

**AGENDA: 6:00 pm**

1. Call to Order
2. O Canada and Land Acknowledgement
3. Profiling Excellence

Students:

- Jessika Buick-Paul (Sir John A. Macdonald) - YMCA Peace Medal - Youth Individual Category
- Husky Peer Leadership Group (Nora Frances Henderson) – YMCA Peace Medal Winners – Group Category
  - Jenny Brown
  - Lena Darwish
  - Erika MacKinnon
  - Danielle Lund
  - Rachel Johns
  - Rachel Kudrenski
  - Ivy Tu
  - Keyierah Miller

4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes – February 12, 2018](#)

Reports from Trustee Special Committees:

7. [Policy – February 14, 2018](#)
8. [Finance & Facilities – February 14, 2018](#)

9. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2  
*(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian*

***Meeting Resumes in Public Session***

10. Report from Committee of the Whole (private) – February 26, 2018
11. Oral Reports from:
  - A. Student Trustees' Report – Local Activities & Ontario Student Trustees' Association (OSTA) Report
  - B. Director's Report
  - C. Chair's Report

12. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.  
<http://www.hwdsb.on.ca/trustees/meetings/>

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**Trustees:** Kathy Archer, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks (electronically), Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen and Todd White. **Student Trustees** Morghen Jael and Ruby Hye.

**Regrets: Trustee Jeff Beattie**

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**1. Call to Order**

Todd White, Chair of the Board, called the meeting to order at 6:13 p.m.

**2. Delegation: Hamilton and District Labour Council re: Shut Down Hate**

Anthony Marco, President and Jayoti Edington, 1<sup>st</sup> Vice President shared that Shut Down Hate was originally conceived as a Hamilton-based initiative of workers being active in their community as allies against racism and oppression. Over 50 union and community groups have already signed on to the pledge which required endorsement of five Pillars:

- Step up and Speak Out
- Shut down hate
- Challenge right-wing political party policies
- Challenge Corporate Canada
- Build a sustainable economy with good jobs

They would like the Board to commit to the themes as outlined above as well as further considerations.

**RESOLUTION #18-12:** Trustee Johnstone, seconded by Trustee Pattison, moved: **That the Board endorse the spirit of the pledge and refer to staff for further consideration and report back to Trustees through the appropriate committees.**

**CARRIED UNANIMOUSLY**

Student Trustees Jael and Hye voted in favour

**3. Approval of the Agenda:**

**RESOLUTION #18-13:** Trustee Archer, seconded by Trustee Bingham, moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY**

Student Trustees Jael and Hye voted in favour

**4. Declarations of Conflict of Interest**

None.

**5. Confirmation of the Minutes – January 29, 2018**

The minutes of January 29, 2018 were confirmed.

**Reports from Trustee Special Committees**

**6. Finance & Facilities Committee – January 17, 2018 – Ancaster High & Dundas Valley SS Boundary Review**

Associate Director Zucker shared that the Transportation department has reviewed the costs and driving times and it has been noted that by approving the amendment there would be no additional costs involved and the 60 minute time limit would not be exceeded.

**RESOLUTION #18-14:** Trustee Van Geffen, seconded by Trustee Archer, moved: **That the tabled item – Ancaster High & Dundas Valley SS Boundary Review of the Finance & Facilities Committee report – January 17, 2018 be lifted.**

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**Amendment to the motion:**

**RESOLUTION #18-15:** Trustee Van Geffen, seconded by Trustee Archer, moved: **That all Ancaster Senior grade 8 students living within the boundary for Beverly Central community, may choose to attend either secondary school (Dundas Valley or Ancaster High) with transportation being provided. This shall apply to all Ancaster Senior grade 8 students graduating in 2018, 2019 and 2020.**

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**To the original motion as amended:**

**RESOLUTION #18-16:** Trustee Van Geffen, seconded by Trustee Archer, moved: **that the secondary English boundary between Ancaster High and Dundas Valley Secondary Schools be approved for the 2018/2019 school year and that all Ancaster Senior grade 8 students living within the boundary for Beverly Central community, may choose to attend either secondary school (Dundas Valley or Ancaster High) with transportation being provided. This shall apply to all Ancaster Senior grade 8 students graduating in 2018, 2019 and 2020.**

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**7. Program Committee – January 22, 2018**

**RESOLUTION #18-17:** Trustee Danko, seconded by Trustee Bingham, moved: **That the Program Committee report – January 22, 2018 be received.**

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**8. Policy Committee – January 24, 2018**

**RESOLUTION #18-18:** Trustee Bingham, seconded by Trustee Van Geffen, moved: **That the Policy Committee report – January 24, 2018 be approved including:**

- The Community Engagement Policy
- Arrivals Check Policy
- Nutrition Policy

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**9. Human Resources – January 30, 2018**

**RESOLUTION #18-19:** Trustee Deathe, seconded by Trustee Pattison, moved: **That the Human Resources Committee report – January 30, 2018 be received.**

**CARRIED UNANIMOUSLY**  
Student Trustees Jael and Hye voted in favour

**Reports from Legislated Committees:**

**10. Special Education Advisory Committee – January 31, 2018**

**RESOLUTION #18-20:** Trustee Johnstone, seconded by Trustee Deathe, moved: **That the report of the Special Education Advisory Committee – January 31, 2018 be approved including that the SEAC committee recommends the following members be approved:**

- Allyson Kowalchuk – Parent Advocacy Learning Support Group (P.A.L.S.)
- Tracy Sherriff – Community Living Hamilton
- Sandra Parker – Alternate, Community Living Hamilton

**CARRIED UNANIMOUSLY**

Student Trustees Jael and Hye voted in favour

**Reports from Community Advisory Committees:**

**11. French as a Second Language Advisory Committee – January 31, 2018**

**RESOLUTION #18-21:** Trustee Danko, seconded by Trustee Deathe, moved: **That the French as a Second Language Advisory Committee Report – January 31, 2018 be received.**

**CARRIED UNANIMOUSLY**

Student Trustees Jael and Hye voted in favour

**12. Resolution Into Committee of the Whole (Private Session)**

**RESOLUTION #18-22:** Trustee Van Geffen, seconded by Trustee Bingham, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 7:28 p.m.

**CARRIED UNANIMOUSLY**

Student Trustees Jael and Hye voted in favour

The open session resumed at 8:59 p.m. Trustee Danko and Student Trustees Jael and Hye did not return to the meeting.

**13. Committee of the Whole (private) February 12, 2018**

**RESOLUTION #18-23:** Trustee Johnstone, seconded by Trustee Archer, moved: **That the report of the Committee of the Whole (private) – February 12, 2018 be approved including:**

- That the Human Resources Committee report from January 30, 2018 be received.
- That a personnel matter be approved.
- That the HWDSB Executive Compensation Program be approved and submitted to the Ministry of Education for final approval.

**CARRIED UNANIMOUSLY**

**14. Oral Reports from Liaison Committees:**

**A. City/School Board Liaison Committee**

Trustee White shared that the City/School Board Liaison Committee will be meeting on March 22, 2018 at the Education Centre.

**B. Hamilton-Wentworth Home & School Association**

Trustee Pattison shared that the Hamilton-Wentworth Home & School Association's next meeting will be held on February 26, 2018 at 7 p.m. at the Education Centre. At the January meeting the Home & School Association shared their involvement in the upcoming election and Trustee Pattison spoke of his role as a Trustee.

**C. HWDSB Foundation**

Superintendent Stephanian shared that at last week's Annual General meeting the Foundation approved the renaming of the HWDSB Foundation's new name which will be "Hamilton Foundation for Student Success."

They have recruited a new Foundation Development Officer, Amy Leaming-Côté who will commence with the Board effective March 5, 2018. Amy as Senior Development Officer for the YMCA Hamilton | Burlington | Brantford, Amy has demonstrated a strong skillset in strategic planning, donor relations, and major gift programs. Spring plans are underway for the Prom Project and there will be a new spring fundraising event schedule allowing the new Foundation Development Officer a chance to settle in to her new role.

**D. Ontario Public School Boards' Association (OPSBA)**

Trustee Johnstone shared the following updates:

- OPSBA's Public Education Symposium (PES) was held on January 25-27, 2018
- New Minister of Education is Indira Naidoo-Harris
- Summit on Children and Youth Mental Health – April 12, 2018
- Education Labour Relations and Human resources Symposium – April 26 & 27, 2018
- OPSBA AGM – Niagara Falls – May 31-June 3, 2018

The meeting adjourned at 9:08 p.m.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: February 26, 2018

From: Policy Committee

Date of Meeting: February 14, 2018

The committee held a meeting from 9:35 a.m. to 11:07 a.m. on **February 14, 2018** at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Bingham presiding.

Members present were: Trustees Christine Bingham, Greg Van Geffen and Todd White. Regrets were received from Trustee Beattie.

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**ACTION ITEMS:****A. 21<sup>st</sup> Century Learning**

The Committee considered the 21<sup>st</sup> Century Learning Policy. This policy is up for its scheduled review and aligns with the Government of Ontario's Winter 2016 Education of 21<sup>st</sup> Century Competencies: *A Foundation Document for Discussion*. The committee requested that the Code of Conduct policy be updated to include both the physical and digital space – staff noted that these changes could be brought forward to the April policy meeting for review and consideration. The Committee also requested that references to the Code of Conduct be placed within the policy – under terminology and within the progress indicators where appropriate.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS that the 21<sup>st</sup> Century Learning Policy be approved.**

**CARRIED UNANIMOUSLY**

**B. Fraud Management**

The Committee considered the Fraud Management Policy. This Policy is returning from a 30-day public consultation period and based upon feedback received, staff have made no additional changes to the policy.

On motion of Trustee White, the Policy Committee **RECOMMENDS that the Fraud Management Policy be approved.**

**CARRIED UNANIMOUSLY**

Respectfully submitted,  
Christine Bingham, Chair of the Committee



# 21st Century Learning

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 5

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to preparing its students for success through the development of 21st century competencies. HWDSB believes all students and staff should have equitable access to learning opportunities and environments that are engaging, authentic, relevant, and that leverage local and global connections. HWDSB supports this learning through the ethical, competent, and acceptable use of technology, tools, and social media.

## GUIDING PRINCIPLES:

HWDSB will promote the development of 21<sup>st</sup> Century Competencies by:

- Creating the conditions necessary for learning environments that are relevant to and meet the needs of all learners.
- Acknowledging that learning can occur in physical and digital spaces and strive to create learning opportunities in both spaces for staff and students.
- Providing opportunities for staff and students to collaborate, think critically, innovate, solve authentic problems, and recognize the impact an individual can have in a connected world.
- Using digital and information technology to connect classrooms and schools to their local, national, and global communities.
- Using digital and information technology in innovative ways to express creativity and provide opportunities for greater choice of how students learn, share, and work with others.

## INTENDED OUTCOMES:

The implementation of the 21st Century Learning and Technology Policy together with specific related procedures will:

- Foster the development of 21<sup>st</sup> century competencies.
- Identify and implement the conditions needed to create 21<sup>st</sup> century learning environments.
- Promote the responsible and effective use of digital and information technology to enhance student and staff learning.
- Increase understanding and utilization of blended learning (the purposeful combination of face-to-face and online interactions) as an instructional strategy in classrooms and as a professional learning format for staff;
- Provide pathways to understanding the importance of digital literacy, including: authorship and ownership, managing identity in digital spaces, recognizing credible sources of information, positive participation, and respecting the privacy of self and others;
- Develop skills for students to critically evaluate and select digital and information technology, tools, and resources as learning tools.





# 21st Century Learning

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 5

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

### *21st Century Competencies*

(Adapted from *21<sup>st</sup> Century Competencies: A Foundation Document for Discussion*)

- *Creativity, Innovation, and Entrepreneurship* – Students are creative thinkers who construct knowledge and develop innovative products and processes.
- *Communication* – Students communicate, in the physical and virtual worlds, effectively to support their learning and contribute to the learning of others.
- *Collaboration* – Students collaborate positively to learn, to co-construct new knowledge, and to complete relevant tasks
- *Learning to Learn* – Students are aware of who they are as learners and how to learn most effectively in virtual and physical spaces.
- *Critical Thinking and Problem Solving* – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- *Global and Digital Citizenship* – Students understand human, cultural, and societal issues related to citizenship, appropriate use of technology, as well as practicing legal and ethical behavior.

*Authorship:* The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

*Blended Learning:* Blended learning uses technology tools and resources to teach and support learning face-to-face.

*Code of Conduct:* HWDSB's Code of Conduct Policy provides all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct.

*Credibility:* Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

*Identity:* The profiles you create and the contributions you make in online spaces.



# 21st Century Learning

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 5

**Ownership:** Includes works that belong to the public domain and individuals holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can allow usage. However, when considering ownership of creative work, the Fair Use Doctrine tries to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

**Fair Use Doctrine:** A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

**Privacy:** The protection of personal, private, and confidential information.

## ACTION REQUIRED:

- Implement and monitor staff development programs and resources
- Continue to monitor the procedures:
  - Identity, Credibility, and Positive Participation Procedure
  - Ownership and Authorship Procedure
  - Privacy Procedure
  - Selection of Learning Resources Procedure

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Foster the development of 21 <sup>st</sup> century competencies	Evaluate how professional learning opportunities support implementation of the following:  Digital citizenship and digital literacy learning, <ul style="list-style-type: none"> <li>• Problem-based learning,</li> <li>• Inquiry learning</li> <li>• Deep learning tasks</li> <li>• Blended learning</li> <li>• Experiential learning</li> <li>• Community-supported learning</li> </ul>



# 21st Century Learning

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 5

Intended Outcome	Assessment
Identify and implement the conditions needed to create 21 <sup>st</sup> century learning environments	Audit select schools to ensure learning environments include: <ul style="list-style-type: none"> <li>• Access to board provisioned digital and information technology</li> <li>• Both physical and virtual spaces</li> <li>• Choice of learning tools</li> <li>• Supports for problem-based learning, inquiry learning, experiential learning, and deep learning</li> <li>• Occur inside and outside of the school (i.e. in community spaces or in on-line environment)</li> <li>• Procedures for the appropriate use of personal and board provisioned electronic devices</li> <li>• Be multi-literate and multi-lingual</li> </ul> Develop board wide standards for 21 <sup>st</sup> century learning environments.
Promote the responsible and effective use of digital and information technology to enhance student and staff learning	Ensure staff and students are aware of: <ul style="list-style-type: none"> <li>• The development and implementation of digital citizenship learning experiences for a variety of audiences</li> <li>• The site specific procedures for the appropriate use of personal and board provisioned electronic devices</li> <li>• The guidelines for staff and school/department use of social media</li> </ul> Create assessment measures related to the effective use of digital and information technology. Effective application of the Code of Conduct in the digital and physical learning environment.
Increase understanding and utilization of blended learning as an instructional strategy in classrooms and as a professional learning format for staff	Evaluate how professional learning opportunities supports the use of blended learning in the digital and physical classroom. Assess how blended learning is being used as a professional learning strategy. Assess how blended learning is being used as an instructional strategy.



# 21st Century Learning

Date Approved: XXXX

Projected Review Date: XXXX

Page 5 of 5

Provide pathways to understanding the importance of digital literacy	Evaluate how professional learning opportunities support embedding age and developmentally appropriate digital literacy learning across all grades and subject areas.  Assess implementation of digital literacy learning.
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Intended Outcome	Assessment
Develop skills for students to critically evaluate and select digital and information technology, tools, and resources as learning tools	Evaluate how professional learning opportunities support teaching students to critically evaluate and select digital and information technology, tools, and resources as learning tools. Assess implementation of digital literacy and citizenship learning.

## REFERENCES:

### Government Documents

*21<sup>st</sup> Century Competencies: A Foundation Document for Discussion*, 2016

Ontario Human Rights Code

Canadian Charter of Rights and Freedoms

Education Act

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

School Effectiveness Framework, 2010

Learning for All, Draft 2009

Municipal Freedom of Information and Protection of Privacy Act

Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media

International Society for Technology in Education; NETS - the National Education Technology Standards

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006

### HWDSB Policies

Accommodation of Staff

Assessment, Evaluation and Reporting

Code of Conduct

Environment

Equity and Inclusive Education

Privacy and Information Management

Professional Learning



# Fraud Prevention and Management

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 1 of 3

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to protecting its assets and maintaining public trust through a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.

## GUIDING PRINCIPLES:

- This policy applies but is not limited to trustees, employees, volunteers, and third-party contractors/consultants.
- The Board is committed to preventing fraud, protecting its revenue, property, proprietary information and other assets.
- In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- In the event of possible criminal misconduct, the police shall be notified, as determined by the Director and/or the Chair of the Board.
- This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation.

## INTENDED OUTCOMES:

- Increase awareness of key fraud indicators, the diverse types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- Establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Fraud:* A deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves willful misrepresentation or deliberate concealment of material facts.



# Fraud Prevention and Management

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 2 of 3

Types of fraud could include, but are not limited to, the following:

- a) forgery or alteration of cheques or other banking documents and records;
- b) theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time;
- c) any irregularity in the handling or reporting of money transactions, including the falsification, destruction or removal of corporate records;
- d) any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes;
- e) any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the Board;
- f) any claim for compensation/pay (inflated timesheet);
- g) any claim for reimbursement of benefit expenses under the Board benefit plans provided to employees that is either intentionally inflated or falsified;
- h) the unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes;
- i) misuse or abuse of authority in the context of purchasing goods or services;
- j) false claims for grants, contributions or any program/service payments, including refunds and rebates;
- k) seeking or accepting anything of material value from vendors of the Board (bribes, commissions) in violation of the conflict of interest;
- l) making personal purchases on Board Purchasing/Credit Cards.

## ACTION REQUIRED:

- Staff will implement and maintain procedures to operationalize this policy to create a system of internal controls designed to prevent, detect, investigate, and report instances of fraud.
- The Director of Education, or representative, will provide an annual report to the Audit Committee on the implementation of this policy and any findings.
- The Board will provide the necessary information and training to ensure that staff is familiar with fraud, its prevention and its detection.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Increase awareness of key fraud indicators, the diverse types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.	Develop and implement an annual internal awareness campaign.  Incorporate fraud prevention into yearly training of staff



# Fraud Prevention and Management

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 3 of 3

Intended Outcome	Assessment
Establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.	The Director of Education, or representative, will provide an annual report to the Audit Committee on the implementation of this policy and any findings.

## REFERENCES:

### Government Documents

- The Education Act
- Ontario Regulation 361/10: Audit Committees
- The Criminal Code of Canada (RS., 1985, c. C-46)

### HWDSB Policies

- Fundraising
- Procurement
- Staff Progressive Discipline

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: February 26, 2018

From: Finance and Facilities Committee

Date of Meeting: February 14, 2018

The committee held a meeting from 12:00 p.m. to 2:47 p.m. on February 14, 2017 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Greg Van Geffen presiding.

Members present were: Trustees Christine Bingham, Greg Van Geffen and Todd White. Trustees Jeff Beattie and Wes Hicks participated electronically. Trustees Penny Deathe and Alex Johnstone were also in attendance.

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**DELEGATION:****A. Westmount Eco-Ninja's Solar Panel Committee**

Cassie Chamberlain and Emma Frketich, students from Westmount Secondary School and representatives of the Eco Ninja's Solar Panel Committee provided an overview of the Eco-Ninja Committee and their initiatives. They shared the research they have done on the benefit of having solar panels installed on the roof of their school and requested trustee's support for their next steps: to have a feasibility survey conducted; procuring an engineer; and funding source.

**ACTION ITEMS:****B. Westmount Solar Panels**

As a result of the delegation this item was added to the agenda. In response to questions, staff provided an update on the status of solar panels at HWDSB schools.

On the motion of Todd White the Finance and Facilities Committee **RECOMMENDS: that staff explore the feasibility of solar panels at Westmount Secondary School and report back to the Finance and Facilities Committee.**

**CARRIED****C. FI Boundary Review – East Hamilton & Lower Stoney Creek (LSC)**

Staff presented the report on the proposed transitions for the relocation of the French Immersion programs in east Hamilton and lower Stoney Creek. Staff indicated that the recommendation to relocate the program from Glen Brae and Glen Echo in September 2018 was a result of the expectation that one of the schools would have to close in June 2018 to accommodate the construction of the new Glen elementary school. Since this is not the case, Glen Brae and Glen Echo are able to continue to accommodate the French Immersion program until they close when the new school is constructed. In addition, a public meeting was held to allow parents/guardians to provide feedback on the proposed transition plan and concerns were raised. As a result, a telephone survey was conducted where all parents/guardians of those Grade 1 students registered for French Immersion at Eastdale (Green Acres) or Parkdale to determine if there was an interest in remaining at Glen Echo. Based on the results of the public session and the survey, staff will be offering a Grade 1 French Immersion class at Glen Echo and makes the opening of the classes at Parkdale and Green Acres not feasible for September 2018. Staff will offer the same registration options in September 2019 (Glen Echo, Parkdale and Eastdale) and will determine the feasibility of the program in each school at that time. When the new Glen school is constructed, the entire French Immersion program will be relocated from Glen Echo and Glen Brae to the schools identified in the East Hamilton-Lower Stoney Creek FI Boundary Review.

On the motion of Todd White the Finance and Facilities Committee **RECOMMENDS: that existing FI students living within the new East Hamilton and Lower Stoney Creek FI catchments continue at Glen Echo and Glen Brae and relocate to new area FI schools as identified through the East Hamilton - Lower Stoney Creek FI Boundary Review for September 2020.**

**CARRIED**



**MONITORING ITEMS:**

**D. Capital Projects Construction Update**

This is a quarterly monitoring report that staff prepare to update trustees on the status of major construction projects. Additional information was added to the report to show final cost of completed projects. This report includes the recent Ministry funding announcement and these projects were highlighted.

Respectfully submitted,  
Greg Van Geffen, Chair of the Committee