

## **OUR MISSION**

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ..  
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*

## **OUR VISION**

*At Toronto Catholic, we transform the world  
through witness, faith, innovation and action.*



# **AGENDA ADDENDUM THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**Jo-Ann Davis, Chair**

**Nancy Crawford, Vice-Chair**

Thursday, February 2, 2017

7:00 P.M.

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<b>9. Delegations</b>	
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## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING  
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For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private  
 Session  
☐ Five (5)  
 Minutes

Name	Domenico Paglia	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	2/2/2017	
Topic of Presentation	International Language	
Topic or Issue	importance of maintaining the I.L. Extended Day Program	
Details	none	
Action Requested	none	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Advisory Committee (CSAC)	{2} I am an official representative of the Catholic School Advisory Committee (CSAC)} {CSAC Position}	
I am an official representative of student government		
I am here as a spokesperson for another group or organization	Yes CUPE Local 3155 I.L.	
Submittal Date	1/27/2017	



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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☐ Public Session  
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Session  
☐ Five (5)  
Minutes

Name	Fernanda
Committee	Student Achievement and Well Being
Date of Presentation	2/2/2017
Topic of Presentation	Spanish classes
Topic or Issue	Change schedule Spanish classes
Details	Don't change the Spanish classes of the normal schedule
Action Requested	Keep the Spanish classes at the same schedule
I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Advisory Committee (CSAC)	{2} I am an official representative of the Catholic School Advisory Committee (CSAC}  {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	2/2/2017

Christien Perez  
160 Pearson Ave.  
Toronto, ON M6R 1G5

Toronto Catholic District School Board  
80 Sheppard Ave. E.  
Toronto, ON M2N 6E8  
Attn: Angela Gauthier, Director of Education

February 2, 2017

VIA EMAIL

Dear Ms. Gauthier:

Good teachers make a difference. So, I was deeply shocked to read the TCDSB's 'Long-Term Program Plan' drafted on January 31, 2017, in which I learned that St. Vincent de Paul Catholic School's Extended French curriculum would be *razed* in favour of ever-trendy French Immersion.

As of 2015, EQAO reports that St. Vincent de Paul's students outperform board *and* provincial averages in all academic categories. Additionally, the school has been a stalwart presence in the Roncesvalles community for over 100 years, as recently demonstrated by its participation in the Roncy Rocks festival and its perennial involvement in the We social justice movement. This is already one heck of a fantastic school! Yes, this is one part the result of a strong community of invested parents and great kids, and I don't wish to diminish their contributions. But, there is another part: stellar teachers.

It's a well-researched and documented fact that a star teacher can lead to improved outcomes for their students. This school is *full* of such teachers. The staff list at St. Vincent de Paul consists of 20-odd educational professionals who have converged on this school because of a shared desire to inspire great little minds. These teachers are now as much a part of the community as anyone else. And yet, I wonder how many of this already tiny staff list will be shipped off to other schools, only to be replaced by young, untested and inexperienced new teachers who are hired, well, for no other reason than they have an OCT certificate and can speak French?

I am well aware of the enhancing benefits of introducing another language such as French for a child's education. If St. Vincent de Paul had no French offering, I would be on the front lines fighting for such a change. The value of this experience is supported by many experts. Yet, St. Vincent de Paul already offers this benefit, and it's the best of both worlds – the academic advantages of learning a second language and the inclusiveness of not forcing separate streams, i.e., an advantaged "French" stream and a lesser "English" stream.

Lastly, I question the shoddy methodology employed by those involved in the LTPP consultation survey that led to this unfortunate decision. They report that, "from an estimated half-a-million (500,000) Catholic ratepayers/stakeholders residing in the City of Toronto (MPAC data)" -- of which I am one, though I received no such survey, but I digress -- "481 responses were received." They go on to imply that this sample size is considered accurate 95% of the time with a margin of error  $\pm 4.5\%$ . Now, I admit that I am not a statistician. However, it seems to me that a self-selected (versus randomized) group of

respondents, of which only 217 are parents, can in no way be seen as representative of the actual parent community of St. Vincent de Paul. I don't even factor in questions of proportionality of the respondents. Whether the respondent list represented our neighborhood in terms of sex, marital status, ethnic diversity or socioeconomic status, we may never know.

I am the proud father of a one year old boy, Matthew, who I hoped would soon join this school's community. It *was* my belief that Matthew would have the best opportunity to thrive surrounded by such incredible support. Now, this belief is thrown into question. I have to wonder why I would bother sending my precious little human to a school in turmoil, and subject him to the whims of an ill-advised school board.

It continues to be my hope that Matthew will benefit from a Catholic education in Extended French at St. Vincent de Paul. For this to realize, it is also my sincere hope that the TCDSB will reconsider its decision to shake up and potentially ruin an incredible community: a delicate ecosystem built on trust, passion and investment from students, parents *and* teachers over many years. Why mess with a good thing?

Respectfully yours,



Christien Perez  
(416) 898-6901  
chris@perez2go.com

cc: Donna Kairys-Wojdylo, Principal, St. Vincent de Paul Catholic School  
John Wujek, Superintendent  
Barbara Poplawski, Trustee, Ward 10  
Rory McGuckin, Associate Director of Academic Affairs  
Angelo Sangiorgio, Associate Director of Planning and Facilities  
Carlene Jackson, Executive Superintendent of Business Services and Chief Financial Officer  
Mitzie Hunter, Minister of Education, Government of Ontario



REPORT TO

## STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

### LONG-TERM PROGRAM PLAN - RESULTS OF STAKEHOLDER CONSULTATION FOR FRENCH IMMERSION SITES

*Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.*

*Romans 13:1 | NIV |*

Created, Draft	First Tabling	Review
January 31, 2017	February 2, 2017	<a href="#">Click here to enter a date.</a>

John Yan, Sr. Coordinator, Communications

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation, ICT

R. McGuckin, Associate Director of Academic Affairs

### RECOMMENDATION REPORT

#### Vision:

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

#### Mission:

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

The draft Long-Term Program Plan (LTPP) was approved in principle by the Board of Trustees on October 20, 2016, subject to consultation and gathering feedback. The consultation survey period was initiated on November 16, 2016 and concluded on January 13, 2017. Consultation consisted of direct communications to organizations such as CPIC, OAPCE, CSPC Chairs, and the TCDSB system, a virtual town hall, presentations to specific groups, and an online consultation survey.

In consideration of the annual French Immersion registration pressures presently being felt across the TCDSB, and without information about the approved new French Immersion sites, staff analysis of the proposed implementation of new French Immersion sites is being expedited. Contingency measures have been developed that, once approval for new sites is provided, will directly communicate with and re-engage families seeking placement in French Immersion for Kindergarten for September 2017.

Results of the consultation process specifically related to proposed French Immersion programs are provided, along with unfiltered comments. The comments have been organized into 4 themes for ease of reference.

This report will provide revised recommendations for the implementation in September 2017 of French Immersion sites at six (6) elementary schools and one (1) secondary school.

***The cumulative staff time required for the preparation of this report was 18 hours.***

## **B. PURPOSE**

1. To provide information and stakeholder feedback related to the LTPP consultation survey period, which was initiated on November 16, 2016 and concluded on January 13, 2017.
2. To make recommendations for the successful implementation of French Immersion programs at elementary and secondary schools for September 2017.

## C. BACKGROUND

1. **October 20, 2016** – At the Regular Board meeting, the draft Long-Term Accommodation and Program Plan (LTAPP) was approved for consultation.
2. **November 16, 2017 - January 13, 2017** – Stakeholder consultation undertaken.
  - a. **November 16** – Launch of LTAP/LTPP consultation:
    - Board-wide system email invitation announcing GO LIVE for TCDSB mini-website hosting online LTAP and LTPP survey, and featuring online tools such as confidential comment box, Ask the Director page, opportunity to submit questions in advance to Nov. 23 Virtual Town Hall.
    - Special Spotlight graphic on LTAP/LTPP information on main TCDSB web page and all school websites. Contained all LTAP and LTPP Board reports, presentations and information resources, contained in broad communication to the entire TCDSB system including all CPIC members, chair, OAPCE, CSPCs.
    - Direct e-mail communication delivered to all key TCDSB stakeholders across the system including Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education-Toronto (OAOCE), all Catholic School Parent Council Chairs, and Catholic Student Leadership Impact Team (CSLIT).
    - Archdiocese informed and all local parishes advised of consultation via email to include notice in church bulletins.
    - Public Service Announcement to community calendars for inclusion in local newspapers was published in SNAPd and the Scarborough Mirror-Etobicoke Guardian.
  - b. **November 23** – A Virtual Town Hall Information session with over 100 online viewers. It consisted of a formal presentation, followed by the answering of 53 questions by staff panel in 90 minutes.
  - c. **December 5** – staff presentations to CSLIT and OAPCE
  - d. **December 19** – staff presentation to CPIC
  - e. **January 11** – staff presentation to the Special Education Advisory Committee (SEAC)

- f. **November 16 - January 13** – online stakeholder consultations hosted for duration of 2 month consultation. Reminder to engage in LTAP/LTPP surveys promoted weekly through TCDSB E-News and Twitter began on November 15th, and continued throughout the duration of the consultation period.
3. To overcome language and cultural barriers, the Communications and IT teams refined and customized the standard Google Translator web tool to embed it as a large button on the survey page to ensure its visibility for use by non-English language users. (Google Translator tool normally sits on the top menu bar on most websites).
4. The main goal of this consultation process was to increase transparency and inclusiveness in order to capture the views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers. Several online web-based communications tools were deployed to support the consultation process sessions. This was achieved by dedicating a section of the TCDSB website that hosts a micro-site focused on the LTAP/LTPP consultations.
5. **January 18, 2017** – TCDSB began its student registration for the 2017-2018 school year. Inquiries were received regarding registration for French Immersion programs as well as about potential new French Immersion sites for September 2017, as per the recommendations in the Long Term program Plan Report of October 20, 2016.
6. **January 26, 2017** – At the Regular Board meeting, Trustees approved a motion that:  
*Staff bring an Action Report to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, February 2, 2017. This report will deal specifically with recommendations for new French Immersion programs, extracted from the consultation feedback received.*

## **D. EVIDENCE/RESEARCH/ANALYSIS**

7. The draft Long Term Program Plan, approved in principle by the Board on October 20, 2016, recommended the implementation of French Immersion (FI) programs in elementary schools occur in three (3) phases, as outlined in the **Table 1** below:

**Table 1: ORIGINAL LTPP RECOMMENDATIONS**

2017	2018	Later Phase (year)
Cardinal Leger	St. Alphonsus	Railway Lands elementary (2019)
St. Benedict	St. Brigid	St. Monica (2024)
St. Eugene	St. Gerald	Bloor-Dundas elementary (2025)
St. Jerome	St. Jane Francis	Beaches-Waterfront elementary (2029)
St. John	St. Mary	
St. Vincent de Paul	The Holy Trinity	

**LONG TERM PROGRAM PLAN CONSULTATION FEEDBACK**

8. Online stakeholder consultation surveys were initiated on November 16, 2016 and concluded on January 13, 2017 and 481 responses were received to date for the Long Term Program Plan, as shown in **Table 2** below. This sample size of respondents means the LTPP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%.

**Table 2:**

Participant Groups		# Responses	% Responses
a.	Parent	217	45.1%
b.	Staff	154	32.0%
c.	Student	23	4.8%
d.	Catholic Ratepayer/ Community member	27	5.6%
e.	Other	60	12.5%
<b>TOTAL:</b>		<b>481</b>	<b>100.0%</b>

9. The survey results from the Long Term Program Plan for three (3) questions pertaining directly to French Immersion are provided in **Appendix A**. The survey questions and high level summary are presented as follows:
- In response to a growing demand for French Immersion (FI) programming, the Board is proposing to implement FI across the city according to the following phases: 2017 – Cardinal Leger, St. Benedict, St. Eugene, St. Jerome, St. John, St. Vincent de Paul.  
**Summary of consultation: Over 65% of respondents “Agree or Strongly Agree” with this recommendation.**

- ii. The Board is proposing to implement an Extended French program at St. Angela Catholic School in 2017.

**Summary of consultation: Over 41% of respondents “Agree or Strongly Agree” with this proposal, with a majority expressing “No Opinion”.**

- iii. There is a growing demand to expand French Immersion (FI) programs in secondary schools. The implementation of French Immersion (FI) programs in secondary schools will occur in the following phases: 2017 Blessed Cardinal Newman C.S.S.

**Summary of consultation: Overall, 58% of respondents “Agree or Strongly Agree”, with students recording 86% support.**

10. Stakeholder comments explicitly related to French Immersion/Extended French programs were taken directly from the textboxes found at the end of the LTPP Survey. Overall, there were 44 comments related to French Immersion/Extended French programs. The comments have been organized into 4 themes for ease of reference. (**Appendix B**).
11. Common concerns expressed in the stakeholder consultation about offering new French Immersion programs included:
- The board’s ability to hire qualified French teachers who could handle the demands of an immersion program.
  - Uncertainty about funding priorities to support FI schools
  - The need to provide additional supports for FI programming.
12. Superintendents consulted with school principals about the viability of offering French Immersion programs commencing in September 2017 and have incorporated suggestions for new programming accordingly.
13. Consultation with teachers’ unions occurred at the regularly scheduled Joint Staffing Committee meetings.
14. As of January 27, the Communications department has provided notification on the website that TCDSB will be expanding its French Immersion programs for September 2017. Once the new French Immersion schools are approved, the website will be updated with more specific information. This will be followed by a comprehensive communications plan to promote awareness, including issuing a media release to the general public and the use of social media to reach the TCDSB’s 23,200 followers on Twitter.

15. Once the new French Immersion schools are approved for September 2017, staff will communicate directly with families on waitlists for existing FI schools about French Immersion opportunities at the new schools or who have indicated an interest in a FI program and have registered in the local school.
16. Further, staff will develop a specific Student Online Application Registration for French Immersion (SOAR-FI) website to ensure ease of registration or re-registration at TCDSB French Immersion schools.
17. **Table 3** reviews the **REVISED** recommendations for French Immersion programs in elementary schools.

**Table 3: Elementary FI Programs**

<b>2017</b>	<b>2018</b>	<b>Later Phase (year)</b>
Cardinal Leger	St. Alphonsus	Railway Lands elementary (2019)
St. Benedict	St. Ambrose	St. Monica (2024)
St. Eugene	St. Brigid	Bloor-Dundas elementary (2025)
St. Gerald	St. Jane Francis	Beaches-Waterfront elementary (2029)
St. Jerome	St. Mary	St. John (2019)
St. Vincent de Paul		

18. Table 4 reviews the **REVISED** recommendations for French Immersion programs in secondary schools.

**Table 4: Secondary FI Programs**

<b>2017</b>	<b>2018</b>	<b>Later Phase (2019-2029)</b>
Bl. Cardinal Newman		Blessed Mother Teresa
		Bishop Marrocco/Thomas Merton
		Marshall McLuhan
		Msgr. Percy Johnson
		St. Basil the Great College

## **E. METRICS AND ACCOUNTABILITY**

1. Superintendents, Principals and IT staff will closely monitor registration into the JK/SK French Immersion programs.

2. Superintendents, Principals and IT staff will monitor the impact of French Immersion enrolment on the overall school population and the physical plant.

## **F. STAFF RECOMMENDATION**

1. That the Board of Trustees approve the creation of French Immersion sites at the following elementary schools for September 2017:
  - i. Cardinal Leger
  - ii. St. Benedict
  - iii. St. Eugene
  - iv. St. Gerald
  - v. St. Jerome
  - vi. St. Vincent de Paul
2. That the Board of Trustees delay the implementation of the Extended French program at St. Angela until 2018.
3. That the Board of Trustees approve the creation of a secondary French Immersion site at Blessed Cardinal Newman for September 2017.

## LONG TERM PROGRAM PLAN (LTPP) CONSULTATION SURVEY RESULTS

The TCDSB Draft Long-Term Program Plan (LTPP) consultation survey was conducted from **November 15, 2016 to January 13, 2017**.

The draft LTPP is a blueprint for programming initiatives in TCDSB elementary and secondary schools over a 15-year period, and is intended to be flexible and responsive to changing needs of the Board. Survey questions covered key elements in the Draft LTPP, as well as additional program ideas and proposals contained in previous Board of Trustee directions.

**481 responses were received** from an estimated half-a-million (500,000) Catholic ratepayers/stakeholders residing in the City of Toronto (MPAC data). More respondents identified as parents completed the LTPP survey (45%) than staff (32%). Over three times more students (23) participated in the LTPP survey than the LTAP (7 students).

This sample size of 481 respondents means the **LTPP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%.**

LTPP Survey Participant Group	# Responses	% of Responses
Parent	217	45.1%
Staff	154	32.0%
Student	23	4.8%
Catholic Ratepayer/Community Member	27	5.6%
Other	60	12.5%
<b>TOTAL</b>	<b>481</b>	<b>100.0%</b>

A detailed summary of the LTPP survey results related to French Immersion/Extended French programs is located on the following pages is provided and itemized by each stakeholder group:

## A. Detailed LTPP Survey Results by Question and Group (Elementary Schools):

1. In response to growing demand for French Immersion (FI) Programming, the Board is proposing to implement FI across the city according to the following phases: 2017 - Cardinal Leger, St. Benedict, St. Eugene, St. Jerome, St. John , St. Vincent de Paul.

**Summary of Consultation Result:** Over 65% of respondents “Agree or Agree Strongly” with this proposal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	134	27.86%	61	28.11%	34	22.08%	12	52.17%	8	29.63%	19	31.67%
Agree	131	27.23%	55	25.35%	55	35.71%	6	26.09%	5	18.52%	10	16.67%
No Opinion	112	23.28%	46	21.20%	40	25.97%	5	21.74%	5	18.52%	16	26.67%
Disagree	41	8.52%	20	9.22%	11	7.14%	0	0.00%	5	18.52%	5	8.33%
Strongly Disagree	63	13.10%	35	16.13%	14	9.09%	0	0.00%	4	14.81%	10	16.67%

2. The Board is proposing to implement an Extended French program at St Angela Catholic School in 2017.

**Summary of Consultation Result:** 41% of respondents “Agree or Agree Strongly” with this proposal with a majority expressing no opinion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	100	20.79%	46	21.20%	29	18.83%	8	34.78%	5	18.52%	12	20.00%
Agree	99	20.58%	38	17.51%	42	27.27%	8	34.78%	4	14.81%	7	11.67%
No Opinion	213	44.28%	103	47.47%	63	40.91%	7	30.43%	10	37.04%	30	50.00%
Disagree	30	6.24%	10	4.61%	12	7.79%	0	0.00%	4	14.81%	4	6.67%
Strongly Disagree	39	8.11%	20	9.22%	8	5.19%	0	0.00%	4	14.81%	7	11.67%

## B. Detailed LTPP Survey Results by Question and Group (Secondary Schools):

1. There is a growing demand to expand French Immersion (FI) programs in secondary schools. The implementation of French Immersion (FI) programs in secondary schools will occur in the following phases: 2017 Later Phase (year to be determined) Blessed Cardinal Newman.

**Summary of Consultation Result:** Overall 58% of respondents “Agree or Agree Strongly” with students at 86% support.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	135	28.07%	51	23.50%	36	23.38%	16	69.57%	12	44.44%	20	33.33%
Agree	142	29.52%	58	26.73%	68	44.16%	4	17.39%	3	11.11%	9	15.00%
No Opinion	118	24.53%	63	29.03%	30	19.48%	2	8.70%	5	18.52%	18	30.00%
Disagree	44	9.15%	19	8.76%	13	8.44%	1	4.35%	5	18.52%	6	10.00%
Strongly Disagree	42	8.73%	26	11.98%	7	4.55%		0.00%	2	7.41%	7	11.67%

## CONSULTATION FEEDBACK – UNFILTERED COMMENTS

The following comments were taken directly from the textboxes found at the end of the LTPP Survey. The comments have been organized into categories for ease of reference.

### A. COMMENTS FAVOURING THE EXPANSION OF FI SCHOOLS

- Yes, please expand on French immersion and/or extended French. The workforce is highly competitive and building skills (like those of additional languages) of students is critical to their potential success later in life. The provincial government has French Language Services legislation and this requires even greater accountability by bodies who receive provincial funding to provide services in French when requested. As a past employer compelled to comply with FLS, the most challenging issue to address was staff who could speak French. I had 1 out of 50 people fluent. She was only fluent because she was born and raised in Quebec. Implement at St. Benedict in Sept 2017, please. My son will start grade 1 and I hope he will be eligible to enroll.
- While I support the French programming, I disagree with the lateness in timing proposed by the Board to implement. If possible, it would be great to implement them earlier. 2025 is quite late. I support additional program offerings, however, we need to ensure they are equally distributed across the city so that students have the opportunity to easily attend.
- There is a lack of extended French programs in the elementary level in the downtown area. Students who attend schools that only go up to grade 6 are limited to choosing public extended French school due to this gap in extended French schools in Toronto.
- It is also important that proposals are made to accommodate the increasing interest in FI and EF programs at both levels, thus I agree with the implementation of these programs, given that the school can accommodate them.
- We live in a country that is English and French speaking. We need to increase the amount of French that is taught. We need to have the children as excited about French as they are about English.
- Looking forward to having greater access to French Immersion programs in our board.

- Looking for further French Immersion programs & hope prioritization is based on the needs of the district... my district is at capacity for French Immersion in the TDSB schools & the TDCSB does not offer a French Immersion program - which I believe is a gap - as it's evident the ward has a high desire for the program. School: St Anselm's
- f

## B. COMMENTS OPPOSING THE EXPANSION OF FI SCHOOLS

- Any new program comes at the reduction of another as there is a finite amount of money to go around. I can't agree with French Immersion that benefits the stronger learners at the expense of reductions to special education and the special needs of our weaker students.
- Extended French programs have no valued added to the students. They won't walk away fluent. Making more FI schools is great if you have qualified teachers (very hard to find) and if you have parent/student interest.
- Interesting that we are going to expand the French program, but cut services to Special Education - that doesn't make sense.
- I strongly disagree with implementing new FI programs, particularly Extended French beginning in grade 5. My child was in the program. Except there is no real program. He learned vocabulary. Not content. I removed him after one year. FI is a way for parents to feel good about themselves. Bragging rights, if you will. It is divisive. Not inclusive. Children in FI are deemed to be smarter by the school community. Behaviour kids were not allowed to be in it. More opportunities for them in a school. Not a fair and inclusive program. I will be fighting against this in my child's school.
- Offering French immersion in communities where the ESL needs have become such a priority seems quite unrealistic for those students whose English proficiency is weak. So many students who are put in French immersion often struggle with English in secondary school and face huge challenges in literacy in post-secondary.
- As resources are limited, I am not in support of French language programs outside of basic French. English is the main language of Canada and children

would do far better learning how to properly spell, speak and read English in elementary levels. French can be offered later to any interested in high school.

- Implementation programs of French immersion programs is not really understood by many communities and in reality serve a very small percentage of students successfully. A small percentage really benefit from French immersion and often many students end up struggling in both French and the English language. Parents need to be better educated about the impact of putting their children in French immersion. The board should not be focused solely on obtaining funds from the ministry to cater to parents who think they want their kids in French immersion at the expense of students who really need help in the English language and meeting success.
- 

In regards to changing school into a French immersion school. For student already attending these school what happens to them. If I wanted my children to attend an immersion school I would have sent them to an immersion school. If school are going to be changed shouldn't parent been consulted. If school are changed are the changes going to start for new enrolment only. Or will parents not wanting their children immersion be forced to leave their local school.

The Board need to further develop the support programs at current FI schools before opening up the program on a larger scale. Current practice is to re-route children back to English stream schools when supports are not available. A French language education should not be treated as "boutique" as far as supports. Further more the premise is that neither parent needs to be French speaking. Even the French Board is opening up spaces for children who do not come from a French speaking background and guaranteeing the supports required to help enrich the education of the children in their care.

I would hope that by introducing FI in the schools, that there would be an option for a non-FI stream. My children already go to one of the schools which seem to be ear-marked for FI in 2017 and neither have any interest in FI. I would hate to move them to another school.

the "demand" for french immersion programs is misleading, the retention rates are low, i question the validity of this program when there are not the proper supports (by grade 2 more than half of children switch stream and the board does not offer spec ed support in french. What FI does in some of these school areas is allow parents and school to stream their own kids from a diversified classroom, thus leaving the english stream kids with less educational supports and larger class sizes. We are not losing "accademically inclined" elementary students to public school we are losing them to Private schools, (who do not concentrate their curriculum on FI) The number of schools you are proposing are not in the secondary school boundary schools that the elementary school belongs to. Example where would St Jerome and St jane Frances children go should they choose to continue with with FI? They will be competing with many more students to get into high schools outside of their district.

Give our children the proper tools for the future. If they want to learn French they can go to Saturday classes or night school or pay for it themselves. Please invest in skills that students will need to be successful in the economic climate we have today and the future.

Your solution is French Immersion and yet the ones you have implemented at Don Bosco and other areas have not been successful because no one likes that area perhaps? Yet more FI in Etobicoke and those who want English stream and science have to travel further. This is an inequality to students of English stream and to the special education students. Public money the board receives seems not to be evenly distributed and given to other areas more favourable for better services.

I believe many of the present FI and EF schools/programs at both the elementary and secondary level are mediocre at best. It is difficult to find good French teachers who understand learning needs of students in a Canadian context. Tripling FI programs? Where will the teachers come from?

Why can't they all have french immersion? In Europe, everyone gets equal education in this regard - everyone must learn a 2nd language by grade 5 - equal

for all. You seem to be selective as to which schools get FI and which don't. Either everyone gets it or no one gets it - equality.

Think about a Speciality Program for St. Basil. Something like IB or French Immersion would be great for that school community. The proposed secondary sites already have programs. Share the programs in other areas!

Please have an elementary school starting in kindergarten in the mccowan and finch area . Maybe even changing our lady of Grace to kindergarten start. Because there was no school I sent my child to the public board. My neighbours are also look for a Catholic French immersion school in the area. Also Libermann would be a great choice for secondary school and French immersion.

I am a parent at St. John with a child in the extended French Program. The school has been unsuccessful in retaining Principals and VP's and my daughter was without a full-time English teacher for the first two months of this school year. I believe the school needs to address the staff retention issues and come up with a permanent solution for this before there is any thought of adding a full French Immersion program.

Students should be evaluated for admission to French Immersion. Many students have challenges learning in english, and while I know parents want the immersion opportunity for their kids, not all can handle the challenge.

St Jane Francis - not interested that the school be included in FI Parents in the school are NOT interested. What happens to the special needs programs with LD's from the students in the school? It will NOT be FAIR if the current students at St Jane if they will need to be going to be bused to nearby schools for their special needs programs for the school to accomodate FI.

French Immersion should be an option but not mandatory. Extended French must be implemented than Immersion. It will be hard for those people who English itself is their second language which 60% of the students in TCDSB right now belongs to. TCDSB must concentrate to increasing students and providing necessities to various school in Toronto, focusing in French Immersion could drive new students away as most of them are immigrants.

Notre Dame does not offer French (but St John's does - this is not good continuity).

\*I feel that French Immersion will further direct St. John's Schools' ability to

provide good teachers. There are not enough French Teachers. The school is too small. It needs to have French Immersion or EXTENDED but cannot support both. You need a much larger school to accommodate all three streams.

While these are all great, only IF you have the French staff on board should you consider implementing further French programs. Just hiring because someone can speak French, does not mean they can teach. French teachers are hard to come by. Putting more and more money into specialized programs for SOME kids is not fair to all.

### C. SCHOOL-SPECIFIC COMMENTS

- I would like to see St. Brigid's French Immersion implementation moved up to 2017.
- I can only comment about St. Brigid School because I teach there. It is already very full with the population growing each year by one classroom. To further increase our enrollment (which I believe Immersion may do) would further put strain on a school which already is stretched. Also we seem to be attracting a number of higher needs /behaviour and autistic kids into our younger grades. We are struggling to give them the support they need with the resources given to us. I feel adding immersion will likely encourage the stronger kids to move over to that stream (as I would have done if it was available to my own children) and the result would be an English stream with a lot of academically and socially challenged kids in a school that is already growing. I suggest putting the Immersion program into a smaller local school that is not growing and has fewer challenges.
- St. Gerald is in need of extra English support with the incoming of many new students from Syria, not French immersion. This is an area with high needs and once again, the board is simply looking at available space and geography and not the specific needs of the area.
- The board should consider an Extended French programme at the Jane/Finch or Jane/Sheppard area.
- Suggestion for a French Immersion (secondary) site in the north-west quadrant of the city at a school with no direct-entry programs, namely St. Basil-The-Great College. The Extended French and French Immersion programs should be

expanded equitably across the system and not merely placed in schools that already have existing/similar programs.

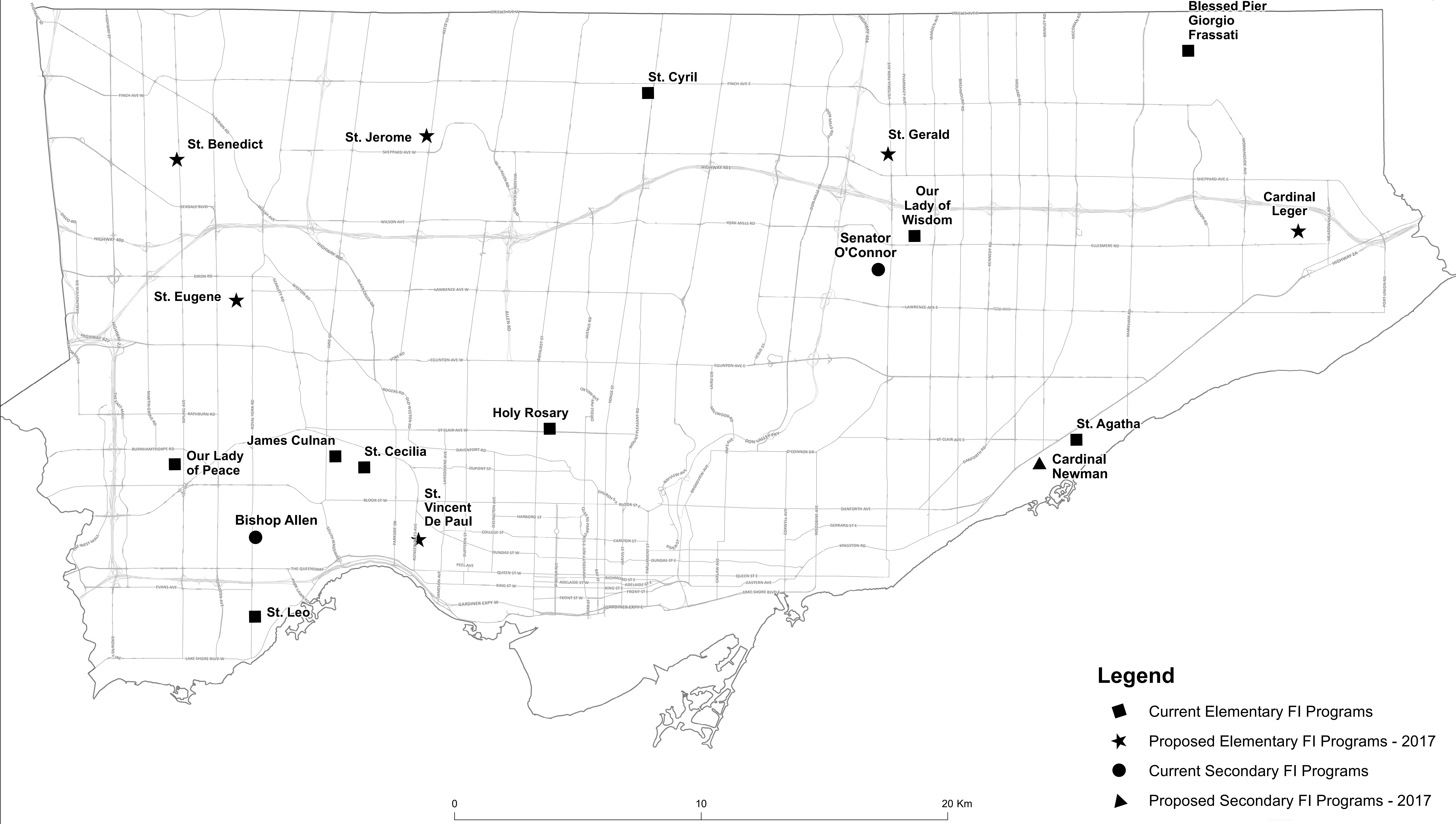
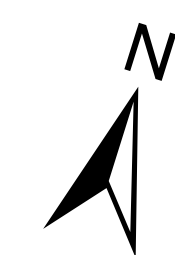
- I would strongly suggest St. Basil the Great to offer French Immersion as it is an ideal location as it would feed off of St. Jane Francis.
- There are a lot of good ideas mentioned however, I think it would be great to see an FI program at St. Basil's.
- I am glad to see French Immersion as a priority for this board. I am not in agreement with the selected sites for secondary. I would like to see St Basil considered for French Immersion. I do not want to have my child go to the other schools when St Basil is a much closer site. Why can't St Basils have French Immersion or at least Extended French?
- The schools that will be implementing FI or French Extended already offer one of them or already have specialty programs at their school. For example, St. Basil-The-Great College does not have a specialty program to offer their students. In the long run, the school will end up losing enrolment due to lack of program offerings. It is important to make these programs accessible to all our students.
- The proposed secondary schools for French Immersion already have speciality programs, consider a school that does not have a speciality program and that has the potential to offer a viable program. You should add St. Basil-The-Great to the list of proposed to offer French Immersion.
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#### D. STAFFING CONCERNS / QUESTIONS

- There is already a shortage of French teachers, is it possible to staff all of these programs properly?
- Given the difficulty in hiring qualified French teachers currently, I sincerely hope there is a recruiting strategy for strongly qualified French teachers in place prior to placing such a heavy emphasis on French programming. It is currently very difficult to hire a sufficiently qualified extended French teacher, in my experience, for the last few years. I am concerned that the success of this plan

hinges on an existing challenge that has not yet been addressed for current needs, much less for the planned growth in this subject area.

- With respect to French Immersion, the board continues to struggle with hiring and maintaining qualified French teachers. The rapid expansion of the FI and EF programs is not going to help the situation. Students might be better served with an overhaul of the Core French program so that students actually receive a better quality of instruction. My children both attended Extended French and at the end of four years, they lacked the ability to carry on a simple conversation in French.
- Until the pool of French speaking teachers is great enough to guarantee effective instruction in all French Immersion classrooms, I don't think implementing more programs just to appease demanding parents is a responsible decision.
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- Legend**
- ◆ Current Elementary FI Programs
  - ★ Proposed Elementary FI Programs - 2017
  - Current Secondary FI Programs
  - ▲ Proposed Secondary FI Programs - 2017