

Milton Catholic Elementary Boundary Review to Accommodate French Immersion Expansion



School Boundary Review Committee Working Meeting #6

June 23, 2021

schoolplanning.hcdsb.org

Prayer

Dear Father,

We thank you for everyone gathered here now.

Thank you that you know each of us by name and have caused us to walk with You.

We say that we are dependent on You and our trust is in You completely.

As we surrender ourselves in adoration we ask that You would come by Your Holy Spirit and inspire our hearts today.

Come fill our lives with Your love,

Fill our conversations with Your grace and truth,

Fill this meeting with Your presence.

We ask this for Your glory and praise.

Amen.

Honouring the Land & Territory

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawandaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us.

All these wonderful elements of creation exist, gifted to us by our Creator God. We acknowledge and thank the Mississauga's of the Credit First Nation for being stewards of this traditional territory.

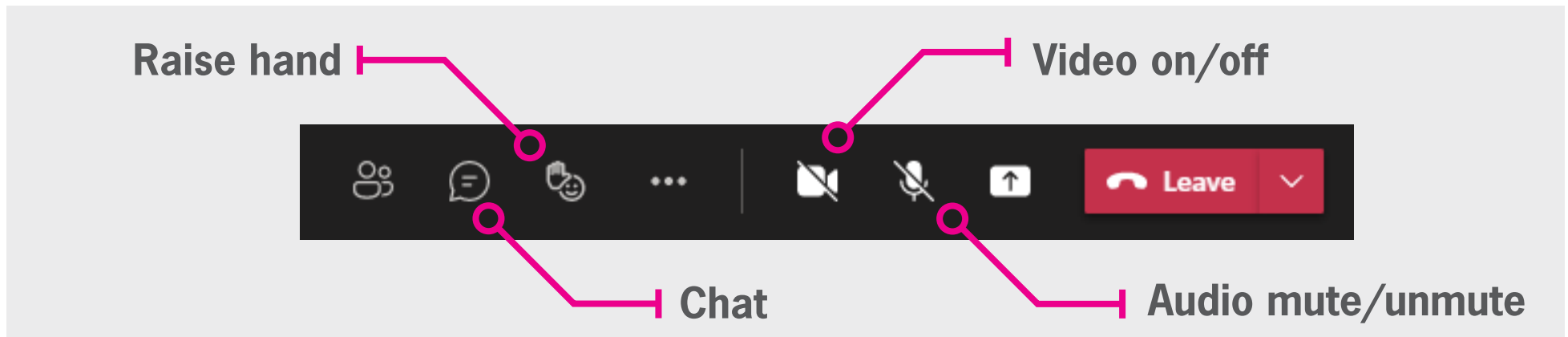


Housekeeping

Virtual Meeting Etiquette

To ensure SBRC virtual meetings run smoothly, please adhere to the meeting etiquette:

- Use the Mute button when not speaking, and try to avoid cutting others off.
- Turn video off when not speaking. If you feel comfortable, turn video on when speaking.
- Use the Raise Hand feature to indicate if you have questions or comments. You may also use the chat/conversation feature to type your questions or comments. Board staff will monitor both the raise hand feature and chat window throughout meeting.
- Staff will provide frequent stops for questions.



Approval of Minutes

SBRC Meeting Minutes to be Reviewed

- SBRC Working Meeting #5 Minutes Approval

Amendments, additions, approval

- Are there any changes that the SBRC is requesting prior to approving the minutes?





Meeting Agenda and Goals

Agenda

- Today's Meeting Goals
- Results of Virtual Public Information Session #1 Feedback
- Current FI Grandfathering
- Boundary Options Discussion
- Next Steps
- Questions



Today's Meeting Goals

Feedback Review & Discussion

- Review the results of the feedback survey from Virtual Public Information Session #1.
- Add, refine and remove options.
- Brief introduction of current FI grandfathering to prepare for SBRC Working Meeting #7.





Virtual Public Information Session #1 Feedback

Survey Results: General Summary

Respondent Demographics

- Total of 134 respondents completed the survey, the vast majority being parent/guardians.
- Of those respondents, 132 (98.5%) represented parent/guardians and 2 (1.5%) represented students.

Table 1: Repondents' Roles

Role	Count (n)	Percentage (%)
Parent	132	98.5%
Other	0	0.0%
Student	2	1.5%
TOTAL	134	100%

Survey Results: General Summary

Respondent Demographics

- Of all those respondents, 43 (32.6%) represented St. Scholastica CES, 26 (19.7%) represented St. Benedict CES, and 24 (18.2%) represented Our Lady of Fatima CES.
- Of all those respondents, 83 (62.9%) represented Regular Track programming and 49 (37.1%) represented French Immersion programming.

Table 3: Repondents' Programs Represented

Grade	Count (n)	Percentage (%) ³
Regular Track (English stream)	83	62.9%
French Immersion (Grade 1 entry)	49	37.1%
Extended French (Grade 5 entry)	26	19.7%
Other Programming (e.g. Special Education, Gifted, IB, AP)	7	5.3%
TOTAL	165	

Table 2: Repondents' Representation

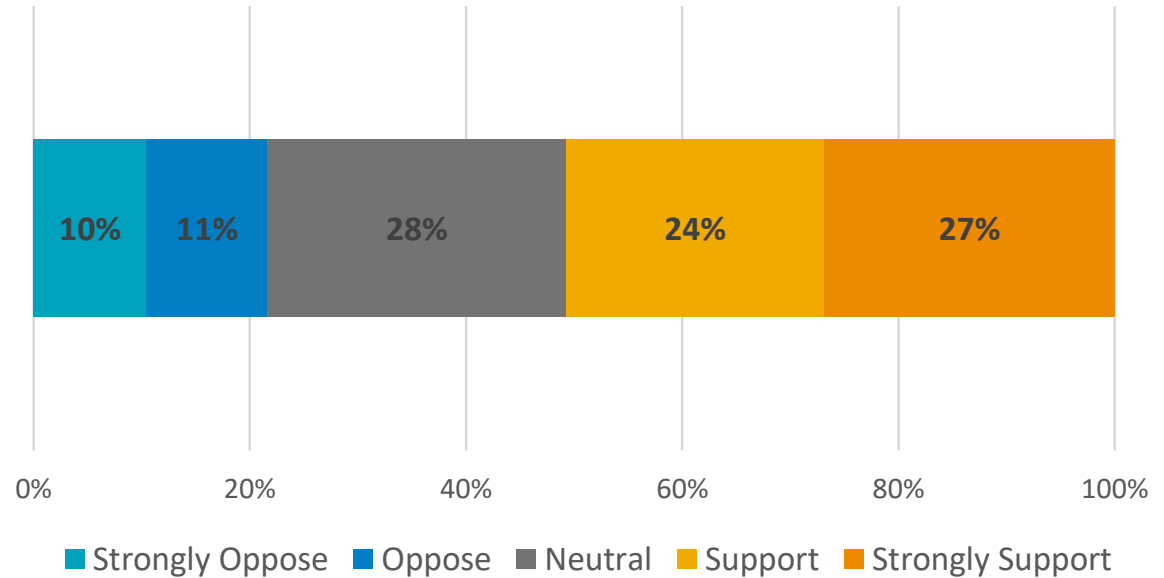
Schools	Count (n)	Percentage (%) ²
Bishop P.F. Reding CSS	8	6.1%
Guardian Angels CES	12	9.1%
Holy Rosary CES	10	7.6%
Lumen Christi CES	9	6.8%
Our Lady of Fatima CES	24	18.2%
Our Lady of Victory CES	3	2.3%
Queen of Heaven CES	6	4.5%
St. Anthony of Padua CES	13	9.8%
St. Benedict CES	26	19.7%
St. Francis Xavier CSS	2	1.5%
St. Peter CES	7	5.3%
St. Scholastica	43	32.6%
Other HCDSB Elementary School	1	0.8%
Other HCDSB Secondary School	0	0.0%
Other (e.g. HDSB schools, private schools)	1	0.8%
TOTAL	165	

Survey Results: Option A1

Support for Proposed Boundary Option A1

- **51%** (n=68) of respondents **support/strongly support** the proposed boundaries as presented in Option A1.
- 28% (n=37) of respondents were neutral to the proposed boundaries as presented in Option A1.
- 21% (n=29) of respondents oppose/strongly oppose the proposed boundaries as presented in Option A1.

Figure 1: Support of Proposed Boundary Option A1

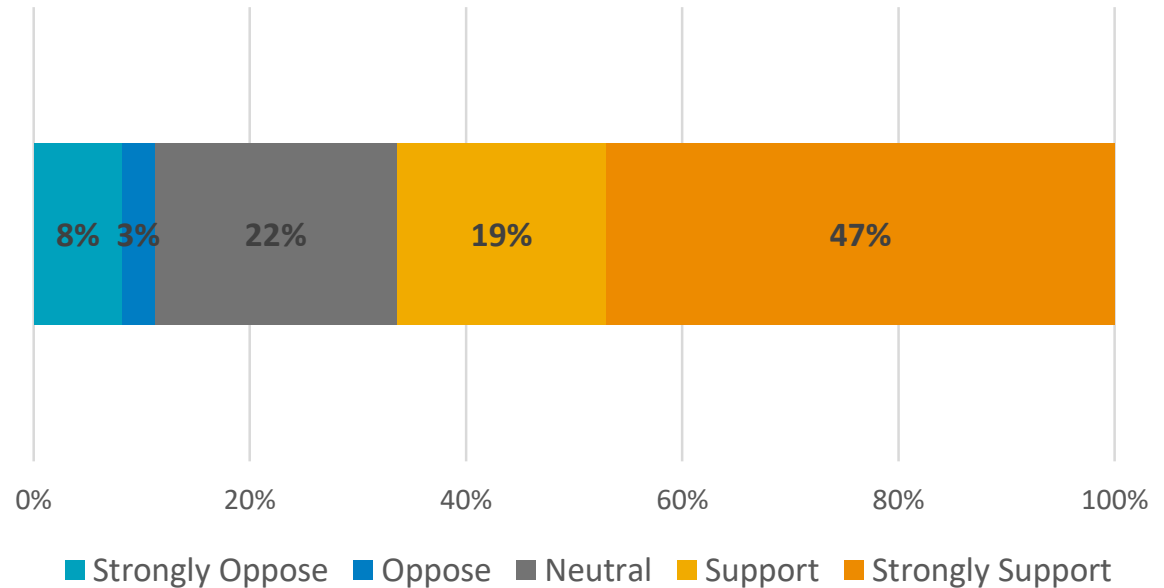


Survey Results: Option A2

Support for Proposed Boundary Option A2

- **66%** (n=89) of respondents **support/strongly support** the proposed boundaries as presented in Option A2.
- 22% (n=30) of respondents were neutral to the proposed boundaries as presented in Option A2.
- 11% (n=15) of respondents oppose/strongly oppose the proposed boundaries as presented in Option A2.

Figure 2: Support of Proposed Boundary Option A2

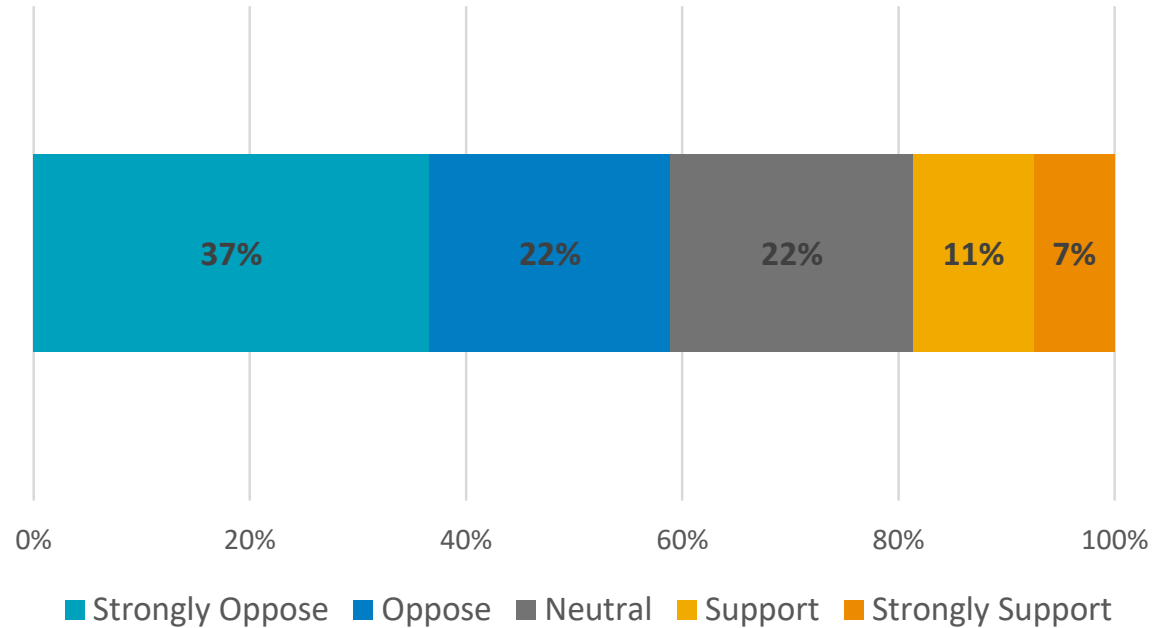


Survey Results: Option B2

Support for Proposed Boundary Option B2

- 18% (n=25) of respondents support/strongly support the proposed boundaries as presented in Option B2.
- 22% (n=30) of respondents were neutral to the proposed boundaries as presented in Option B2.
- **59%** (n=79) of respondents **oppose/strongly oppose** the proposed boundaries as presented in Option B2.

Figure 3: Support of Proposed Boundary Option B2

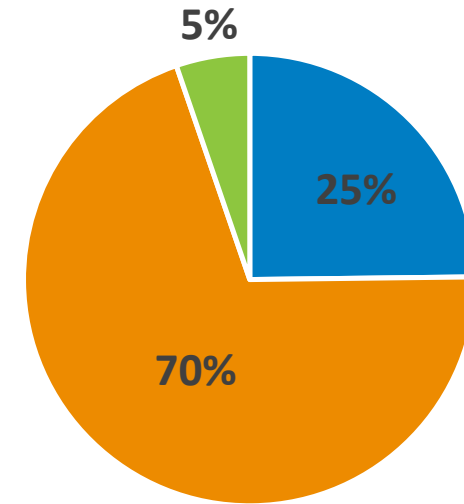


Survey Results: Preferred Option

Preferred Option Selection

- 70% (n=93) of respondents indicated that they prefer boundary Option A2 of the three options presented at Virtual Public Information Session #1.

Figure 5: Selection of Preferred Boundary Option



- Option A1 (two French Immersion locations)
- Option A2 (four French Immersion locations)
- Option B2 (four split-grade French Immersion locations)

Survey Results: Comments

Prevalent Themes: Grandfathering of Existing FI Students

- 40 respondents provided comments.
- The most prevalent theme amongst the comments received was grandfathering. There were a mix of respondents that supported grandfathering of students at their existing schools, while some supported moving students to the new program location to either be close to their home school or have siblings attend the same school.
- Several respondents would have liked to see more information on grandfathering at Virtual Public Information Session #1
- A few of the comments under this theme are provided below:

“I like spreading out the program across more locations given the high volume of young families coming to Milton. It makes the most sense. However, I would hope that children have the opportunity to be grandfathered as that is incredibly distributive and concerning to mental health for children already in the program to be forced to move schools when they have already planted roots in a particular location. So as long as grandfathering is permitted I’m happy with the proposals.”

“Allowing FI [students] to be grandfathered to remain at their currently FI school is very important. For example, it would NOT be ok to move students for their final grade 8 year to a different school.”

“Hopefully kids can return to their home schools for french immersion if they were sent to another school. It is extremely stressful and time consuming for parents of kids from the same households to go to different schools.”

Survey Results: Comments

Prevalent Themes: Do Not Support Split Grade FI Program

- The next most prevalent theme amongst the comments received was opposition for Option B2. Several respondents mentioned the logistical challenges to parents with the split grade program, such as new uniforms, multiple transitions and siblings.
- A few of the comments under this theme are provided below:

"I do not support option B2 as I have 3 kids and it would be very challenging to have to drop off and pick up my kids at different school locations. This would be in addition to potentially have conflicting events at the multiple schools such as concerts, family nights, etc. putting undue additional pressure to an already hectic schedule for our family and likely many other families that are trying to balance work/school and family time."

"I do not agree that children should have to switch schools for middle school..this is one of the things the Catholic board does better then the public board. And I would hate to see that change. Kids need stability and familiarity to succeed."

"I am very much opposed to option B2 for many reasons including students having to leave a school that they called home for 5 years and having to spend unnecessary funds on another school uniform. It seems completely unnecessary given the previous 2 options."

Survey Results: Comments

A Sample of Other Comments

- Some mentioned their rationale for preferring Option A2.

“A2 allows kids to grow with their friends from day1 and not having to travel long distance. Splitting into 4 regions allow kids to walk to school. The further schools are, they will need to commute more by bus or car... Winter and snow days are messy. Walking distance provides less traffic in the morning and less pollution and less stressful for kids.”

“Option A2 by far the most needed - We definitely need MORE locations with the French immersion programme with growing communities. Just 2 in Milton is not enough. And the split school option is too disruptive.”

- A few of the comments that mentioned other topics are provided below.

“Allowing students to remain at same school with their sibling who may be in a different grade in the FI program is best. If changing schools, moving all FI grades within that boundary is best to keep FI families at one school together.”

“It is great that more families have the option to enroll their children in the programs.”

“Our Lady of Fatima should provide FI from grade 1 starting in 2022.”



Current FI Grandfathering

Current FI Grandfathering

Cohorts as of the 2020-2021 School Year

- Currently, there are two grandfathered FI programs in Milton. These programs served the entire Town of Milton feeder schools at that time.
- Due to the rapidly growing Regular Track enrolment at all schools in Milton, the program location needed to be moved to new schools where there was space as existing schools at the time did not have sufficient space to accommodate the full FI program.

	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08
St. Scholastica CES	92	45						
<i>St. Benedict CES</i>			43	41	38	43		
<i>St. Peter CES</i>							35	31



Discussion of Feedback Results

SBRC Discussion on Feedback Results

Questions to Consider

- Based on the public feedback results, which option(s) should we keep and remove?
- Should we revise any of the boundary options?
- How would you like to see students grandfathered?





Next Steps

Next Steps: SBRC Meetings #7 & Public Meeting #2

SBRC Working Meeting #7: Review Grandfathering Options

- Review & discuss grandfathering Options
- Working session to add, refine, remove Options
- Select preferred option with grandfathering details finalized to present to the public for feedback through Public Meeting #2.
- If additional time is required to select preferred options for public feedback, another meeting can be scheduled prior to Public Meeting #2

Public Meeting #2: Present SBRC Preferred Option for Additional Community Feedback

- Format of meeting TBD

School Boundary Review Committee Schedule

Tentative Schedule of the SBR Process

- | | | |
|-----|---|-------------------------|
| 1. | SBRC Working Meeting #1 | March 18, 2021 |
| 2. | SBRC Working Meeting #2 | April 8, 2021 |
| 3. | SBRC Working Meeting #3 | April 29, 2021 |
| 4. | SBRC Working Meeting #4 | May 13, 2021 |
| 5. | SBRC Working Meeting #5 | May 20, 2021 |
| 6. | Public Meeting #1 | June 3, 2021 |
| 7. | SBRC Working Meeting #6 | June 23, 2021 |
| 8. | SBRC Working Meeting #7 | July 22, 2021 |
| 9. | Public Meeting #2 | September 2, 2021 |
| 10. | SBRC Working Meeting - Final | October 7, 2021 |
| 11. | Staff/Action Recommendation to Board
(May include delegations) | Nov. to Early Dec. 2021 |
| 12. | New boundaries implemented | September 1, 2022 |



Questions