



REPORT NO. 7, COMMITTEE OF THE WHOLE

DATE: 2 February 2016

A meeting of the Committee of the Whole was held this evening in the Board Room, 133 Greenbank Road, Ottawa, Ontario, commencing at 7:12 p.m. with Trustee Christine Boothby in the chair and the following trustees also in attendance: Donna Blackburn, Erica Braunovan, Chris Ellis (electronic communication), Mark Fisher, Theresa Kavanagh, Dr. Anita Olsen Harper, Keith Penny, Sandra Schwartz, Lynn Scott, and Shirley Seward.

STUDENT TRUSTEES: Kayvon Mihan and Ella Stewart.

STAFF: Director of Education, Jennifer Adams; Associate Director of Education, Norah Marsh; Chief Financial Officer, Mike Carson; Superintendent of Curriculum, Pino Buffone; Superintendent of Human Resources, Janice McCoy; Superintendent of Learning Support Services, Olga Grigoriev; Superintendents of Instruction, Susan MacDonald and Nadia Towaij; Executive Officer, Corporate Services, Michele Giroux; Manager of Board Services, Monica Ceschia; Manager of Communications & Information Services, Diane Pernari-Hergert; Labour Relations Officer, Anne O'Dacre; Communications Coordinators, Sharlene Hunter and Nathalie Kelso; Strategic Business Analyst, Andrea Rahim; Audio Visual Specialist, John MacKinnon; and Board/Committee Coordinator, Stephanie Thompson.

NON-VOTING REPRESENTATIVES: Paul Warner, Ottawa-Carleton Assembly of School Councils (OCASC); Peter Giuliani, Elementary Teachers' Federation of Ontario (ETFO); Reg Lavergne, Ottawa-Carleton Secondary School Administrators' Network (OCSSAN); Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC), and Julia Yang, Student Senate.

1. Call to Order

Vice-Chair Boothby called the meeting to order at 7:12 p.m.

2. Approval of Agenda

Trustee Braunovan advised that she would be recording the meeting.

Moved by Trustee Schwartz,
THAT the agenda be approved.

*An amendment moved by Trustee Fisher,
THAT item 6b, Report 16-021, New Findlay Creek Elementary School, be
moved to become item 6a.*

- Carried -

Vice-Chair Boothby advised that a four-minute delegation from Sabrah Talib was not included on the agenda.

*An amendment moved by Trustee Scott,
THAT the delegation from Sabrah Talib be added to the agenda as item
5k.*

**Moved by Trustee Schwartz,
THAT the agenda be approved, as amended.**

- Carried -

3. Briefing from the Chair

Chair Seward advised that Winter Walk Day is 3 February 2016. It is an opportunity for parents and children across Ontario to get outside for 60 minutes of daily physical activity. Additional information is available on the District's website.

Several trustees attended the Ontario Public School Boards' Association's Public Education Symposium last week.

Chair Seward advised that, in consultation with the Ad Hoc Committee to Develop an Advocacy Strategy and on behalf of the Board, the District's pre-budget consultation submission document was submitted to the Standing Committee on Finance and Economic Affairs. The District's submission was also sent to the provincial Finance Committee, Minister Sousa and Associate Minister Mitzie Hunter, as well as personalized copies to Ottawa area MPPs. The Board appreciates the commitment that this government has made to public education, and has advocated that the provincial government not cut the budget by 1%, or \$7.5 million, at a time when the District is experiencing a deficit year. With continued financial support and collaboration, the Ottawa-Carleton District School Board and school boards across the province will contribute to build a better Ontario.

4. Briefing from the Director

Director Adams advised that the Learning Disabilities Association of Ottawa-Carleton invites parents to attend their 4 February 2016 workshop 'Walk a Mile in my Shoes' from 7:00-9:00 p.m. at 160 Percy Street (inside the McNabb school library). This is an experiential workshop that is designed to give participants an understanding of what it may feel like to have learning disabilities by engaging in a series of activities and give parents a practical understanding of how they may affect mental health and

everyday life at home and at school. Child care is provided at a fee of \$5/child. Further information, including registration, is available on the District's website.

5. Delegations

a. Gerri Moss-Norbury, Parent

Gerri Moss-Norbury, an OCDSB parent, submitted that the proposed changes to the Early French Immersion (EFI) program would have the following effects:

- Increase the disparity between low, middle, and higher income families as schools that currently offer only the English program are, in her opinion, typically in lower income neighbourhoods, whereas dual track schools are typically in higher or mixed income neighbourhoods;
- More children choosing EFI in grade 1 would mean fewer children choosing Middle French Immersion (MFI) in grade 4, and fewer children choosing the English program in grade 1; and
- Some schools are at full capacity and would likely be unable to accommodate the additional space an EFI program requires.

b. Cheryl Khoury, Parent

Cheryl Khoury, an OCDSB parent, expressed her concerns regarding the proposed changes to the EFI program as follows:

- Three-fifths of the Board's teachers who responded to the survey said the changes would not be of benefit to all students, particularly in the areas of well-being and the learning environment;
- The recommendations do not align with the five pillars of the Board's Strategic Plan;
- The full cost of implementing these changes has not been clearly presented;
- The supports that may be required to help students thrive have not been clearly articulated; and
- Changes should not be implemented during a period of scaling back.

c. Mary Cruden, Canadian Parents for French, Ontario President

Mary Cruden, representing the Canadian Parents for French (Ontario), expressed her concerns with the proposed changes to French instruction for kindergarten and primary Early French Immersion (EFI):

- Research evidence does not consistently inform the recommendation;
- The expectations of immersion parents were not explored;
- Revenue gains are dependent on enrolment;
- Bilingualism in smaller communities is not part of daily life;
- Daily logistics for current kindergarten teachers are complicated by many teacher contacts;

- Many parents may have additional rights of access to French school districts; and
- Ms. Cruden urged the District to use its research and 45 years of experience with the delivery of a front-end loaded French immersion program and find other solutions to overcome financial and organizational challenges.

In response to queries, Ms. Cruden submitted that the revised staff recommendation that excludes the teaching of English as a subject may be an improvement on the earlier recommendation; however, the 50/50 model is still of concern when research shows that it is the intensity of instruction that helps to develop oral language skills. She added that most educators believe there should be 100% French instruction in kindergarten EFI. The OCDSB's current EFI delivery model may not be the best model in the country but it is better than the proposed changes.

Director Adams advised that staff would provide information on French immersion models offered by school boards across Ontario before the Special Board meeting of 9 February 2016.

d. Kate Teeple, Robert Bateman Public School, School Council

Kate Teeple, representing the school council at Robert Bateman Public School, expressed her concerns regarding the proposed changes to the EFI program, including:

- Lack of appropriate consultation with stakeholders;
- Original consultation was insufficient and many parents, including those of future students, are still unaware of the proposed changes;
- There is a disregard for the majority of the Board's guiding principles, for example, recognizing diversity, ensuring equity, accessibility, consideration of input provided by students, staff and parents; provision of support to students to help them achieve their best, fostering mutually beneficial relationships in the community, and disrespect for parental choice; and
- The proposed changes demonstrate a lack of a Board wide vision to make students the primary focus.

e. Janice Manley, Parent

Janice Manley, an OCDSB parent, expressed her concerns regarding the proposed changes to the EFI program, as follows:

- The District is rushing to implement these changes without insight on the use of resources and pedagogy;
- The District currently has an exemplary EFI program that should not be changed, especially in Ottawa;
- Graduates from the EFI program should be bilingual for the job market;

- In theory, the changes give every student the same resources, but in reality it is unequitable; and
- Exceptional learning needs would not be addressed with the changes.

Ms. Manley proposed that some Core French minutes should be shifted down to provide some of the kindergarten French instruction minutes. She submitted that this would allow more time for Core French teachers and students to work together and individualize instruction through supports or enrichment to improve foundation skills.

f. Anna Beith, Parent

Anna Beith, an OCDSB parent, expressed her concerns regarding the proposed changes to the EFI program. She noted the following:

- There is no solid long-term implementation plan;
- Preparation for these changes should follow the model used to implement full-day kindergarten in 2009 that included a lengthy consultation process;
- The annual financial implications on the budget, staffing and learning outcomes were not projected in the longer term; and
- Ms. Beith urged the Board to consider the pros and cons of each option, and that a recommendation be developed by a working group involving the teacher community and instructional coaches.

g. Karina Roman, Parent

Karina Roman, an OCDSB parent, expressed her concerns regarding the proposed changes to the EFI program, submitting the following:

- Moving from 100% French instruction in grade 1 to 60% would be a disaster and should not be implemented;
- There is no benefit to changing Math instruction to English, and it would affect French numeracy;
- Any changes to the language of instruction in grades 1-3 should wait until 2018 when the first cohort has gone through the increased French in JK/SK;
- French immersion teachers are not in favour of the changes; and
- Ms. Roman urged the Board to abandon all the proposed changes.

In response to a query, Ms. Roman noted that the revised recommendation to eliminate English as a subject in grade 1 is a slight improvement.

h. Amber Steeves, Parent

Amber Steeves and April Sorenson, OCDSB parents, expressed their concerns regarding the proposed changes to the EFI program.

- The staff report makes no mention of what help would be given to the JK/SK cohort to minimize the disadvantage they are facing from these proposed changes;
- Children currently in JK would receive 588 fewer French hours than students ahead of them and 490 hours less than JK students starting in 2016;
- The language of instruction does not affect math scores and learning but the quality of education does have an impact;
- Grade 1 math instruction should continue to be delivered in French until 2018;
- The implementation of the changes should be delayed;
- The consultation period was not long enough;
- Teachers are at an unfair disadvantage given the additional training that would be required; and
- The presenters urged the Board to defer their decision until all questions have been addressed.

i. Jessica Hetherington, Parent

Jessica Hetherington, an OCDSB parent, expressed her concerns regarding the proposed changes to the EFI program. She noted that French immersion or a 50/50 French/English model for students with a severe speech disorder that impairs their ability to talk would not be suitable and could impact their self-esteem. Ms. Hetherington urged the Board to continue to offer the option of English with Core French in kindergarten. If not, she requested an explanation of how children with special needs would be accommodated.

In response to queries, Ms. Hetherington noted that having the option of an English program with Core French in kindergarten provided an opportunity to assess whether English, EFI or MFI would be most appropriate for her children who have special needs.

j. Sophia Wong and Frances Otarola, Co-Chairs, Connaught School Council

Sophia Wong and France Otarola, representing the school council at Connaught Public School, expressed their concerns regarding the proposed changes to the EFI program:

- Of most concern is the reduction in the amount of French overall, and reducing the intensity of French instruction;
- The changes would pose additional challenges for English language learners;

- Parents would no longer have the option of an English kindergarten program to address special needs, personal choice and learning styles;
- There is a lack of support services for students in French immersion; and
- Home schooling and private school are not options for most parents.

k. Sabrah Talib, Vincent Massey Public School and Hillcrest High School, School Council

Sabrah Talib, a parent and member of the school councils at Vincent Massey Public School and Hillcrest High School, expressed her concerns regarding the proposed changes to the EFI program including:

- The majority of teachers that responded to the survey indicated their lack of support for the changes;
- The net cost does not consider the associated costs of implementation including, additional resources and assistance to those struggling;
- The number of student/teacher contacts would impede the establishment of a secure routine and it is questionable how this would benefit the child's well-being in a disruptive environment;
- Parents, including those whose first language is not English, would no longer have an option for an English program in JK and SK, and children would not have the ability to develop strong communication skills in either French or English; and
- Ms. Talib urged the Board to not proceed with the proposed changes to the EFI program.

l. Mark Warriner

Mark Warriner drew attention to a statement in Report 14-017, Results from the 2012-2013 OCDSB Grade 12 French Proficiency (DELF) Test, with respect to the *Diplome d'etudes en langue francaise* (DELF) testing that says that there was no significant difference in the results between MFI and EFI students who wrote the test. Mr. Warriner questioned the veracity of that statement and noted that the test was voluntary and only offered to students in grade 12. He added that the report did not address the outcomes of "average" students or those with special needs, nor the retention rates in EFI or MFI. Noting that equity of access to EFI programs appears to be one of the driving factors, he expressed the opinion that the changes would have the opposite result.

6. Matters for Action

a. Report 16-021, New Findlay Creek Elementary School

The Committee had before it Report 16-021 seeking approval of the new Findlay Creek Elementary School project expenditure budget.

Chief Financial Officer (CFO) Carson advised that Ministry approval has been received for a replacement facility for Elizabeth Park Public School. He noted that the Department of National Defence had earlier advised the District that it would not be renewing the lease for Elizabeth Park Public School. The project will be funded through Ministry capital grants and full-day kindergarten funding. The facility will include space for child care.

Noting the Board's familiarity with this project, Trustee Fisher expressed the hope that the staff recommendation would be approved.

Moved by Trustee Fisher,

- A. THAT the Project Expenditure Budget (PEB) for the new Findlay Creek Elementary School as set out in Appendix D to Report 16-021 in the amount of \$14,583,355 be approved;**

- B. THAT funding for the new Findlay Creek Elementary School project consist of:**
 - i. \$11,813,236 from Capital Priorities Funding;**
 - ii. \$1,500,000 from existing Full-Day Kindergarten Year 5 Funding;**
 - iii. \$251,894 from new Full-Day Kindergarten funding;**
 - iv. \$1,018,225 from Child Care Funding; and**
 - v. \$750,000 from Educational Development Charges funding.**

- C. THAT staff be authorized to proceed to tender once Ministry approval is obtained; and**

- D. THAT the Chair and Director be given authority to award the contract to the successful low bidder if the project does not exceed the approved budget.**

- Carried-

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Following a break at 8:26 p.m. the meeting was called to order at 8:40 p.m.

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- b. Report 16-017, French Instruction in Kindergarten and Primary Early French Immersion (EFI)

The Committee had before it Report 16-017, presenting proposed changes to the delivery of kindergarten and primary French to enhance

instructional practice and equity of opportunity for student learning involving the amount of French instruction in kindergarten and Early French Immersion (EFI) grades 1 to 3, and the entry point to EFI.

Director Adams thanked the parents in the audience for attending the Board meeting and for their delegations. She advised that much has been learned through the consultation period, researching policies of other school districts, and exploring various options and their impacts on staffing and finance.

With the aid of a PowerPoint presentation, Superintendents MacDonald and Towaj provided the following information:

- In response to trustees' requests to further engage parents of pre-school children and English Language Learners (ELLs), the second consultation phase included two SynreVoice communications, key information translated into ten languages, community outreach with assistance from multicultural liaison officers (MLOs), a backpack letter, information provided to nursery schools/childcares, a second survey for public and staff, a research brief, an analysis of proposed options, and parent and staff focus groups;
- Both consultation phases resulted in a high response rate from staff and the public. The majority of public respondents were parents, most of whom have children currently enrolled in kindergarten;
- Although the public was divided on their views, a slight majority of survey respondents were in favour of the proposed changes to French instruction. A slight majority of respondents were opposed to English being taught as a subject in grade 1;
- There were 474 parents of ELLs or children with special needs who responded to the survey, and the majority were in favour of the proposed changes to math instruction and English as a subject in grade 1, but were divided on French instruction in kindergarten;
- English and French elementary teachers represent the majority of staff respondents, followed by elementary principals. Most staff supported math instruction in English and English as a subject in grade 1, and opposed the 50-50 kindergarten model, whereas a high majority of elementary principals were supportive of all recommendations;
- Positive survey feedback from staff and the public included early exposure to French in a play-based environment, a strong foundation in both official languages, the ability for students to focus on math concepts and skills without the added challenge of French language, strengthening students' English skills, and supporting the early identification of learning needs in English and French;
- Negative survey feedback from staff and the public primarily concerned an increase of teacher or ECE contacts/transitions, difficulties for ELLs and students with special needs, dilution of the French immersion program, and the inability to learn French math vocabulary;

- The elementary teachers were particularly concerned about the impact on ELLs and students with special needs;
- Research indicates that ELLs are not disadvantaged by learning additional languages and that learning French, or another language, would have a positive influence on an ELL's English acquisition. There is no research evidence to support otherwise;
- The proposed changes would result in 5,452 hours of French instruction, which is 1,654 hours more than the Ministry's requirements;
- The B2 level is the highest level of proficiency on the DELF testing that would be expected at the secondary level, and there is no significant difference between the success rate of EFI and MFI students in achieving the B2 level;
- There is a minimum of two teacher contacts per kindergarten class, depending on the size of the program and the number of full-time and part-time teachers at the school. These numbers would not change as a result of the recommendations;
- The number of ECE contacts is related to the operation of the EDP in each school site. If the EDP is operated by a third-party provider there is one ECE assigned to each classroom. In schools where the District operates the EDP, ECEs work in the EDP and kindergarten classroom, resulting in each ECE working either a 6:45 a.m. to 2:15 p.m. shift, or a 10:45 a.m. to 6:15 p.m. shift. As a result, kindergarten classrooms in schools where the EDP is operated by the District would continue to have a minimum of two ECE contacts;
- Prior to the implementation of FDK, kindergarten teachers were only responsible for two classes, as it was a half-day program, and did not have the support of an ECE. In the proposed model, kindergarten teachers would have additional support, as there would be one teacher providing English instruction, one providing French instruction, and at least one additional teacher during scheduled preparation times. It is, however, possible to minimize teacher contacts through timetabling;
- Children are accustomed to working with multiple adults under the current kindergarten model and would find the transition to a kindergarten program supported by a team of educators seamless. It has been common practice to invite volunteers into kindergarten classrooms to provide additional adult support;
- Some parents have expressed concern that the recommendations would remove parental choice. However, there is currently no option for parents to choose programs in junior kindergarten as there is only one program. The choice to enroll a child in EFI is made at the end of junior kindergarten and the proposed model would require the decision to be made at the start of grade 1;
- The District has specialized program classes for students with Autism Spectrum Disorder and Developmental Disabilities at Crystal Bay and Clifford Bowey Special Education Centres serving approximately 35

kindergarten students in English only. These programs would continue to provide English instruction only;

- Since the implementation of FDK, there has been increased support such as multi-disciplinary early learning programs focused on prevention, promotion, early identification, and intervention; in-school learning support team and a multi-disciplinary team (speech and language pathologist, psychologist, etc.); tired intervention models; and individual education plans (IEPs);
- When strategies are consistently applied in the students' natural learning environment, progress gained in one language is expected to transfer to another language (e.g. English/French);
- The changes would be implemented using a cross-departmental approach including staff from Curriculum Services, Early Years, Human Resources, Learning Support Services, as well as an implementation timetabling committee. The timetabling committee, comprised of principals, has developed mock schedules and is reviewing the scheduling challenges and areas to reduce teacher and ECE contacts; and
- The recommendations have been revised to address some of the concerns expressed during the initial consultation period, and staff are confident that the current recommendations balance program needs, research, staffing, student learning, and the continued interest in the French immersion community as well as promote equity of access and quality of education.

During discussion, and in response to questions, the following points were noted:

- The Ottawa Catholic School Board (OCSB) has been using the 50-50 kindergarten model for approximately 20 years, and staff are unaware of instances where OCSB students have transferred to OCDSB to avoid the 50-50 model;
- The proposed kindergarten model would offer a natural and rich play-based environment for second language acquisition that fosters students' curiosity;
- Staff explored the viability of different model options, and determined that the proposed recommendations are the most feasible and beneficial in terms of equity of opportunity for student learning, outcomes, staffing, and finance;
- As part of the 2007 FSL program review, parents indicated that they would like the amount of French instruction to remain the same, or be increased;
- Program reviews and updates are done on a regular cyclical basis. On an annual basis, there would be an update to trustees regarding implementation. Three to five years after implementation, measurements such as participation rates, specified demographics, and student achievement are reviewed;

- Extending the kindergarten model to grade 12 would be a large undertaking but the possibility could be reviewed in 5-10 years with full consultation;
- Multi-disciplinary school teams would work with students who present exceptional needs (e.g., developmental, neurological and/or severe language acquisition challenges) and develop IEPs providing specific accommodations to offer the ideal learning environment and take the language of instruction into consideration;
- It is important not to generalize about students with special needs as they are all very unique;
- All schools have access to speech language pathologists and English as a Second Language (ESL) teachers;
- The District's 2007 FSL review shows that the number of ELLs and students with special needs enrolled in grade 12 math increased when math was no longer taught in French, and that more students chose to take optional French classes;
- Research shows that learning additional languages has a positive impact on ELLs, including refugees, and their English language proficiency;
- The Student Senate is in favour of the changes to math instruction as it would ease the transition to grade 4 math and reduce repetition of the same math concepts being taught in French and English;
- In the current revised mathematics curriculum, numeracy is not solely limited to math class, and numeracy is embedded across the curriculum in social science, visual arts, science, and history classes;
- Based on the 2014-2015 enrolment data, adopting the 50-50 model in both years of kindergarten would result in an overall reduction of five kindergarten classrooms and savings of approximately \$750,000 in salaries for teachers and ECEs;
- There are two kindergarten models under the current curriculum. The first model is 50% French and 50% English instruction (i.e. morning and afternoon sessions), and the second model is alternate days of 100% English and 100% French;
- Depending on the school, some ECEs stay with the same teacher and other ECEs stay with the same class. Very few SK classes have four or more teacher contacts, and staff would work to reduce the number of teacher contacts in those schools for 2016-2017;
- The District receives annual FSL cultural fund grants yearly to enhance oral French. Staff are hoping to have these funds applied to the 2016-2017 cohort of students; and
- Mr. Giuliani expressed concern that the proposed changes would add to the stress of kindergarten teachers and encourage them to look for employment outside the District.

Moved by Trustee Scott,

THAT the following changes be approved:

- i) Effective September 2016, the delivery model for French instruction in the two-year kindergarten program become a 50% English, 50% French program for all students in both years of kindergarten;
- ii) Effective September 2016, the language of instruction of mathematics in grades 1-3 early French Immersion change from French to English.

Staff provided the following information in response to the discussion and questions:

- Core French, MFI, and EFI are all pathways to bilingualism. Many Core French students reach at least the B1 French language proficiency level, which is required for the University of Ottawa's French immersion program. There is no statistical difference in DELF achievement levels between MFI and EFI students on the B2 level. Although it is a voluntary test, 75% of grade 12 EFI students have taken the DELF;
- The OCDSB is a leader in French as a Second Language (FSL) programming in the province, and has the largest EFI program in the country. Professional development (PD) sessions would be available for staff during the current school year if the recommendations are approved;
- Although there were fewer respondents in the second survey, there was an increase in positive responses from staff and the public each week;
- ELLs typically learn oral French faster than unilingual English speakers;
- Under the proposed changes, it would be possible to have JK/SK split classrooms to offer students consistency in teacher contacts and further develop relationships with their peers. Currently, the District's JK cannot be combined with SK EFI;
- Under the new ETFO contract settlement, the District must reduce grade 1 splits where possible. There are currently over 20 classes with SK/grade 1 splits with EFI;
- Changing the EFI entry point to grade 1 and offering Core French only in JK and SK would not support equity of access into EFI and would limit the number of successful EFI learners as they would not have a solid base in oral French that would be acquired in JK and SK. Parents who have chosen the EFI program may want intensive French instruction as early as possible;
- The proposed changes to the FSL program in 2007 FSL underwent the same process and timelines to meet staffing timelines and as the current recommendations have;
- 70% of OCDSB kindergarten students are currently in the proposed kindergarten model;

- Staff communicated the proposed changes to various outlets including the Early Years department's contacts, the City of Ottawa, the District's EDP and childcare programs, and a nursery school cooperative for distribution to their contacts. It is uncertain whether all of these groups forwarded the communication, meaning that some parents of preschool or daycare children may not have received the information. However, it is important to note that 28% of survey respondents were parents of preschool or daycare aged children, and that significant media attention regarding the proposed changes was accessible to the general public;
- Both public and staff survey respondents agreed math instruction in English would enhance developmental skills without the added language barrier. The language of math instruction itself is not a determinant at this level, and support tools would be available for all elementary classrooms; and
- The estimated \$2 million in annual grant funding expected from the revised changes cannot be fully reinvested in JK and SK. However, the grant funding could result in fewer staff reductions in 2016-2017.

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The 10:30 vote obtained the required 2/3 majority to continue the meeting

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Trustee Seward expressed concern that ELLs and students with special needs would not have additional support during the transition to the proposed kindergarten model, particularly as upcoming staffing reductions may negatively impact learning and well-being for those groups. In response to Trustee Seward's request, CFO Carson agreed to provide options for reinvestment of some of the revenue to provide additional supports in the two-year kindergarten program to assist ELLs and students with special needs at the special Board meeting scheduled for 9 February 2016.

An amendment moved by Trustee Seward,

THAT a new part ii be included as follows "Part of the new revenue generated by the 50/50 kindergarten model be re-invested in additional supports in the two-year kindergarten program to assist students with special needs as well as the English language learners"

- Carried, friendly -

Staff provided the following information in response to the discussion and questions:

- Staff are committed to addressing any challenges with the Elementary Teachers' Federation of Ontario (ETFO) to ensure a seamless transition for students and staff;

- The French immersion program is designed for children whose parents do not speak French. Staff agreed to ensure that FSL resources developed to support parents by the Ministry of Education and Canadian Parents for French are accessible to all parents;
- The MFI program offers math instruction in English and English as a subject. The program is 60% French in grades 4 to 6, and 50% French in grades 7 and 8; and
- The proposed kindergarten model was introduced once FDK was implemented to ensure that all kindergarten students received the same amount of French instruction prior to grade 1.

In wrap-up, Trustee Scott submitted that although change can be unnerving, everyone wants the best for students. She added that given the research and findings from the consultation period, she hopes that trustees will vote in favour of the motion.

Moved by Trustee Scott,

THAT the following changes be approved:

- i) **Effective September 2016, the delivery model for French instruction in the two-year kindergarten program become a 50% English, 50% French program for all students in both years of kindergarten;**
- ii) **Part of the new revenue generated by the 50/50 kindergarten model be re-invested in additional supports in the two-year kindergarten program to assist students with special needs as well as the English language learners; and**
- iii) **Effective September 2016, the language of instruction of mathematics in grades 1-3 early French Immersion change from French to English.**

- Carried -

7. Adjournment

The meeting adjourned at 11:02 p.m.

At the time of adjournment, the following item had not been addressed:

- Item 7a, Report 16-022, Secondary School Review: Secondary Gifted Information.

Christine Boothby, Chair,
Committee of the Whole