are in favour of having the French Immersion program start in Grade 1 within HWDSB.	
Themes	Comments
Development of Language Skills	
Grade 1 entry would not hinder child's ability to learn French.	42
Grade 1 entry will allow children to develop a strong foundation in English before being introduced to French.	22
Provides an additional year to assess whether the child would succeed in FI and thus increase chances of success.	13
SK too early for second language learning to take place; SK should be a stress-free environment.	7
All children would enter Grade 1 with similar levels of French since now some children can't access SK.	6
No evidence that FI SK is beneficial.	6
Provides children an additional year to mature before introducing second language.	5
Transitions for students & families	
SK experience should emphasize building the child's security with the teacher, peers and school environment, learning basic routines.	7
FDK will result in easier scheduling for families with two working parents.	3
Budgetary & Accommodation Issues	
Recognition of cost considerations in light of the FDK implementation. Change would reflect responsible spending.	37
Do not have enough resources for FDK FI (e.g., space, teachers).	5
Good compromise to accommodate FDK.	2
Benefits do not outweigh the costs.	2

FI & FDK Program within HWDSB	
Would standardize entry across Boards; Would facilitate moving from across catchment areas and Boards.	3
Could provide better learning experience in Grade 1 FI as will have qualified teachers, ECEs, adequate space in FDK.	1
Would increase enrolment in the English Program.	1

3) Impact on enrolment in FI with HWDSB

Members of the public were also asked to indicate whether an entry point change would influence their decision to enroll their child in FI within HWDSB.

If the entry point into French Immersion were to change to Grade 1, how would this impact your decision to enroll your child(ren) in French Immersion within HWDSB?	Count
I <u>would</u> enroll my child(ren) in French Immersion within HWDSB	210
I <u>would not</u> enroll my child(ren) in French Immersion within HWDSB	75
I am unsure	127
Not applicable to me at this time	114

4) Support during transition

Last, respondents provided suggestions on how they could be supported by the HWDSB should the FI entry point change take place. Respondents provided the following suggestions:

If the entry point into French Immersion was to change to Grade 1 within HWDSB, how could HWDSB assist you with this transition?	
Themes	Comments
Catchment Issues/Policy for siblings	
Reduce need for school change by allowing more out-of-catchment students. Allowing children to start Kindergarten in FI schools so that a school transition will not be necessary.	56
Allow siblings to attend the same school so parents do not have to drive to multiple locations.	32
Transportation considerations for parents with children in multiple locations (e.g., stagger bell times, drop-off and pick-up location at home school).	7
Sibling policy guaranteeing space in FI program including current FI SK.	2
Increase maximum number of children allowed in JK/SK at FI schools.	1
FI Program	
Provide core French in JK/SK or other additional programs (e.g., summer school).	39
Provide support to teachers (e.g., advice regarding curriculum, connecting with teachers with experience teaching Grade 1 FI entry point, and providing FI teachers' job security).	10
Increase the number of FI schools (dual and single track schools).	8
Implement FDK sooner in schools where changing FI entry point so children do benefit from FDK or SK FI. Otherwise consider delaying the entry point change by one year.	5
As part of FDK offer half-time French and half-time English program.	4
Develop Grade 1 curriculum for children who have completed SK FI.	4

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Delay entry point change until 2013 or 2014 when FDK is fully implemented.	4
Hire more teachers and improve advertisement for ECE recruitment.	3
Norwood needs SK so children do not have to change schools.	2
Provide extra help, smaller classes and extra teacher for children that will be starting Grade 1 without the SK FI experience.	2
Hire the highly qualified teachers to reduce variability in FI program.	1
Not supportive of change/Unsure	
Do not know how HWDSB could provide support if entry point to change.	18
Nothing can help.	14
Do not change entry point.	9
Find alternate solution.	5
Communication	
Improve communication with stakeholders; Need to better understand the benefits and drawback to the two programs; Need more notice to plan.	17
Provide parents information on how to prepare their child(ren) for transition from English SK to FI in Grade 1.	14
Reassure parents that change will not hinder learning.	3
Encourage parents of children in SK to enroll in FI in order to keep enrollment levels high.	2
Communication to families with children in Kindergarten details of the change if it occurs.	2
Provide details on the new program including registration dates and age requirements.	2
Transition from SK to Grade 1	
Facilitate smooth transition between English SK to FI Grade 1 and change in school (e.g., provide field trips to new school).	11
In SK, group potential FI children together so that transition to new school is easier.	2
Daycare	
Accommodate daycare need for parents with children in different schools.	2
Increase number of daycares to reduce people enrolling in FI for the daycare option.	1
Other programs with HWDSB	
Devise a long term accommodation strategy that includes the roll out more FI and other enrichment programs early (e.g., SK and Grade 1), especially in underserved areas.	4
Delay change until FDK is fully implemented in HWDSB.	2
Lobby for more Ministry funding for FI program.	2
Divert money from standardized testing to accommodate FDK FI program.	1
If change is successful, switch back to SK entry point once FDK is fully implemented.	1

16A-21

Respondents also commented on several alternatives to the entry change, these are summarized below:

FI Program:

- Approach Mohawk College regarding French language ECE training program.
- Create SK FI site at schools where there is room.
- Introduce limit to number of SK classes at FI schools, with additional students sent to English program SK classes.
- Stagger schedules for Kindergarten students in FI program.
- Implement half day French half day English FDK.
- Remove JK classes for all students.

Budgetary Issues:

- Increase funds available to FI program (e.g., by fundraising, renting facilities); Create community committee to lead.
- Explore cost saving options through construction of new buildings.

Accommodation:

- Open grade 6 -12 school on the Mountain, may help reduce overcrowding at Lawfield and Norwood; Open more dual track schools.
- Make Ancaster Senior a middle school to alleviate space issue at other schools.
- Suggested solutions to alleviate space issue (e.g., more portables, in schools scheduled for closure)

D. Limitations of the Online Consultation

Despite the large number of responses received through the online survey and written correspondence, it is unknown whether the consultation participants are representative of the general Hamilton community and HWDSB stakeholders. Therefore it cannot be ascertained that the opinions summarized in this report accurately and fairly represent those of the general Hamilton and HWDSB population. Further, the total number of responses should not be equated with total number of *unique* respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

This report was prepared by the Evidence-Based Education and Services Team.

French Immersion Program Entry Point Consultation
In-Person Consultation Findings

A. Purpose of Consultation

The Hamilton-Wentworth District School Board (HWDSB) is exploring the possibility of changing the entry point of French Immersion (FI) from Senior Kindergarten (SK) to Grade 1. The decision to explore change in the entry point of FI is a result of the required implementation of the Full Day Kindergarten (FKD) in all HWDSB schools by 2014. As a result, all Junior (JK) and Senior Kindergarten (SK) students (with the exception of those students who are presently JK students at a French Immersion site) would attend their home school for Kindergarten effective September 2012, unless there is space at the French Immersion school through the out-of-catchment process, with priority given to students with siblings in the school.

HWDSB is committed to ensuring that all students learn and achieve their full potential, through a positive, safe, caring and equitable learning culture. HWDSB is also committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed change to the FI entry point by completing an on-line survey, by sending written correspondence by email or regular mail, and by attending one of three in-person consultations held on January 17th 2012 at Barton Secondary School, January 18th 2012 at Glen Brae Elementary School and on January 19th 2012 at Ancaster High School. This report summarizes the findings from the in-person consultations, while a separate report summarize findings from the online survey and all written correspondence.

The in-person consultations invited participants to provide feedback on three areas: (1) whether they were in favour or not in favour of the FI entry point change and to provide reasons for their opinion, (2) whether, if approved, the entry point change would influence the enrolment of their children within the HWDSB and (3) to suggest ways that HWDSB could provide support if the change were to take place. This report summarizes feedback across these three areas from the 65 individuals who attended the in-person consultations.

B. Summary of Feedback about the Proposed Change in FI Entry Point

1) Entry Point Change

Overall, the majority of respondents indicated a preference for *not* changing the entry point from SK to Grade 1.

Reasons for being in favour or not in favour of entry point change

The following section presents the various reasons that respondents indicated for either being in or not in favour of the FI entry point change.

Please explain why you are <u>not</u> in favour of having the French Immersion program start in Grade 1 within HWDSB.
Themes
Early exposure to second language & development of language skills
Research/child development theories indicate that <i>'earlier is better'</i> with respect to teaching a second language with the age of 3 to 6 being very important. By losing one year the student is losing valuable time.
FI SK allows students to learn the basics (e.g., basic vocabulary). Entry in SK allows students to complete the Grade 1 curriculum at the same pace as their Grade 1 peers in the English Program.
Would be disadvantageous for students in terms of their ability to learn the language and be successful in the FI program.
Respondents' experience with children who have attended FI SK leads them to believe that it is beneficial for children's learning.
Children born in January would begin FI when 7-years-old, missing out on the critical window between ages 3 to 6.
Difficult transition for students
School and programming change is unfair and stressful for young children. Will need to adjust to a new school, adjust to a new language and be distanced from peers and teachers with whom the child developed a bond.
Immersion experience lessened by beginning child's education with English instead of FI.
Kindergarten ideal time to introduce a second language, Grade 1 is very different and transition from the Kindergarten play-based curriculum will be difficult. Without the SK FI experience children will not be adequately prepared.
May be challenging to switch child to English program if not successful in FI program.
Children may not feel confident to enter Grade 1 FI if did not have SK FI.
Transportation
Scheduling and transportation difficulties due to having multiple children at different schools.
Equity Issues
Inequitable as it will not allow children to achieve their full potential in FI.
Fewer FI sites on Mountain per capita basis.
FI program within HWDSB
Made personal choices because FI SK was offered by HWDSB (e.g., moved to Hamilton).
May impact ability to meet Ministry's expectation (e.g., EQAO).

Please explain why you are in favour of having the French Immersion program start in Grade 1 within HWDSB.
Themes
Development of Language Skills
Grade 1 entry would not hinder child's ability to learn French.
Grade 1 entry will allow children to develop a strong foundation in English before being introduced to French.
Provides children an additional year to mature and build other skills before introducing second language.
Budgetary & Accommodation Issues
Recognition of cost considerations in light of the FDK implementation. Change would reflect responsible spending.
FI & FDK Program within HWDSB
Would standardize Kindergarten experience across the Board.

2) Impact on enrolment in FI with HWDSB

Members of the public were also asked to indicate whether an entry point change would influence their decision to enroll their child in FI within HWDSB. Overall, participants indicated being very committed to the FI program and that with limited choice they would still enroll their child in Grade 1 in an HWDSB school. Some participants however communicated that they would seriously consider the option of enrolling their child in a school within a different Board or in a private school that provides SK FI, especially if attending FI within HWDSB presented significant transportation difficulties, undue transitions for their child or felt that the Grade 1 curriculum would not adequately prepare their child in French given the loss of SK FI instructional time.

3) Support during transition

Last, respondents provided suggestions on how they could be supported by the HWDSB should the FI entry point change take place. Respondents provided the following suggestions:

If the entry point into French Immersion was to change to Grade 1 within HWDSB, how could HWDSB assist you with this transition?
Themes
Catchment Issues/Policy for siblings
Reduce need for school change by allowing more out-of-catchment students; Allowing children to start Kindergarten in FI schools so that a school transition will not be necessary.
Allow siblings to attend the same school so that parents do not have to drive to multiple locations.
Transportation considerations for parents with children in multiple locations (e.g., stagger bell times, drop-off and pick-up location at home school).
Sibling policy guaranteeing space in FI program including current FI SK.
FI Program
Provide core French in JK/SK or other additional programs (e.g., summer school).
Provide support to teachers (e.g., advice regarding curriculum, connecting with teachers with experience teaching Grade 1 FI entry point, and providing FI teachers' job security).
Increase the number of FI schools (dual and single track schools).
Implement FDK sooner in schools where changing FI entry point so children do benefit from FDK or SK FI. Otherwise consider delaying the entry point change by one year.
As part of FDK offer half-time French and half-time English.
Develop Grade 1 curriculum for children who have completed SK FI.
Delay entry point change until 2013 to provide time to adjust for the change.
Norwood needs SK so that students do not have to change schools.
Provide smaller classes, extra teacher for children and more accommodations for children that will be starting Grade 1 without the SK FI experience.
Hire the highly qualified teachers so that variability in FI program is reduced.
Hire more teachers and improve advertisement for ECE recruitment.
Conduct a study on whether FI SK is essential to learn French in order to inform future decisions.
Not supportive of change/Unsure
Do not know how HWDSB could support if change in entry point were to take place.
Find alternate solution.

If the entry point into French Immersion was to change to Grade 1 within HWDSB, how could HWDSB assist you with this transition? (continued)
Communication
Improve communication with stakeholders; Need to better understand the benefits and drawback to the two programs and need more notice to plan.
Provide parents information on how to prepare their child for transition from English SK to FI in Grade 1.
Reassure parents that change will not hinder learning.
Provide more feedback to parents on how their child is performing in FI program.
Encourage parents and children to enroll in FI in order to keep high enrollment.
Transition from SK to Grade 1
Facilitate smooth transition between English SK to FI Grade 1 and change in school (e.g., provide field trips to new school).
In SK, group potential FI children together so that transition to new school is easier.
Daycare
Provide funding for daycare.
Provide before and after school care in French.
Accommodate daycare need for parents with children in different schools.
Other programs with HWDSB
Devise a long term accommodation strategy that includes the roll out more FI and other enrichment programs early (e.g., SK and Grade 1), especially in underserved areas.
Delay change until FDK is fully implemented in HWDSB.
Lobby for more Ministry funding for FI program.

4) Summary of Feedback about Alternate Solutions to the Proposed Change in FI Entry Point

Respondents also provided suggestions on alternate solutions that the Board should consider in lieu of the entry point change. Following is a summary of the alternatives suggested by the participants across the three in-person consultation sessions:

FI Program:

- Offer FDK FI without French ECE.
- Stagger schedules for Kindergarten students in FI program.
- Implement half day French half day English FDK.
- Consider case-by-case solutions.

Resources:

- Proactive recruitment of French teachers and ECEs to HWDSB.
- Develop different criteria for hiring French ECEs.
- Consult with other Boards who have also changed entry point to inform HWDSB practices to support students and teachers through change.
- Reduce salaries of Board members and consultants to have adequate funds to run FDK FI program.

Accommodation:

- Create a single track school in each cluster; Open more dual track schools.
- Make Ancaster Senior a middle school to alleviate space issue at other schools.
- Construct stand-alone classrooms for FDK; Explore more cost effective solution for creation of FDK purpose built classrooms.
- Appeal to Ministry to change requirements of program (e.g., purpose built classrooms).

C. Limitations of the In-person Consultations

It is unknown whether the opinions summarized in this report accurately and fairly represent those of the general Hamilton and HWDSB population. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations

This report was prepared by the Evidence-Based Education and Services Team.

Single Track French Immersion Elementary School Consultation
Online Survey Findings

A. Purpose of Consultation

HWDSB is exploring the possibility of creating a new single track French Immersion elementary school at the current Bellmoore (Highway 56) site. The decision to investigate the establishment of such a school is the result of the increasing population at Lawfield school. One of the solutions discussed to alleviate the capacity issue at Lawfield was the establishment of a new French Immersion centre. Creating a single track French Immersion elementary school at the current Bellmoore site provides needed relief to Lawfield while providing an opportunity to provide French Immersion closer to home for students from the Glanbrook/Binbrook area of the City of Hamilton.

HWDSB is committed to ensuring that all students learn and achieve their full potential, through a positive, safe, caring and equitable learning culture. HWDSB is also committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed creation of a single track FI school and accompanying boundary changes through the completion of an online survey, by mailing or emailing written correspondence, and by participating in in-person consultations. This report summarizes the findings from the online survey and all written correspondence, while a separate report summarizes findings from the in-person consultations.

The online survey invited respondents to provide feedback on three areas: (1) whether they were in favour or not in favour of the creation of a single track FI school on the Bellmoore site, (2) whether they were in favour or not in favour of the proposed boundary changes that would occur if a single track FI school were to be created on the Bellmoore site and (3) to suggest what challenges the proposed boundary change would *alleviate or introduce* for their community. This report summarizes respondents' feedback across these three areas.

B. Respondent Characteristics

The online survey ran from January 13th to January 20th, 2011 and garnered a total of **86** responses. The majority of the respondents (N=84) indicated they were parents/guardians, while one respondent indicated they were a HWDSB staff member. An additional respondent chose not to identify themselves. One additional response was received via regular mail.

Overall, 83% of respondents indicated they have at least one child currently attending an HWDSB school. Of the respondents with children attending an HWDSB school, 38% indicated having *at least one* child attending JK or SK, 35% attending Grade 1 or 2, 19% attending Grade 3 or 4, while the remaining 6% indicated having at least one child in Grade 5 or above (up to Grade 12).

Overall, 83% (N=71) of respondents indicated they have at least one child currently attending an HWDSB school. Majority of respondents with one or two children attending an HWDSB school indicated that their child was currently enrolled in a FI program (for the first child 72% FI, 28% English; for the second child 79% FI and 21% English).

C. Summary of Feedback**1) Creation of Single Track FI school**

Approximately half (54%, N=44) of the respondents were in favour of the creation of a new single track FI school (see table below).

Are you in favour of the proposed creation of a Single Track French Immersion School at the current Bellmore site in Binbrook?	
Response	Count
Yes, I am in favour	44
No, I am not in favour	24
I am unsure	14

Members of the public were invited to provide feedback about the proposed creation of a Single Track FI school at the Bellmore site. A summary of feedback, categorized by themes, is provided in the tables below.

Please explain why you are in favour of the proposed creation of a Single Track French Immersion School at the current Bellmore site in Binbrook.	
Themes	Frequency
Access to Program	
Reduced commute for children/families.	15
Would permit child to attend FI program (which was previously not an option).	5
Would allow family to stay in current community.	2
Alleviate challenge for families related to child care.	1
Accommodation	
Good use of facilities owned by HWDSB.	3
Concern that Bellmore in need of repair.	1
Sense of community	
Preference for single track vs. dual track school.	3
Creation of single track school will create sense of community.	2
Allow children from same neighbourhood to attend school together.	1
Overcrowding	
Would provide relief to other schools; Reduce overcrowding.	15
Needs of taxpayers would be met.	1
Other	
Hold belief it's important for children to learn French.	2
Desire for younger siblings to be able to attend same school as older children.	2
Allows child(ren) to remain at same school for elementary grades.	2
Community would benefit from FI being offered at more schools (elementary & secondary).	1
Suggested that grade 7 class be offered at new Bellmore site.	1
Supportive of FI program if there is desire for it.	1

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Please explain why you are <u>not</u> in favour of the proposed creation of a Single Track French Immersion School at the current Bellmoore site in Binbrook.	
Themes	Frequency
Access to Program	
Concern that new Bellmoore site will not have resources/programs (e.g., after school care, technology, sports teams).	7
Would increase commute for child/families.	6
Do not want child(ren) to be moved from Lawfield to new Bellmore school.	4
Do not want child(ren) to attend FI program.	2
Parents could no longer volunteer at school (as child(ren) would be bused to English Program).	1
Moved to Lawfield area to enroll child(ren) in FI program.	1
Child Care	
Would need to make alternative child care arrangements (selected Lawfield due to child care available).	4
Accommodation	
Concern that Bellmore in need of repair.	4
Transportation	
Do not want child(ren) to be bused to school.	2
Concern about volume of traffic.	1
Bellmoore site not accessible by public transportation.	1
Overcrowding	
Will not address overcrowding issue at Norwood Park.	1
Other	
Questioned if new school could be dual track; Suggested opening more dual track schools.	3
Questioned what will occur when population of Binbrook grows.	2
Would remove child from FI program.	1
Suggested children in English program at Lawfield should be sent to single track school.	1
Believe this is only a short term solution.	1
Single track schools lead to divided community.	1

2) Boundary Changes Accompanying Creation of Single Track FI school

Approximately half (49%, N=36) of the respondents were in favour of the proposed boundary change (see table below).

Are you in favour of the proposed boundary changes if a Single Track French Immersion School is located at the current Bellmoore site in Binbrook?	
Response	Count
Yes, I am in favour	36
No, I am not in favour	18
I am unsure	20

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Members of the public were asked to provide their feedback regarding the proposed boundary changes. A summary of feedback, categorized by themes, is provided in the tables below.

Please explain why you are in favour of the proposed boundary changes if a Single Track French Immersion School is located at the current Bellmoore site in Binbrook.	
Themes	Frequency
Access to Program	
Reduced commute for children/families.	6
Would permit child to attend FI program (which was previously not an option).	2
Would allow family to stay in current community.	1
Desire for Macassa neighbourhood to be included in Lawfield boundary.	1
Sense of community	
Allow children from same neighbourhood to attend school together.	1
Overcrowding	
Would provide relief to other schools; Reduce overcrowding.	3
Suggested addition FI school on Mountain to reduce overcrowding at Lawfield.	2
Boundary should include area close to Lawfield (as Binbrook area may not support Single FI school).	1
Other	
Boundary change would not impact respondent.	2
Believe it's a good decision; Good decision given population growth.	2
Hold belief it's important for children to learn French.	1
Community would benefit from FI being offered at more schools (elementary & secondary).	1
Would fill classrooms while the FI program is growing within HWDSB.	1

Please explain why you are <u>not</u> in favour of the proposed boundary changes if a Single Track French Immersion School is located at the current Bellmoore site in Binbrook.	
Themes	Frequency
Access to Program	
Boundary area is not large enough.	3
Concern that new Bellmoore site will not have resources/programs (e.g., after school care, technology, sports teams).	2
Would increase commute for child/families.	2
Do not want child(ren) to be moved from Lawfield to new Bellmore school.	2
Child Care	
Would need to make alternative child care arrangements (selected Lawfield due to child care available).	1
Accommodation	
Concern that Bellmore in need of repair.	1
Overcrowding	
Will not address overcrowding issue at Lawfield.	1
Other	
Prefer no change to current boundary.	1
Questioned whether Binbrook is best location for new FI school.	1
Unsure what is meant by term single track.	1
Would require more info about proposed boundary changes.	1

3) Challenges Boundary Changes Would Introduce or Alleviate

Members of the public were asked to suggest what challenges the proposed boundary change *alleviate* or *introduce* for their community. A summary of feedback, categorized by themes, is provided in the tables below.

What challenges would the proposed boundary change <i>alleviate</i> for your community? (Respondents were allowed to choose multiple responses from a list of options)	
Response	Frequency
Reduced overcrowding in schools	38
Improved access to French Immersion programming.	37
Improved school transportation for my child(ren).	22
Reduced traffic in community.	13
Other (some respondents provided the following reasons): <ul style="list-style-type: none"> • Needed in community. (1) • Not certain if boundary change would be beneficial. (1) • Increase enrolment at Lawfield and new Bellmoore school. (1) • Suggested that recruitment of students to new school will be necessary. (1) • Fiscally responsible decision. (1) • Would create sense of community among children in neighbourhood. (1) • Desire for Macassa to be included in the Lawfield boundary. (1) • Would require more info about proposed boundary changes. (1) 	10
Reduced safety concerns in community	8

What challenges would the proposed boundary change <i>introduce</i> for your community? (Respondents were allowed to choose multiple responses from a list of options)	
Response	Frequency
Difficult school transportation for my child(ren)	15
Increased traffic in community.	14
Reduced access to French Immersion programming.	11
Increased safety concerns in community.	10
Increased overcrowding in schools.	7
Other (some respondents provided the following reasons): <ul style="list-style-type: none"> • Afterschool program/childcare will be needed at new site. (4) • Transportation to Bellmoore site (e.g., no public transit). (3) • Will cause overcrowding at Lawfield. (2) • Concern of impact change of schools will have on families. (2) • Concern that new Bellmoore site will not have resources/programs. (2) • Concern that Bellmore in need of repair. (1) • New school will be overcrowded. (1) • Children in same family going to different schools. (1) • Would require more info about proposed boundary changes .(1) 	8

D. Limitations of the Consultation

The participants for this consultation primarily represent parents within the geographic area directly impacted by the issues at hand. Further, the total number of responses should not be equated with total number of *unique* respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations

This report was prepared by the Evidence-Based Education and Services Team

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APPENDIX F

Single Track French Immersion Elementary School Consultation *In-Person Consultation Findings*

A. Purpose of Consultation

HWDSB is exploring the possibility of creating a new single track French Immersion elementary school at the current Bellmoore (Highway 56) site. The decision to investigate the establishment of such a school is the result of the increasing population at Lawfield school. One of the solutions discussed to alleviate the capacity issue at Lawfield was the establishment of a new French Immersion centre. Creating a single track French Immersion elementary school at the current Bellmoore site provides needed relief to Lawfield while providing an opportunity to offer French Immersion closer to home for students from the Glanbrook/Binbrook area of the City of Hamilton.

HWDSB is committed to ensuring that all students learn and achieve their full potential, through a positive, safe, caring and equitable learning culture. HWDSB is also committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the proposed creation of a single track FI school and accompanying boundary changes through the completion of an online survey, by mailing or emailing written correspondence, and by in-person consultation. This report summarizes the findings from the January 23rd, 2012 in-person consultation at Lawfield, while a separate report summarizes findings from the online consultation.

The in-person consultation invited respondents to provide feedback on two areas: (1) what benefits and challenges would the creation of a single track FI school at the Bellmoore site have on their community, and (2) what challenges the proposed boundary change would *alleviate or introduce* for their community. This report summarizes feedback across these two areas from the 30 individuals who attended the in-person consultation.

B. Summary of Feedback about the Proposed Change in FI Entry Point

1) Creation of Single Track FI school

Members of the public were invited to provide feedback about the benefits and challenges they foresee with the creation of single track FI school at the current Bellmoore site. A summary of feedback, categorized by themes, is provided in the tables below.

What <u>benefits</u> do you foresee with the creation of a single track FI school at the current Bellmoore site in Binbrook?
Themes
Enrollment
Would reduce overcrowding.
Class sizes would be smaller.
Sense of community
Preference for single track vs. dual track schools.
Children would be exposed to French outside of class (e.g., during nutrition breaks).
Access to Program
Reduced commute for children/families.
Would permit child(ren) from community to attend FI program.
Other
Single track school allows FI program to receive all necessary resources.
Offer transportation for students currently attending Lawfield.
Suggestion for creation of Grade 5/6 split at new school.

16A-33

What <u>challenges</u> do you foresee with the creation of a single track FI school at the current Bellmore site in Binbrook?
Themes
Access to Program
Concern that new Bellmore site will not have resources/programs (e.g., after school care, technology, sports teams).
Would increase commute for child/families; Would require families to move.
Questioned if English JK to be offered at new school.
Child Care
Questioned creation of ½ day SK daycare program.
Accommodation
Concern that Bellmore in need of repair.
Transportation
General concern regarding transportation.
Questioned whether courtesy transportation will be available.
Concern about volume of traffic.
Bellmore site not accessible by public transportation.
Enrollment
Will not address overcrowding issue (e.g., at Norwood Park, at Lawfield); Only small number of students would be moving.
Concern regarding junior grades.
Concern regarding creation of split classes.
FI Program
Providing the resources that are needed by the FI program.
Questioned hiring of teachers for new school.
Questioned location of/planning for a future FI secondary school.
Sense of Community
Sense of community established at Lawfield would be lost.
Other
Questioned what will occur when population of Binbrook grows.
Questioned what will happen to English out-of-catchment students at Lawfield.
Questioned if out-of-catchment students from Lawfield will be able to attend new Bellmore school.
Believe this is only a short term solution.
Children needing to change schools after Kindergarten.
Concern for how change would impact siblings.
Suggested new school is given new name.
Fundraising may be difficult.
Questioned if Board would be providing equal opportunities for all students.

2) Boundary Change

Members of the public were invited to provide feedback about the challenges the proposed boundary change would introduce or alleviate. A summary of feedback, categorized by themes, is provided in the tables below.

What challenges would the proposed boundary change <i>introduce</i> for your community?
Themes
Difficult school transportation for my child(ren).
Concern of emotional impact change of schools will have on children.
Concern regarding traffic around new school site.
Concern that Bellmore in need of repair.

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Access to daycare/afterschool programs.
Class size.
Concern that new Bellmoore site will not have resources/programs (e.g., technology, sports teams).
Adequate funding for resources that will be needed.

What challenges would the proposed boundary change <i>alleviate</i> for your community?
Themes
Reduced overcrowding in schools.
Improved access to French Immersion programming.
Improved transportation to school for child(ren).

3) Additional comments

Additional suggestions received from respondents included the following:

- Suggested that all schools should have FI program.
- New FI school should be opened on the Mountain.
- Suggested expanding the catchment area for the new school to provide further relief to Lawfield (e.g., include Fessenden & Norwood).
- Proposed having all out-of-catchment students from Norwood and Lawfield attend new school.
- Open new school as K-4; Open English JK/SK class at new school.
- Suggested issues have been discussed for many years and little progress has been made.

C. Limitations of the In-person Consultations

It is unknown whether the opinions summarized in this report accurately and fairly represent those of the community and greater HWDSB population. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations

This report was prepared by the Evidence-Based Education and Services Team.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Open Special Committee of the Whole Report to Open Regular Board

DATE: Monday, December 12, 2011

TO: OPEN REGULAR BOARD

FROM: Robert Barlow
Chair of the Committee of the Whole

RE: Report of the December 12, 2011
Open Special Committee of the Whole

Moved by _____, seconded by _____ :

That the Report of the Open Special Committee of the Whole dated December 12, 2011 be adopted.

Motions:

DELEGATIONS

1. French Immersion Presentation – Ancaster Parents

It was moved by A. Johnstone, seconded by J. Bishop: That the delegation presentation from Ancaster Parents for French Immersion be received for information. **CARRIED, 10 IN FAVOUR** (Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland Simmons, Barlow, Bishop, Turkstra), **1 ABSTAINED** (Trustee Peddle). Student Trustees Janas and Shen voted in favour.

2. French Immersion Presentation – Dundas Parents

That the delegation presentation from Dundas Parents re French Immersion be referred to staff for follow-up. **CARRIED, 10 IN FAVOUR** (Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland Simmons, Barlow, Turkstra, Peddle), **1 OPPOSED** (Trustee Bishop). Student Trustees Janas and Shen voted in favour.

3. French Immersion Presentation – Canadian Parents for French Hamilton-Wentworth

Chapter

That the delegation presentation from Canadian Parents for French Hamilton-Wentworth be referred to staff for review and comment.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

MONITORING ITEMS

4. French Immersion Review

It was moved by T. White, seconded by L. Peddle: That the French Immersion Review report be referred back to staff and that staff facilitate a consultation process including French Immersion Advisory Committee (FIAC) and our wider community which will provide feedback on:

- 1) The starting point of French Immersion in HWDSB (Policy),
- 2) The initiation of a single track French Immersion school at the Bellmoore School Site,
- 3) Potential boundary changes that would facilitate a strategic French Immersion accommodation plan, and
- 4) Budget implications.

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Staff bring back an action report at the January Board meeting that recommends to the Board actions to be taken on the above four matters.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Open Committee of the Whole Report to Open Regular Board

DATE: Monday, January 30, 2012

TO: OPEN REGULAR BOARD

FROM: Robert Barlow
Chair of the Committee of the Whole

RE: **Report of the January 16, 2012
Open Committee of the Whole**

Moved by _____, seconded by _____ :

That the Report of the Open Committee of the Whole dated January 16, 2012 be adopted.

Motions:

ACTION ITEMS

I. Report of the Special Education Advisory Committee

It was moved by J. Bishop, seconded by J. Brennan: That the following report of the Special Education Advisory Committee be approved:

BUSINESS ARISING FROM THE MINUTES:

Learning for All: Program Strategy

It was moved by J. McEwen-Hill, seconded by L. Barrie: That SEAC support the HWDSB's Program Strategy in principle and recommend that the Board:

- continue to provide the full range of services currently offered for students with special needs;
- continue the expansion of literacy interventions;
- provide consistency of programming across the District;
- develop a means of evaluating alternative results;
- expand community partnerships; and
- continue to develop appropriate transitions and pathways.

CARRIED.

CORRESPONDENCE:

Lynwood Charlton Centre

It was moved by D. Foster, seconded A. Mackey: That Lynn Vanderbrug be appointed the new representative of the Lynwood Charlton Centre on SEAC during the 2010-2014 membership term.

CARRIED.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

2. Policy Working Sub-Committee

First Nation, Metis and Inuit Education Policy

16C-2

It was moved by J. Bishop, seconded by W. Hicks: That the First Nations, Metis and Inuit Education Policy (as amended) be approved.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

3. Accommodation Review Reports for Dalewood, Prince Philip, G.R. Allan Schools

It was moved by J. Brennan, seconded by J. Bishop: That the Board receive the Accommodation Review Committee's Report for Dalewood, Prince Philip and G. R. Allan Schools and defer a final decision until April 2012.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

It was moved by T. Simmons, seconded by T. White: That the Board receive Staff's Accommodation Review Report for Dalewood, Prince Philip and G. R. Allan Schools and defer a final decision until April 2012.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The following monitoring item was presented:

- Enrolment Summary Report – October 31, 2011

Notice of Motion for January 30, 2012 Board Meeting.

“I hereby give notice that at the next regular meeting of the Board of Education or special meeting called for that purpose, I shall move or cause to be moved the following resolution”.

WHEREAS on March 20th, 2007 HWDSB administration staff recommended to HWDSB Trustees the consolidation of four Administrative Offices.

AND WHEREAS in support of this recommendation HWDSB Trustees invited public input into the status of the Education property at 100 Main Street West,

AND WHEREAS in May of 2008 a proposal for the development of the property at 100 Main Street West between the Board, McMaster University and the City of Hamilton was unable to prove its' viability and so was abandoned.

AND WHEREAS we are approaching the fifth anniversary of the March 2007 staff recommendation without resolution.

THEREFORE be it resolved that HWDSB continue through the legislative Regulation 444 to secure a valid sale of 100 Main Street West.

Presented by: Ray Mulholland, 01/30/2012.

I intend to give notice of the following motion at the next meeting of the Board:

Whereas the Hamilton-Wentworth District School Board through its Equity policy has indicated that: *The Hamilton-Wentworth District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.*

Whereas all programs of the HWDSB should be open to all students who can benefit from them;

Whereas students who wish to take the prestigious International Baccalaureate program, currently offered in three of our high schools, must pay substantial fees;

Whereas those students who are unable to cover these costs may apply to the schools for financial assistance, which may be an embarrassment as an invasion of privacy, and act as a deterrent from applying to the program;

Whereas the Toronto District School Board, and all school boards in Nova Scotia currently charge no cost to students in these programs;

Be it resolved that staff be requested to provide the following to the Board at the February Committee of the Whole: a report on the revenue and expenses of the current International Baccalaureate Program; provide suggestions, other than the use of parent fees, for covering the amount currently provided through fees; and the pros and cons for the development of an open and transparent system application process for students to the program.

Judith Bishop, December 7, 2011.

Notice of Motion:

Meeting Procedures and Restoring Public Confidence in HWDSB Governance practices

Moved by Trustee Laura Peddle

Seconded by Trustee Todd White

Whereas Section 207 of the Education Act ensures public access to meetings and records of the Hamilton-Wentworth District School Board (HWDSB), and

Whereas the Education Act has strict criteria for the closing of certain committee meetings, and

Whereas the Education Act enshrines that any person may, at all reasonable hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and, upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or at such lower rate as the board may fix, the secretary shall furnish copies of them or extracts therefrom certified under the secretary's hand, and

Whereas there has been recent public scrutiny applied to the long-standing governance practices of the HWDSB, and

Whereas the HWDSB desires to ensure public confidence in all that it does,

Therefore be it resolved that the HWDSB Board of Trustees:

- a) Request a report and recommendations from leading governance experts (both in theory and practice) to review and modernize the Board of Trustees' Rules and Regulations and meeting practices (public, private, professional development, procedural)
- b) Invite participation in the review from some of those whom have recently been quoted in the media
- c) Cost not to exceed \$10,000 plus HST
- d) Implementation and oversight to be provided by the Governance Committee
- e) All Trustees to be invited to participate
- f) Final Report to be presented to the Board of Trustees no later than the June 2012

Name of Report: Director's Annual Report
To: Committee of the Whole
From: John Malloy
Date: January 10, 2012

Organizational Alignment

- **Strategic Direction:** Achievement Matters, Engagement Matters, Equity Matters
 - **Annual Operating Plan:** Achievement Matters, Engagement Matters, Equity Matters
 - **Director's Performance Appraisal:**
Communicate and support the focus and precision needed in HWDSB to implement our Strategic Directions and Annual Operating Plans.
-

Overview/Context

The Ministry of Education requires all Directors of Education to produce a Director's annual report on the actions taken during the previous academic year. As per the past four years, the Ministry continues to have minimum requirements for Directors' annual reports in order to encourage the sharing of consistent information across the province.

Our Strategic Directions are the foundation for this report. These directions include a vision of all students achieving their full potential, and a mission that sees the Board "providing relevant, responsive education so that each student becomes a lifelong learner and contributing citizen in a diverse world."

Similar to last year, the Director's Annual report follows the three overarching Strategic Directions themes of Achievement Matters, Engagement Matters and Equity Matters. The report highlights our accomplishments in each area as we work towards achieving our vision of all students achieving their full potential.

Please note, that while the Ministry has minimum requirements for Directors' annual reports, they encourage boards to use their creativity and ingenuity in presenting notable information to communities.

What We Did

In 2011, we revised the Director's annual report from a printed piece to an online format. The response was positive. We continued with this format as it brings our strategic directions and our accomplishments over the year to life using a variety of multi-media formats. The report also translates the text on each page into a number of languages using Google Translate, making it more accessible to a wider audience.

Again for 2012, we have produced a Director's Annual Report that is visual, interactive via social media links and which can be read by screen readers used by those with visual impairments. In this

way, the report is improving our practices in alignment with Ontario's advancing standards for accessible communications. The report can be found by visiting the following link

<http://www.hwdsb.on.ca/aboutus/director/annual-report/>

What We Learned

In 2011, we listened to our community's desire for a clear, concise interpretation of our strategic directions for 2009-13. To interpret these directions for parents and interested community members, we produced a six-panel document that explained what strategic directions are, how we are pursuing each direction in concrete ways, and ways for our parents to become more involved as partners. In the same way, we are planning to produce a tri-fold brochure in the weeks ahead that will condense the Director's Annual Report for members of our wider education community, while also sharing the web link to the full, online report.

Action Plan

Distribution of the Director's annual report

Audience/Group	Communications Activity & Content	Frequency	Timeframe
Ministry of Education	Send link to report	One time	January 31, 2012
Internal	Draft letter to all internal groups (SEAC, PIC, FIAC, School Councils, Home and School)	One time	February 2012
Internal/External	Draft letter to Directors, MPPs, MPs, City Councillors, Community Partners	One time	February 2012
Internal/External	Draft feature story for website	One time	February 2012
Internal/External	Draft story for Virtual Blackboard	One time	February 2012
Internal	Post in principals' and managers' conferences	One time	February 2012
External	Post link on twitter	One time	February 2012
External	Post link on Facebook	One time	February 2012
External	Draft small insert for school newsletter via Board Bulletin	One time	February 2012
External	Draft tri-fold brochure condensing Director's Annual Report.	One time	February 2012

**Minister Responsible for
Francophone Affairs**

700 Bay Street, 2nd Floor
 Toronto ON M7A 0A2
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**Ministry of Education
Minister**

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 Queen's Park
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January 18, 2012

Mrs. Judith Bishop
 Chair
 Hamilton-Wentworth District School Board
 Education Centre
 100 Main Street West, P.O. Box 2558
 Hamilton ON L8N 3L1

Dear Mrs. Bishop,

On November 18, the *French Language Services Act* (FLSA), also known as Bill 8, celebrated the 25th anniversary of its unanimous adoption by the Legislative Assembly of Ontario.

As you may know, this Act has had a very favourable impact on the lives of Franco-Ontarians. The FLSA ensures that Francophones in the province can access services in French from ministries and government agencies. Larger-scale impacts also show that the Act contributed to the flourishing of the Francophone community.

Given the importance and scope of this Act, we believe that it would be appropriate to seize the opportunity of recent 25th anniversary commemorations to explain to young Ontarians the significant progress made possible by this Act. Therefore, we would like to encourage your school board teachers to organize an activity in the classroom over the next few weeks revolving around the theme of the FLSA.

To enhance a creative and encompassing thought process, we have prepared a document that maps out the major steps that helped strengthen the availability of services in French in Ontario. This document also highlights the progress made in key sectors such as education and health. The document – entitled *French-language Services: Past, Present, Future* – can be downloaded on the Office of Francophone Affairs website homepage, under the “Highlights” section, at www.ofa.gov.on.ca/en/index.html.

We thank you in advance for your interest in improving the awareness of the reality of Francophones in Ontario, and in allowing your students to contribute, in their own way, to its bright future.

Please accept our sincere thanks.

Best regards,

A handwritten signature in cursive script, appearing to read "m meilleur".

Madeleine Meilleur
 Minister Responsible for Francophone Affairs

A handwritten signature in cursive script, appearing to read "Laurel Broten".

Laurel Broten
 Minister of Education



Canadian Parents for French – Hamilton-Wentworth

55 Athens Street Hamilton Ontario L9C 3K8 905-318-1646 www.cpfhamilton.ca

RE: Survey Response on Kindergarten Entry Point for French Immersion Students

Part A - About You:

Thank you for the opportunity to provide comments on the issue of moving the entry point of French Immersion (FI) from Kindergarten to Grade 1 effective September 2012. This submission is on behalf of Canadian Parents for French (CPF), a national organization of over 25,000 English-speaking members who support French as a second language education for Canadian children. CPF conducts education research at both the national and provincial stage and advocates at all levels of government for improvements and access to French Immersion programs.

CPF members in Hamilton-Wentworth have children at all FI sites, and in many grade levels of the program. Some of our members attended the three public consultation sessions in January, as well as the December 21st French Immersion Advisory Committee meeting. We also held our own workshop about the entry point issue on January 10th. This submission does not speak from the perspective of any particular school or parent, but it is reflective of the views of the organization and represents the larger public interest at stake in the FI community.

Part B - About the Entry Point Recommendation

Are you in favour of the French Immersion program changing to a Grade 1 start within HWDSB and why or why not?

Canadian Parents for French is not in favour of the proposed change, for the following reasons.

1. Effect on Program Quality

Hamilton's FI students currently have the opportunity to develop their comprehension in a kindergarten environment based on the passive absorption of the language, before they move to a Grade One curriculum based on active use of language. Because younger children have a greater ability to learn a second language, the introduction of French Immersion in Senior Kindergarten is a model which produces stronger oral language skills. The extra 400 hours of instructional time gained during Senior Kindergarten will make a difference in student success with the Grade One curriculum.

2. Impact on future enrollment and Program sustainability

The proposed change will result in a disincentive to enroll in the French Immersion program and may lead to declining FI student numbers over time. As a single track school, Norwood Park will be most at risk since it will have no in-school kindergarten classes to draw from. Once children attend their neighbourhood schools for junior and senior kindergarten, they will establish routines and friendships that will be hard to break. It will therefore be difficult and inconvenient for parents to transfer Grade One students to the French Immersion School in their catchment area. The later introduction of French Immersion may also result in a loss of potential students to other School Boards. Francophone Boards offer full day, full French kindergarten and are actively working to increase their enrolment. Hamilton's Catholic Board starts French Immersion at the kindergarten level and also offers door to door bussing.

The example of Peel Region has been provided to show that FI enrollment can increase after a change to a Grade One entry point. It should be noted however, that Peel Region has undergone a period of unprecedented population growth, requiring the construction of schools in newly developed areas and resulting in the opening of many new FI program sites. This population growth, coupled with significant promotional efforts by the Peel School Board, was responsible for much of the FI program growth.

Other school boards are facing the full day kindergarten dilemma and are finding solutions for French Immersion. Of the 54 Boards offering the FI program, 35 have an SK entry point. Last year the Toronto District School Board opened five new dual track school sites and this coming year will open five more. This technique splits catchment areas and ensures that schools contain a balance of Core English and French Immersion students. The Toronto Board is maintaining a 100% French instruction model from Senior Kindergarten until Grade 3.

3. Full Day Kindergarten is a Board-wide Issue, not just a French Immersion Issue

Purpose built full day kindergarten classrooms will be needed at schools across the city – not just at French Immersion sites. How many of these new classrooms will be required, and what will the final capital and operating costs of their implementation be? Are the 10 purpose built classrooms required to maintain the kindergarten FI program simply a drop in the funding bucket? Why is the Board considering such a significant change to a very successful FI program in the absence of a Board-wide analysis of total full day kindergarten implementation costs?

4. Other Accommodation Issues at FI schools

The proposed change to the FI entry point will reduce some population pressure, but it will not resolve the crowding at Norwood Park, Lawfield, Dundana, AM Cunningham and other FI schools. It is a short-term solution, driven by immediate budgetary pressure rather than long-range strategy. There are other potential solutions to the funding and accommodation issue which should be explored.

Alternative solutions to consider include:

- Open a combined middle and high school French Immersion site for students in Grades 6 to 12 at one of the mountain secondary schools slated for closure. This would free up space in Lawfield and Norwood Park for JK and SK students.
- Provide a 50% French model for SK students to allow for flexibility in the allocation of teachers and ECE staff, while maintaining current levels of French at the kindergarten level.
- Explore the potential of using elementary schools slated for closure, or schools with excess capacity to accommodate new dual or single track FI program sites in areas with accommodation pressure.
- Approach Mohawk College to open a French language Early Childhood Education program stream.
- Create an SK magnet site for French Immersion students at schools that do have available space.
- Create a consolidated FI middle school site on the mountain to open up space at Norwood Park and Lawfield for kindergarten students.
- Explore potential capital cost savings through the construction of new buildings rather than building additions which can trigger Ontario Building Code mandated upgrades to the remainder of a school.
- Institute a cap on the number of SK classes at crowded French Immersion schools, so that families who register after the classes are full may end up in an English Kindergarten class and transfer to the French Immersion stream in Grade 1.
- Open more dual track French Immersion sites across the City to relieve the pressure on the existing sites and free up Kindergarten space.

If the entry point into French Immersion were to change to Grade 1, how would this impact your decision to enroll your children in French Immersion within HWDSB?

Although this question attempts to predict the impact of the proposed change on future FI enrollment; it is very difficult to consult with the families who would be affected by this issue. Most of the parents at the public consultation sessions in January already had children in the FI program and were therefore not faced with this decision. Families considering kindergarten enrolment for 2012 are probably not aware of the current public consultation process. Families with even younger children may not even know that the FI program exists. However, as noted above, CPF does feel that there will be a negative impact on future FI enrollment if the entry point changes to Grade 1.

If the entry point into French Immersion was to change to Grade 1 within HWDSB, how could HWDSB assist you with this transition?

The Board could assist affected parents, as well as help support the FI program in the following ways:

1. Additional communication funding should be provided to try to maintain Grade 1 FI enrollment at sustainable levels. Promotion of the FI program should occur at all schools and daycare centres in the City and should take place in both junior and senior kindergarten levels.
2. A generous out-of-catchment policy should be instituted for senior kindergarten students who will be attending FI at a dual track school should kindergarten space be available.
3. An out-of-catchment policy should be instituted to allow junior and senior kindergarten future FI students to attend a school where older siblings are in the FI program.
4. Bussing could be provided to FI school sites from neighbourhood schools.
5. Drop off childcare facilities could be provided at FI school sites to allow parents to manage different bell times at home schools and FI schools.
6. A long term accommodation strategy for FI should be created, with plans for expansion of the program into underserved areas such as the south-west mountain, lower Stoney Creek and the Meadowlands.
7. Once Full Day Kindergarten is implemented, and overall enrollment at dual track schools has dropped, the Board should consider changing the FI entry point back to senior kindergarten.

Conclusion

CPF recommends that the Board maintain the current FI entry point for 2012/2013 school year in order to allow for additional evaluation and analysis of full day kindergarten accommodation issues and alternatives. Additional options should be explored with a final recommendation to the Board in the Fall of 2012. French Immersion is a growing and successful program. Instead of scaling it back, new opportunities and sites should be developed to ensure that all students can easily access this educational opportunity.

Sincerely,

Denise Massie

President, Canadian Parents for French – Hamilton-Wentworth

January 25 2012

Subject: French Immersion Entry Point

Dear Trustee Simmons:

I am writing to respectfully request that you do not change the entry point of the FI program effective September 2012. Ideally, I would like to see you implement some of the recommendations presented by Canadian Parents for French (CPF) to allow the program to continue with an SK start, as I feel that this provides the children with the best opportunity to reach their full potential of language acquisition and academic success. **If it is decided that the only financially feasible option is to change the entry point to Grade 1, I hope to see this implemented as late as possible in order to allow the largest number of children to benefit from the SK start before the transition, and I would encourage the maintenance of a generous out-of-catchment policy for kindergarten students.**

An SK start has academic benefits:

Research on language acquisition consistently shows that when it comes to learning languages, earlier is better (leads higher levels of competency and fluency); for this and other academic reasons, the HWDSB has always supported the SK entry point for the FI program.

An SK start and generous out-of-catchment policies have enrolment benefits:

I suspect that many parents will be reluctant to move their children to a new school for grade 1 once they have integrated into their home school for two years and have established friendships and routines around that school's location and bell times (i.e. childcare arrangements).

It is a significant logistical challenge for families to have children at different schools. This may impact their willingness to enrol their kindergarten students at HWDSB schools, i.e. they may opt to have their FI-destined children continue at their daycare with a kindergarten program rather than attending school, or they may forego FI altogether.

If it is decided to proceed with changing to a Grade 1 start, the following points are of key importance:

Implement the change later rather than sooner – either across the board in 2013 or 2014 when the next FI schools go to FDK, or phase it in for each school in the year that they start FDK

Have a generous out-of-catchment policy for kindergarten at FI schools which prioritizes children who have older siblings who attend the school, but also considers children who intend to enter the FI program.

Given that there is no FI-FDK accommodation crisis in 2012, I would encourage you to maintain the current SK entry point for September 2012 and take the time required to seriously consider the suggestions presented by CPF and parent feedback. FI in the HWDSB is currently a very strong program that is worth preserving!

I appreciate your consideration.

Sincerely,

Lynda Newkirk
Waterdown Parents for French Immersion

Jan. 26 2012

Subject: FI SK Alternative and Public Consultation

Dear Trustees:

After much discussion with the parents, we'd like to bring your attention to some of our suggestions:

To save SK FI,

we should consider running the SK FI classes in a school that may not be the FI home school, but has the appropriate space. That way, the board can take advantage of an existing space in the same catchment, while still keep the FI SK running. Since SK is not bussed, parents can easily drive to the designated school, just for SK, then transfer their children back to the regular FI school for Gr. 1.

For example, Ancaster Senior Public, across the parking lot of Fessenden, has a lot of space that we can take advantage of to provide better accommodation options for the FI program.

If the board must kill SK FI,

may we consider a rolling elimination of SK FI, as the FDK phases in, ie, do not kill it prematurely if we don't have to? For example, Fessenden will be one of the last schools to convert to FDK, in 2014. We would still get 2 years for FI education for the kids, with existing space and teacher resources we already have.

Some may say it's not equitable. As soon as the rolling FDK was introduced, inequity has already existed, because some kindergarten children currently have full day schooling and some only have half of that.

I have participated in every single public consultation opportunity since Dec 5. Unfortunately, I am very disappointed that there seems little initiative or willingness from the board to seek any possible solution or alternative. Even when feasible suggestions were made by parents, the board does not seem to spend any effort in exploring or investigating them.

It is implied that on Mon, Jan 30, there is no new recommendation from staff at the COW meeting. It makes me question the merit of this entire public consultation exercise. It seemed just a forum for parents to air their frustration, and nothing but. It not only defeats the true meaning of public consultation, if the board has already made up its mind, but also a colossal waste of everyone's effort and time.

One parent noted, "The process appears to be nothing more than a dog and pony show to make it appear the board is taking parents concerns seriously, when in reality, there is no interest at all in considering options in any serious fashion that can result in any meaningful alternatives.". And he is not alone.

Please do not simply rubber stamp or fast track any decision that affects our children, without thorough investigation. Please safeguard our children's education and their future.

Perhaps, there are other fundings, even coming in the near future, we can draw from. Perhaps, we can investigate some feasible suggestions coming out of the public consultation. At worst, we can delay the killing of SK FI, so that more children will still benefit from SK FI before they have to absolutely lose it.

If there is not enough time to make an informed decision, please ask for more time, more info, and perhaps a new recommendation from the staff, instead of hastily killing the FI SK program, which has profound benefit to children's early education.

Thanks for your time and consideration.

Ying Chan