



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee

Meeting Date: 10 March 2020

A meeting of the French as a Second Language Community Advisory Committee convened from 7:00 pm to 9:00 pm in Committee Room A at 5050 Yonge Street, with Parent Co-Chair Mandy Moore presiding.

Attendance: Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Rob Janes (W1/W2), Doug Kwan (W2), Lisa McAvoy (W2 Alt), Lynne LeBlanc (W8), Polina Osmerkina (W10); Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Gail Miller (W22 Alt)

Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French Alt), Manon Gardner (Associate Director), Angela Caccamo (Centrally Assigned Principal), Belinda Lam (Palmerston parent), Lauren Chang MacLean (Palmerston parent)

The following participated by electronic means: Kathleen Meek (W15 Alt)

Regrets: Zeynab Kazi (Parent Vice-Co-Chair W22), Nalini Singh (W2 Alt), Sharlene Henry (W5/W6 Alt), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Jennifer Tse (W8 Alt), Nancy White (W16 Alt), Christie Dunbar (W16), Rosemary Sutherland (CPF Alt), Kirsten Johnston (Program Coordinator)

Recorder: Linda Stockdale

ITEM	DISCUSSION	RECOMMENDATION / MOTION / ACTION
Call to Order / Quorum	<ul style="list-style-type: none"> • Quorum achieved 7:16 pm • Land acknowledgment – Mandy Moore 	
Membership Changes	<ul style="list-style-type: none"> • New member - Doug Kwan, Alt W2 	
Approval of Agenda	<ul style="list-style-type: none"> • Moved to approve by Sarah, seconded by Lisa. Carried. 	
Approval of Feb 11, 2020 Minutes	<ul style="list-style-type: none"> • Moved to approve by Charles, seconded by Matt. Carried. 	Linda will post approved minutes on tdsb.on.ca/fslac
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> • Wilmar Kortleever is a W11 parent and FSLCAC alternate and is also employed by the TDSB as a Shared Services Liaison, a casual position in which he supports the Board and Trustees, e.g., by helping organize and taking minutes at public meetings. 	
Ward Reports	<p>W11 – Thorncliffe French Academy is a grass roots initiative to support students with French learning. Funding for snacks is needed. The Thorncliffe Youth Centre is assisting with space. The goal is to have the academy run for the long term. Challenges include: delay of start date, vulnerable screening required, as well as other logistics.</p> <p>W9 – A ward school is using Forest of Reading, available in French and English from the Ontario Library Association. Awesome program.</p> <p>W8 – A secondary parent asked for TTC funds and was declined. Trustee Pilkey recommends that the family contact the Superintendent if a suitable outcome cannot/has not been reached with the Principal of the school.</p> <p>W1/2 – Schools want tutor resources, parents/tutors to help students. Parking is an issue. The City of Toronto has a Vision Zero program that might be looked into. Trustee</p>	

	<p>Pilkey suggested that the Sustainability Office can assist as well. Canadian Parents for French resources suggested and FSLAC (tdsb.on.ca/fslac) for tools, useful tips for parents and students. As well, resources may be available from Alliance Française</p>	
<p>Update Parent Co-chair</p>	<p>Working Group on the French Review met several times in Feb-March 2020 to draft 9 recommendations to the Board on the implementation of the French Review (addendum B) as well as two others (addendum A): on concerns raised by parents about current procedures on redirection from Palmerston and on TTC support for FI secondary students in need..</p> <p>Trustee Pilkey confirmed all recommendations go to PSSC initially, for review and can be sent to another committee and/or staff, thereafter.</p> <p>Recommendation for timing and process of FI redirects (e.g., Palmerston)</p> <p>1. Keep 2 SKFI Classes at Palmerston and follow PR577</p> <p>Draft recommendation shared. (Note: carried recommendation included below in addendum A)</p> <p>Q. Have any similar redirections happened at other schools?</p> <p>A. Staff respond that it has. Howard PS went from 2 classes to 1, with some students redirected to Fern Avenue JSPS, in an effort to balance the streams. Humbercrest PS went from 2 classes to 1, with some students redirected to George Syme CS., PR597 French Immersion/Extended French is the operational procedure that governs FI/EX French programs and has been in place since 2009. PR577 Program Review of Dual Tracks schools remained on the website until the week of March 1, 2020, but PR577 is rescinded, replaced with PR597 French Immersion/Extended French. PR577 should have been removed from the website prior to now. P068 Accommodation and Program Review is the supporting policy.</p> <p>Trustee Pilkey points out that many procedures don't go to Trustees for review. Many go to Governance and Policy Committee (GPC) for information not decision. PR577 is going</p>	<p>Recommendation</p>

to next GPC for formal notification of rescindment and concurs that PR597 has been in place since 2009.

Comments:

Rescindment of procedure needs to be a public discussion and decision.

Recommendation, as it currently stands might be rejected because it references PR577 which is now removed from the policies and procedures posted on the TDSB website. The membership agrees to amend the recommendation to reference 'former PR577'.

Recommendation refers only to the Palmerston situation, but should apply to all FI schools. The membership agrees to add Howard and Humbercrest to motion.

Many of the recommendation points are broad, so could apply to all schools. Putting FSLAC recommendations in the PSSC report gets noticed because Trustees look for them when reviewing the reports. This way parents will be heard.

Trustee McLean believes that staff should review the length of time allowed for parents to accept a central offer of placement. It is broad and worth exploring. He is not of the opinion that Trustees will tell staff what to do operationally as they are guided by procedure.

This is a big concern for parents. PR597 only addresses redirections due to space issues but Palmerston is under capacity. The rationale for redirection provided by staff in the media and to parents was to balance English and French tracks. Palmerston is the first ever known use of this rationale. We now know this rationale was used at 2 additional schools. PR577 deals with this specific circumstance. It outlines steps to take and includes community input. PR597 and PR577 are complimentary and both were publicly posted on the TDSB website at the time of the Palmerston, Howard and Humbercrest decisions by staff.

Trustee Chernos Lin shares that Trustees don't tend to pass items specific to schools. Trustees are aware of these issues. She shares her concern that the recommendation is contrary to direction that has been given to staff. She believes working with staff is the

	<p>better approach. If the recommendation is to proceed, she suggests removing references to Palmerston Ave. to make the recommendation more generic.</p> <p>Q – What will be the impact once JK FI entry begins? Will the program be viable with only 1 FI entry class at Palmerston or other sites?</p> <p>A - Staff will be looking at this during the implementation phase. There are many parameters to consider. We’ll be working with the Planning Department closely, to see what sites look like when there is JK entry, given capacity, transportation and staffing challenges which are being experienced across the country. Staff are unable to comment further on what it will look like right now.</p> <p>Comments:</p> <p>Membership should work with staff, concurring with Trustee Chernos Lin and asks for Trustee Pilkey’s opinion.</p> <p>Trustee Pilkey reports that she did not hear from any parents who were redirected from Howard and heard from one parent who was redirected from Humbercrest (Ward 7 schools), during placement and redirection process. She doesn’t think adding in the other 2 schools (Howard/Humbercrest) to the recommendation will help /increase the likelihood of achieving the desired outcome.</p> <p>Matt moves that the recommendation proceed to PSSC, amended to refer to <i>former</i> PR577 as it was removed from the TDSB website the week of March 1, 2020 and adding in references to Howard PS and Humbercrest PS (see addendum A). Polina seconds it. Carried.</p>	
<p>Staff Update Manon</p>	<p>TTC ticket Elimination and Guidelines for Principals</p> <p>Staff followed up with Craig Snider, regarding a letter distributed to secondary parents in June 2019 referring to a proposed introduction of a central Equity Fund to support students requiring financial assistance with transportation costs, due to TTC ticket elimination.</p>	

	<p>Staff reports that the criteria for a central Equity fund has not been established, so the fund is not available at this time.</p> <p>Staff will suggest that a communication to the administrators should be sent , reminding them of their discretion to use school funds regarding student transportation support, as a central fund is not available at this time. Staff notes that every school has discretionary monies available to support if required.</p> <p>Trustee MacLean adds that this communication to principals would be helpful.</p>	
<p>Update Parent Co-chair</p>	<p>TTC ticket subsidy for secondary school FI students – guideline and tracking</p> <p>2.TTC support for French Immersion/Extended Secondary Students in Need</p> <p>Draft recommendation shared. (Note: carried recommendation included below in addendum A)</p> <p>Trustee Pilkey offers a suggestion that this be included as part of Transportation Review schedule by staff for May 2020, so that it can be implementable. The Transportation Review is scheduled for May.</p> <p>Rob moves that the recommendation proceed to PSSC. Lisa seconds it. Carried.</p>	<p>Recommendation</p>
<p>Staff Update Manon</p>	<p>French Review Recommendation/Redistribution Update/Consultation</p> <p>In concert with Long-Term Program and Accommodation Strategy (LTPAS), staff is meeting with groups of Trustees to discuss the overview of the wards, the Secondary and French programs and priorities through a system perspective, pathways, and redistribution, including potential relocation of programs,. Staff will be providing Trustees with the tools to share ideas and concepts with their communities. The draft recommendations for the Secondary Review are tracking to April Committee of the Whole, with the final recommendations tracking to June Committee of the Whole. Implementation is expected to take 6-8 to 10 years.</p> <p>Elementary FSL redistribution, not expansion, is very challenging, and continues to track to June 2020 Committee of the Whole, with Trustee review closer to May 2020. Many</p>	

	<p>options are being reviewed and considered including repurposing underutilized secondary schools.</p> <p>Trustee Pilkey acknowledges the exemplary work she has witnessed through this process.</p> <p>Q: Will new, additional French Review recommendations go to the June 2020 Committee of the Whole to Trustees for approval?</p> <p>A: It could come earlier in May for approval in June.</p> <p>Q: Is the closing of schools moratorium being lifted?</p> <p>A: It's a non-issue, as relocation of French programs doesn't involve closing schools.</p> <p>Trustee Pilkey notes that there are 20,000 empty seats, so we need to be able to close schools. We do need the Ministry to lift the moratorium. The longer it takes, the more likely that there will be some secondary schools that will be challenged from lack of robust/sustainable programming.</p> <p>Staff added that no one enjoys closing a school. The school closure process takes a minimum of 1.5 years. We need to broadly look at and consider that we have 20,000 empty seats, effectively 15 to 20 empty schools. The Ministry will not provide additional funding so we need a plan to be ready when the moratorium is lifted. Vaughan Road Academy had 40 students remaining in grade 9 and could not provide programming to students with these numbers. It was thought that the Board waited too long to close the school.</p> <p>Trustee MacLean recognizes that staff are doing the work now so that we can move forward when the moratorium is lifted.</p> <p>Comment: There are pressures in elementary schools. The Eglinton PS population is bursting, yet there are many secondary schools in the area.</p> <p>Trustee Pilkey reports that these concerns are being discussed;</p>	
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<p>Update Parent Co-chair,</p>	<p>Implementation of French Review Recommendations with emphasis on questions raised in feedback session at February FSLAC meeting</p> <p>The following proposed recommendations to the Board will be considered at a later time: Priority Expansion of FI in Underserved Areas; Middle French Immersion; Single and Dual Track FI Schools; Configuration/Intake at FI sites, Walking and Transportation; Childcare, Extended French and Current Model of Middle Immersion Phase out; Parent Engagement, Change Management and Communication to Support TDSB Families.(see addendum B)</p>	
<p>Update Parent Co-chair</p>	<p>3. Guiding Principles for French Immersion</p> <p>Drafted recommendation shared. (Note: carried recommendation included below in addendum A)</p> <p>Trustee Pilkey asks for clarification on the purpose of this recommendation.</p> <p>Comments:</p> <p>Although passed by Trustees in previous Boards, placing every on-time applicant to French immersion; adding spots as needed by expanding at existing sites and adding new sites; giving priority placement to siblings are procedures in PR597. Procedures can be changed by staff without Trustee or public input. Parents are seeking reassurance that this Board will continue these approaches. Annual reporting on French immersion/extended enrolment was also passed by Trustees in a previous Board but it is not currently mentioned in P080 FSL or PR597 French Immersion/Extended .</p> <p>On lotteries, could there be a more equitable process.</p> <p>The proposed Guiding Principles align with the questions/opinions expressed by the membership at the February meeting and cumulative work on the French Review.</p>	<p>Recommendation</p>

	<p>The importance of staff reporting and information gathering on subjects such as the decline in French enrolment numbers, should be considered</p> <p>Causes for attrition in French programs have been reported on at the TDSB and other Boards. An annual report will help ensure the Board tracks and addresses the factors under their control that impact retention in all FSL programs to Grade 12.</p> <p>Lisa moves that the recommendation proceed to PSSC. Rob seconds it. Carried.</p>	
Other Business		
Adjournment	The meeting adjourned at 9:00 pm. Moved by Charles, seconded by Sara and Carried.	
Next Meeting	Tuesday, April 14, 2020, 7:00 pm in Committee Room A.	

Addendum A – Recommendations Passed (amendments in italics)

1. Keep 2 SKFI Classes at Palmerston and Follow *former PR577*

Whereas all TDSB students, whether in English or French programs, deserve robust and effective programs; and

Whereas there are enough on-time applicants from Palmerston’s SK French Immersion (SKFI) catchment to make 2 full classes as recommended in PR597 to maintain French program viability; and

Whereas in French Immersion “a two class entry (58 students) is ideal for the sharing of resources, job-embedded professional growth and co-planning” and long term viability (French Review Staff Report June 2019); and

Whereas Palmerston has had at least 2 SKFI classes since 2005; and

Whereas the applicants include 43 students from the Palmerston English catchment and 15 from its feeder school, Essex; and

Whereas the TDSB has decided to offer only one class for SKFI for September 2020 and to redirect the 15 Essex students to Humewood and 14 Palmerston English catchment students to Dewson; and

Whereas these redirections put students who could walk to Palmerston on school busses thereby increasing TDSB expenditures; and

Whereas PR597 (French Immersion/Extended French) only allows for redirection as a last resort when there is insufficient space to accommodate all of the French Immersion applicants; and

Whereas Palmerston has empty classrooms with its 2018 utilization at 75% (Long Term Pupil Accommodation Strategy Dec 2019); and

Whereas the English SK program at Palmerston only has 4 students registered for September 2020, making it clear that viability of the English program needs to be addressed with the *former* appropriate tool, PR577 (Program Review of Dual Track Schools); and

Whereas given that most parents in the area clearly want French Immersion, the reduction to one SKFI class at Palmerston is unlikely to achieve the TDSB stated objective of creating a stronger English program with “no fewer than 20-25” in English (French Review Staff Report June 2019); and

Whereas Essex and Palmerston families redirected to other schools were given less than a week to accept spots and consider entirely unexpected logistical issues regarding the bus, and childcare causing great stress; and

Whereas the TDSB has not followed P068 (Accommodation and Program Review) requirements to notify the affected school councils and the FSLAC if intake classes are reduced; and

Whereas the TDSB has not used *nor replaced* former PR577 to review the issue of viability in a dual track school with the local community; and,

Whereas P068 and *former* PR577 support the TDSB in “build(ing) strong relationships and partnerships within school communities to support student learning and well-being” (Multi-Year Strategic Plan);

Therefore, the FSLAC recommends that for the school year beginning in September 2020 that

1. the TDSB keep 2 SKFI classes at Palmerston,
2. the redirected Essex and Palmerston on-time applicants be enrolled in Palmerston, and
3. the TDSB follow former PR577, convene a local feasibility team to examine the best options for all students in the Palmerston

English and French Immersion catchments and proceed in accordance with that procedure including parents and school council chairs in the development of solutions.

4. *that Humbercrest and Howard be considered as well.*

2. TTC support for French immersion/extended Secondary Students in Need

Whereas the FSLAC supports and applauds the Board's commitment to "Provide Equity of Access to Learning Opportunities for All Students" (Multi-Year Strategic Plan); and

Whereas Toronto District School Board (TDSB) trustees decided to stop providing TTC support for ALL 1168 French immersion/extended secondary students who travel more than 4.8 km due to transportation grant shortfalls in favour of providing them only for students in financial need on a case by case basis; and

Whereas another multi-year goal -- "Allocate Human and Financial Resources Strategically to Support Student Needs" -- may not be realized now that individual principals at the secondary school level are responsible for providing TTC support from their school funds and may not even be aware of it; and

Whereas the stigma of poverty may prevent French immersion/extended students from contacting their principal to ask for support, meaning that poverty may become a barrier to continued participation in the programs; and

Whereas poverty is often hidden, thereby preventing principals from realizing to whom they ought to proactively reach out; and

Whereas without TTC support French immersion/extended classes may become less "inclusive and reflective of a diverse community" (P080) and the Board's commitment to "Culture for Student and Staff Well-Being" (Multi-year Strategic Plan) may be negatively affected; and,

Whereas TDSB secondary school principals have not received criteria from their Superintendents (as a June 24, 2019 letter from the Board to parents stated they would) regarding how they ought to determine whether or not a French immersion/extended student is in financial need, guidance which would help ensure a system-wide equity for students; and

Whereas there is no publicly visible budget, even on a per-school basis, or required reporting for this proposed practice and that will make it extremely difficult, if not impossible, for administrators and the public to accurately determine as months and years pass whether needs are increasing or decreasing; and,

Therefore, the FSLAC recommends that the TDSB consider the following, *as part of the review of student transportation that is currently underway*:

1. Create and document standardized, system-wide criteria for determining eligibility to receive TTC transportation support for French Immersion/Extended French programs and
2. That information on the availability and criteria for receiving support be shared with all schools on an on-going basis, and
3. That principals receive sufficient equity funds to fulfill all requests that meet the criteria and distance minimums, and
4. That the ***Director present a report annually*** on the use of TTC Support for attending French Immersion/Extended French programs.

3. Guiding Principles for French Immersion

Whereas the TDSB has been tremendously successful in improving and increasing opportunities for TDSB students to become proficient in both Official Languages in French immersion/extended programs which provide cognitive benefits and future employment opportunities; and

Whereas this work began with the amalgamation Directional Statement on French (TDSB Minutes October 25, 2000) and moved forward significantly with the implementation of PR597 (2009); and

Whereas the scope of the changes that can flow from the June 2019 French Review Recommendations as they relate to French immersion/extended is huge; and

Whereas we want to be careful not to ‘throw out the baby with bathwater’; and

Whereas clear commitment to guiding principles will help to reassure parents and to ensure that the myriad of decisions that are going to be made have a sharp focus on continuing to improve and increase opportunities for the next generation of French immersion students;

Therefore, the FSLAC recommends that:

Implementation of the June 2019 French Review recommendations on French Immersion be guided by the TDSB’s MYSP goal “to enhance students’ access to learning opportunities” and its long standing commitment to growing and improving the program,

the Ontario FSL Framework (2013) goal to increase student participation and achievement in FSL and by being responsive to both equity of access where programs are “inclusive and reflective of a diverse community” (TDSB P080) and the expectations of families by continuing with the following procedures:

- a. place every on-time applicant to French immersion,
- b. add spots/sites as needed to meet demand,
- c. give priority placement to siblings,
- d. annual reporting on FSL programs including enrolment.

Addendum B. – Implementation French Review – background material and draft recommendations

FSLAC Draft Recommendations for consideration March 10, 2020

Implementation of French Review Decision (June 2019):

That Intensive French-as-a-Second-Language programs be restructured leading to a single intensive French Immersion program model with two entry points (Junior Kindergarten and Grade 4), and that all other entry points be eliminated;

Previous and new material:

2018 FSLAC input to Review Consultation and/or previous, current TDSB practice

2019 FSLAC recommendations to the Board in response to Review Consultation

New material in response to French Review Decisions (June 2019)

Cross - references to staff questions Feb 2020 FSLAC meeting:

Transportation and Distance: 2 a, b, c ; 3a, d; 5c for related guidelines; 6 a, b, c for reasonable distances

Number of Feeder Schools: 2 a, b, c, d; 4 d and charts; section 5 re 2 intakes classes being ideal

School capacity and Configuration: 4 on single and dual track schools; 5 a, b on transitions

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Whereas this work began with the amalgamation Directional Statement on French (TDSB Minutes October 25, 2000) and moved forward significantly with the implementation of PR597 (2009); and

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Whereas we want to be careful not to ‘throw out the baby with bathwater’; and

Whereas clear commitment to guiding principles will help to reassure parents and to ensure that the myriad of decisions that are going to be made have a sharp focus on continuing to improve and increase opportunities for the next generation of French immersion students;

Therefore, the FSLAC recommends that:

Implementation of the June 2019 French Review recommendations on French Immersion be guided by the TDSB’s MYSP goal “to enhance students’ access to learning opportunities” and its long standing commitment to growing and improving the program, the Ontario FSL Framework (2013) goal to increase student participation and achievement in FSL and by being responsive to both equity of access where programs are “inclusive and reflective of a diverse community” (TDSB P080) and the expectations of families by continuing with the following procedures:

a.place every on-time applicant to French immersion,

b.add spots as needed by expanding at existing sites and adding new sites,

c.give priority placement to siblings,

d.annual reporting on French immersion/extended enrolment.

2. Priority One: Access to French Immersion in Underserved Areas

Whereas geographic inequity was identified as an important concern before and throughout the French Review consultations; and

Whereas the inequity in French program distribution developed because PR597 expansion was only tied to incoming applications not geographic equity; and

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 55) indicated that 69% of parent survey participants are happy with the location of their designated French immersion school and would, therefore, be unlikely to support their program moving too far; and

Whereas the Qualitative Findings showed that the unhappy parent survey participants indicated that the problem is not having access to a program at the school close to where they live; and

Whereas the Qualitative Findings also indicate dissatisfaction with commute times (p 77); and

Whereas splitting the largest dual track French immersion catchments will provide the quickest, simplest, least controversial, most known and practiced way to take the first step toward equitable distribution of French immersion programs across the system; and

Whereas the FSLAC recommended splitting catchments to achieve more equitable access while maintaining current access was fully examined and made in the report to PSSC May 2019, recommendation #3:

<https://tdsb.on.ca/Leadership/Boardroom/Agenda-Minutes/Type/A?Folder=Agenda%2f20190501&Filename=5.6.pdf> ;

Therefore, the FSLAC recommends that:

a. The 6 largest dual track catchments be split for Sept 2021, adding 6 sites in the most significantly underserved areas:

- i. Corvette (W18) – 14 feeder schools

- ii. Williams G Miller (W22) – 14 feeder schools
- iii. Tredway Woodsworth (W19) – 13 feeder schools
- iv. George Syme (W6) – 11 feeder schools
- v. Pauline Johnson (W20) – 11 feeder schools
- vi. Brimwood (W 21) – 10 feeder schools;

b. The 5 largest Grade 6-8 French immersion continuation catchments be reviewed with the goal of reducing commute times for students while maintain a high standard of program delivery;

- i. Hilltop MS (W2, serving students from Wards 1, 2, 3)
- ii. Beverly Heights MS (W5)
- iii. Glenview Sr PS (W8)
- iv. Don Valley MS (W13)
- v. Sir Alexander MacKenzie Sr PS (W21);

c. Staff support be provided to help develop and encourage community interest in underserved areas and underrepresented ethno-racial and socio-economic groups;

d. new sites that do not attract sufficient enrolment in Sept 2021 be tried again in subsequent years.

3. Creating a Successful Middle French Immersion Program

The FSLAC recommends that:

a. distribution of the grade 4 entry, middle French immersion program be geographically even across the system to supplement access points to JKFI, similar to the distribution of grade 4 extended programs;

b. Staff support be provided to help develop and encourage community interest in the middle French immersion program, with particular attention to underserved areas and underrepresented ethno-racial and socio-economic groups;

c. Middle French immersion sites that do not attract sufficient enrolment in Sept 2021 be tried again in subsequent years;

- d. Bussing be provided for Middle French immersion students in grade 4 and 5 and TTC tickets for grades 6-8 on par with English distance criteria as the catchments are likely to be very large.

4. Improving Efficiency & Maintaining Both Single and Dual Track French Immersion Schools

Whereas single track and dual track schools have pros and cons depending on the lens used for their evaluation; ie, student, parent, Trustees, teacher, principal, administration; and

Whereas policy and procedures currently in place (P068, PR597, PR577) can and have been used to deal effectively with accommodation challenges in dual track schools with community input, including the successful, community supported conversion of dual tracks to single track French immersion schools (French centres) at Winchester (W 10 - 2012), Melody Village (W 1 - 2014), and Lord Lansdowne (W 10 - 2015);

Therefore, the FSLAC recommends that

- a. French immersion elementary sites be either single or dual track,
- b. single track could include both JK and middle immersion in order to effectively use both human and material resources,
- c. single track French immersion schools be developed as hubs of excellence to support isolated core French teachers and surrounding dual track schools, particularly in the area of best practices in special education support,
- d. the processes in P068 and PR577 be used to examine consolidation of French immersion sites into the creation of a single track French immersion school in consultation with the affected community where a dual track's French immersion enrolment is 60% or more of the school enrolment and where there is another single track English or dual track elementary school within walking distance.

Background:

Anecdotally, parents in single track French immersion schools tend to be very satisfied with and committed to their schools. However, some parents like dual tracks because they want to have an English program for one child and a French immersion program for another at the same close to home location. Data on key factors like relevant TDSB census information and the comparison of attrition to English programs and inclusion of students with special education needs between the two models have not been shared.

Administration of a single track may be less challenging than dual track school where there can be competing priorities. Single track may allow for easier, more efficient allocation of human and material resources.

Single track catchments can be large but bussing addresses accessibility. If bussing were to be cancelled, the impact on enrolment in Broadlands and Melody Village could be catastrophic.

Single track FI schools do not currently have JK students. Careful attention is needed to ensure that the current number of intake classes for SK is replicated for JK entry in order to maintain strong, healthy French enrolment in later grades and to ensure there are sufficient kindergarten-designed classrooms. Of particular concern are Lester B Pearson which is overcapacity and Lord Lansdowne which is close to full.

CURRENT SINGLE TRACK FRENCH IMMERSION SCHOOLS (FRENCH CENTRE)

Ward	Single Track School	2019 Config	% bussed	# feeders	# intake classes 2019	2023 % utilization projection
1	Melody Village	SK-5	79	13	2	54
10	Lord Lansdowne	SK-6	33	11	2	95
10	Winchester*	SK-8	22	11	3	87
11	John Fisher	SK-6	34	4	2	85
13	Lester B Pearson	SK-8	37	6	3	104
14	Broadlands	SK-6	70	7	3	85

Sources: FBEC Q & A, May 30, 2019; FSL Enrolment Report June 2019; LTPAS 2019

*Winchester is dual track in grades 7 & 8

CURRENT FRENCH IMMERSION PROGRAM SCHOOLS (JK-5, 6, 8)

WITH 50% OR MORE STUDENTS IN FRENCH IMMERSION

Ward	Dual (or more) Track School	2019 Config	% FI of school	% bussed	# feeders	# intake classes 2019	2023 % utilization projection
1	Elmlea	JK-5	65	79	8	2	74
2	Millwood	JK-5	59	23	3	2	88
2	Rosethorn	JK-5	52	50	4	2	123
3	John English	JK-8	56	14	2	2	88
3	Sir Adam Beck	JK-5	63	21	1	2	74
7	Fern Ave	JK-8	57	4	0	2	89
7	Howard	JK-6	71	7	0	2	89
7	Humbercrest	JK-8	64	3	0	2	83
8	Glen Park	JK-8	52	36	8	2	86
8	Humewood	JK-8	55	1	1	2	99
9	Rawlinson	JK-8	50	27	4	2	92
10	Dewson	JK-6	70	15	5	2	75
10	Palmerston	JK-6	61	.4	1	2	76
11	Northlea	JK-8	51	5	1	2	102
13	Brian	JK-6	54	37	6	2	90
13	Cliffwood	JK-5	55	22	4	2	81
15	Morse	JK-6	54	2	1	2	108
15	Withrow	JK-6	53	2	0	2	86
16	Early Beatty	JK-8	50	16	2	2	81
16	Gledhill	JK-6	52	9	0	2	91

16	Williamson Rd	JK-6	52	0	1	2	103
18	Clairlea	JK-8	57	43	7	2	114
20	Beverly Glen	JK-6	59	58	7	1	82
22	Chief Dan George	JK-8	58	47	8	1	87
22	Wm G Miller	JK-8	69	38	14	2	95

Sources: FBEC Q & A, May 30, 2019; FSL Enrolment Report June 2019; LTPAS 2019

5. Configuration of and Intake at French Immersion Sites

Whereas parents prefer fewer transitions for their children; and

Whereas the recommendation of 2 intake classes for early French immersion has been in place since the October 25, 2000 Directional Statement on French; and

Whereas new sites can need time to grow to 2 full intake classes;

The FSLAC recommends that

- a. JK French immersion be offered, wherever possible, in JK-8 schools to reduce overall transitions and improve retention,
- b. middle French immersion be offered only in JK-8 schools so there is no additional transition to grade 6 or 7 at another school,

- c. during the transition years to JK French Immersion and at new JK French immersion sites that the goal of having 2 intake classes stand but that some flex be allowed to support growth over a period of at least 3 years.

6. Walking, Transportation, Contiguous Catchments and Pathways

Whereas almost all TDSB families have an elementary school within walking distance; and

Whereas many TDSB families have more than 2 or more elementary schools within walking distance; and

Whereas 83% of current French immersion/extended elementary students walk to their school; and

Whereas there is an issue of equity of access and increased, unnecessary transportation spending associated with redirecting students on to a bus rather than allowing them to walk to their designated French immersion school; and

Whereas bussing has been a trade-off used for the last 15 years to achieve giving every student a spot; and

Whereas if bussing is cut, the trade-off no longer exists, and parents will expect spots at their local, walkable French immersion program; and

Whereas there are some unusual elementary FI catchments that are not contiguous where a feeder school does not have a shared border with their designated FI school; for example, Swansea which feeds to FI at George Syme and Brookside which feeds to FI at Brimwood;

Whereas there are some unusual grade 6-8 and secondary pathways where students are not assigned to the FI school closest to home; for example Glenview and Leaside;

Therefore, the FSLAC recommends that

- a. walking to French immersion JK-5 be the goal (grades 6-8 can be TTC riders); and

- b. redirections from a walkable French immersion school be discontinued and allow for the phasing out of transportation as walkable JK-5 French immersion is achieved through school organization and school boundary adjustments; and
- c. maximum thresholds be set for distance and commute times for grade 6-8 students on TTC; ie, provide a yellow bus if TTC commute is greater than 8 km and/or more than 45 minutes.
- d. That non-contiguous catchments and unusual pathways be reviewed with affected communities with a view to allowing French immersion students to attend the school that is closest to home.

7. Childcare

Whereas the TDSB FSL Program Review: Developmental Evaluation (p 76) indicated that only 28% of French Immersion parent survey respondents are satisfied with the available childcare; and

Whereas 12 % indicated that they use childcare at their home school, not their French immersion school something many French immersion parents cannot access at all because childcare staff levels are not sufficient or may not be structured to meet buses or there are not enough spots;

Therefore, the FSLAC recommends that

- a. access to childcare in French be provided for all French immersion/extended students at their French immersion/extended school,
- b. and/or access to childcare for bussed French immersion/extended students be provided and facilitated at the student's home English school

8. Extended French and Current Model of Middle Immersion Phase Out

Whereas parents/guardians of families who will feel the impact of the June 2019 French Review Recommendations have not received information about their children’s programs or the cancellation of programs they expected to be able to access in later grades;

The FSLAC recommends that

- a. Extended French parents of students in grade 4-11 receive communication as soon as possible on what those students can expect at the secondary level,
- b. The orphaned cohorts in grade 4 and 5 English who did not receive fair, advance warning that Cosburn grade 6 or any Grade 7 extended program would not exist when they got to that grade level, be grandparented, giving all cohorts access to intensive French,
- c. That JK-grade 5 parents be notified of the cancellation of extended French and the start of the middle French immersion entry point,
- d. Current middle French immersion parents in grade 4-8 receive communication as soon as possible on what impact, if any, the change to the new, more time in French, model will have on their children.

9. Parent Engagement, Change Management and Communication to Support TDSB Families

Whereas meaningful, respectful parent and community engagement, best practices in change management and communication to support Toronto families through the implementation of the French Review Recommendations (2019) are essential to maintain growth and excellence in French immersion at the TDSB and to maintain parent trust and confidence in the TDSB and support the TDSB in “build(ing) strong relationships and partnerships within school communities to support student learning and well-being” (Multi-Year Strategic Plan);

The FSLAC recommends that

a. The draft French Review Recommendations implementation plan be presented in one Board cycle and be deferred for decision to the next cycle to:

- i. allow parents, the FSLAC, stakeholders and Trustees at least 4 weeks to review, discuss and comment on the draft implementation plan,
- ii. facilitate meaningful, respectful parent and community engagement in this process, provide staff with valuable feedback to consider before the plan is finalized and
- iii. avoid the very busy budget meeting cycle,

b. Rolling implementation be used so that staff can:

- i. learn about and react to unexpected issues as they happen before they become system-wide issue as was done for the rollout of Full Day Kindergarten (2010-2014)
- ii. give first priority to addressing underserved areas (Recommendation 2) and
- iii. give second priority to the reorganization of existing sites starting with schools where 60% of more of the school is French Immersion (Recommendation 4),

c. During the rollout, parents be:

- i. given more than a few days to make decisions on accepting spots, and
- ii. allowed grace periods for applying, particularly for JK entry which is going to involve significant change in expectations and enrolment procedures for parents of 3 year old first borns with whom the TDSB has no formal contact,

d. A communication plan be created as soon as possible and executed over the next 3 years to share the changes to French immersion/extended programs using all available means as often as possible, such as, the TDSB website, school

kindergarten registration banners, advertising in regular and social media, school council meetings, ward forums, parent conferences and direct email communication with:

- i. TDSB parents and parents of younger children as it is typical to need 1-2 years to find childcare and parents may make different choices for JK/SK if the grade 4 and grade 6, 7 extended programs no longer exist;
- ii. Childcare providers in TDSB schools and in the community as considerable adjustments are going to be required to accommodate the JK-SK double cohort year (Sept 2022) and the first JK cohort (Sept 2023) and they have contact with parents of younger children;
- iii. Front line school staff who need to be informed and equipped to handle parent inquiries and be directed to FAQs on the public website to support these inquiries.