AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Grade One French Immersion Application Process - update
4. Digital Devices – update
5. Adjournment
TO: PROGRAM COMMITTEE
FROM: Manny Figueiredo, Director of Education
DATE: Monday, June 3rd, 2019
PREPARED BY: Bill Torrens, Superintendent of Student Achievement-Program
RE: Grade One French Immersion Application Process Update

Recommendation:
It is recommended that:
1. The timelines for the Grade One French Immersion Application Process, accepted by the Board on November 21st, 2016, be amended to start on the first school day in December and conclude on the third Monday of January;
2. Grade One Families will be offered placements no later than the last day of school in February; and,
3. Explore the implications of extending the on-line application process to grades two to eight to enable management of accommodation pressures.

Rationale
Revising timelines would enable staff to align the placement process with the Elementary Staffing Timelines, which would allow Staff to verify the number of available seats in each French Immersion school prior to offering placements. The result should be fewer families being offered out-of-catchment placements and placed on waitlists. The current timelines notify families in December, but school organizations are not confirmed until the end of February.

Feedback from the French as a Second Language Advisory Committee (FASLAC) and parent voice in 2018-19 indicated a preference for later timelines as the Winter Break creates a gap in communication between the board and parents/caregivers.

A grade one to eight central on-line process:
   a. Allows staff to meet the commitment that all interested families are offered a French Immersion placement;
   b. Manages accommodation pressures from grades 2-8 and wait-lists;
   c. Enables the system to prioritize out-of-catchment placements based on wait-lists.

Background:
Hamilton Wentworth District School Board’s (HWDSB) French as a Second Language (FSL) Programming is guided by the three core priorities set out in the Ministry of Education’s A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 1-12:
   • Increase student confidence, proficiency and achievement in French as a Second Language (FSL),
   • Increase the percentage of students studying FSL until graduation,
   • Increase student, educator, parent, and community engagement in FSL.

These core priorities are at the forefront of HWDSB’s commitment to FSL that envisions: “All students communicating and interacting with growing confidence in French.”

HWDSB offers two FSL programs –Core French and French Immersion. Each of the programs differs in intensity but share a common purpose: To develop student’s communication skills in the French language. The programs teach
students to listen, speak, read, and write in French through real-world language opportunities. French as a Second Language also promotes the use of language learning strategies, goal setting/reflection and an appreciation of French culture in Canada and in other regions of the world.

Grade One French Immersion Application Process

2017-18
Implementation of the Grade One French Immersion Application Process began in 2017-18. During the first year of the Grade One French Immersion Application Process:
• 29.5 classrooms were deployed;
• 596 placements were accepted by families;
• All families who applied on-time were placed in their home schools.

2018-19
Building on the practices from 2017-18 process, the Fall 2018 Grade One French Immersion Application Process featured:
• A communication strategy that included:
  o A hard copy letter for each HWDSB Kindergarten Year Two parent outlining the application process;
  o A press release, advertisement in the Hamilton Spectator, and social media postings;
  o Emails via school mail lists;
  o Five parent information nights;
• An on-line application available at www.hwdsb.on.ca/fi to collect all applications to a central PowerSchool database;
• An application period of October 19th to November 30th, 2018;
• A commitment to communicate placement offers to parents on Friday, December 15th, 2018 with parents needing to respond by January 14th, 2019;
• A Random Selection Process to offer home school and out-of-catchment placements that included:
  o Offering home school placements prior to the random selection as per the Board motion: “Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in French Immersion, space permitting and providing they remain in French Immersion”;
  o Using an on-line service Random.org to conduct the draw for home school placements and to generate the wait-list of families offered an out-of-catchment placement.
• Data verification via PowerSchool.

Key messages communicated to parents via www.hwdsb.on.ca/fi and during parent information nights included:
• HWDSB offers a placement to every student whose parent chooses French Immersion but does not guarantee where that place may be located;
• Criteria for placement offers follows the Board motion: students living in the FI catchment, siblings in French Immersion, and creating a K-8 balance of French and English track;
• Students may be offered an out-of-catchment placement if there is not enough space and transportation will be provided as per the HWDSB Transportation Policy (i.e. is not provided for out-of-catchment);
• A transparent random selection process will be used to identify who will be offered home school or out-of-catchment placements;
• A wait-list of out-of-catchment placements will be maintained to provide a future opportunity to return to their home French Immersion school;
• Late applicants will be accepted but there is no transportation provided and no guarantee of placement in the home French Immersion school.

On-Time Registrations for 2019-20
679 applications were received during the Fall 2018 application period. While there were enough places in the system to offer a placement to all 679 families, a Random Selection Process was needed to select families offered a home school placement or an out-of-catchment placement at Cootes Paradise, Dundana, Earl Kitchener, Fessenden, Glen Echo, and Guy Brown due the number of applications exceeding allocated space in the schools. As a result, in December 2018:

- 579 placements offers for home French Immersion schools were accepted;
- 52 placement offers for home French Immersion schools were declined;
- 9 placement offers for home French Immersion schools were not responded to;
- 39 placement offers for out-of-catchment Immersion schools were made with 13 acceptances and 26 declines (all 39 families were placed on the wait list for their home school).

Grade One French Immersion Placements for 2019-20 as of May 1st, 2019

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
<th>Allocated Seats</th>
<th>Seats Available</th>
<th>Waitlist</th>
</tr>
</thead>
<tbody>
<tr>
<td>A M Cunningham</td>
<td>69</td>
<td>69</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Bennetto</td>
<td>31</td>
<td>46</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Cootes Paradise</td>
<td>54</td>
<td>54</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dundana</td>
<td>55</td>
<td>55</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Earl Kitchener</td>
<td>74</td>
<td>74</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Fessenden</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Glen Echo</td>
<td>44</td>
<td>47</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Guy B Brown</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Lawfield</td>
<td>50</td>
<td>59</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Mary Hopkins</td>
<td>38</td>
<td>46</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Michaeille Jean</td>
<td>68</td>
<td>69</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Norwood Park</td>
<td>91</td>
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<tr>
<td>Grand Total</td>
<td>666</td>
<td>702</td>
<td>36</td>
<td>27</td>
</tr>
</tbody>
</table>

Notes:
At the start of each month, families on the wait-list will be offered a placement if space has opened at their home school, in the order created through the random selection process.
TO: PROGRAM COMMITTEE
FROM: Manny Figueiredo, Director of Education
DATE: Monday, June 3rd, 2019
PREPARED: Bill Torrens, Superintendent of Student Achievement-Program
BY:
RE: Digital Devices Update

<table>
<thead>
<tr>
<th>Action</th>
<th>Monitoring</th>
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Background
At the February 25th Board Meeting, Trustees approved: “Finalizing the integration of Transforming Learning Everywhere (TLE) into the current Strategic Directions and Annual Plan goals by supporting Student achievement and well-being through access to digital technology through provisioning devices in all secondary schools and device kits from grades four to eight.”

Also approved at that time was: Developing a new “21st century learning” strategy focused on developing competencies that prepare HWDSB graduates to “Learn to grow to their full potential in a diverse world”.

The following report provides an update on the plan to deploy digital devices in Elementary and Secondary schools in the 2019-20 academic year.

Elementary Device Deployment 2019-20
Devices will be deployed in elementary schools in kits of 6 student devices in grades four to eight classrooms. The iPad remains the standard device for the kits. Schools can utilize school budgets to purchase other devices (e.g. laptops) through the Purchasing Department.

Secondary Device Deployment 2019-20
Devices will be deployed in a 1:1 model. All secondary students will be provisioned a device to begin the academic year. The iPad remains the standard 1:1 device. Schools can utilize school budgets to purchase other devices (e.g. laptops) through the Purchasing Department.

As early as October, students will have an option to return the device, the power cord, power cube, and case, if they have a digital tool that can adequately replace the iPad. This strategy:

- Provides students time to make an informed choice, based on classroom expectations, their ability to provide a digital tool for learning, and on whether the iPad is the digital tool they need for their learning;
- Ensures access to the HWDSB learning management system (The HUB) and e-learning programming (3000 spaces exist for 2019-20) for all students;
- Supports educators building on their existing practice and in continuing to utilize The Hub as a learning management system and iPad apps as learning supports;
- Provides an opportunity for schools to create a plan to re-purpose returned devices into kits for subject area learning.