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**March 30, 2016**

I want to add my voice to the concern being expressed over the French Review Committee's report. Like most other French Immersion parents with young children, I'm most concerned about the proposed enrolment cap for 2017, and the lack of provision for young siblings of current FI students, who - if they aren't among those lucky names drawn - run the risk of being forced to attend a different school than their elder sibling. I feel this is an oversight for many reasons, not least of which is the effect on a school's community.

I'm also concerned at the proposal to reduce French instruction time over the elementary years. I believe part of the reason for UGDSB's French Immersion success is their adoption of the 100% immersion model, which has been proven time and again to be the best way to teach a second language. I know that other boards in the region don't operate on this model, and I believe that is their mistake, and a detriment to their students' success in French.

There are good, solid, logical steps proposed in this review, and those I applaud. However, I believe those I have referenced should be a last and desperate resort. They are damaging to a great program. The final recommendation that "appropriate accommodation or boundary review processes be undertaken to address French immersion accommodation needs" ought to be the most pressing action this year. Let them introduce a cap if all else fails.

Thank you for giving us the opportunity to express our concerns, and thank you for listening.

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**March 30, 2016**

- concerned about sibling entry. no reasonable to single parents or busy parents to have no special track for siblings joining.
  - basically i think you have created a good quality program and restricting seems silly....there must be steps that could be taken to increase French teachers?
  - Public services should be excellent and creative. Obviously parents think this is excellent and worthwhile- it is the boards job to be creative enough to continue to expand this service
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### **March 30, 2016**

I think that French Immersion should be available to all children. I am against a lottery as it would mean that all children will not have access to the same opportunities moreover it means that families would have their kids in different schools making it difficult to connect with schools as a community. Also on a personal level I am concerned about how my family will handle a situation where one of my [REDACTED] gets into French immersion but not the other [REDACTED].

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### **March 30, 2016**

First off, I am not a teacher but I think the presentation at Centennial lacked empathy for new teachers. I feel the continuous focus on new teachers being 'inexperienced' was unnecessary. New teachers cost less are less burnt out and are a healthy balance to the experience teachers. If you don't hire new teachers, who will move the curriculum forward.

Secondly, my recommendations fall in line with some of what I heard tonight. It takes one board to pioneer something. Why not us, why can't our board take that leap and actually offer fair equitable and accessible service to all children. I understand the balance for English curriculum kids that was reviewed, but you limit them access by making boundaries. Their only choice is their local school.

My son is in JK and my daughter will be in JK in 2017. I am for fair access but as I am looking at moving this summer. This will mean that my daughter will go to a different school than my son if she is not 'selected'. For this reason, I am for the consideration of siblings of current FI kids being granted an FI spot. I also do not think it would be easy to have 2 separate before and after school programs and pickups as my husband and I both work full time.

When you discuss a lottery I hope you consider that you may be taking an opportunity away from someone who may truly love languages and could be one of those next FI teachers you speak so highly of needing.

It makes me very sad and angry to think that my daughter who sits and plays school with my son as he teaches her new words that he learnt that day will not have the same opportunities because she wasn't drawn out of a hat. To watch their interactions as he shares what a 'lapin' is around Easter and teaches her the colours 'that's' bleu, that means blue' will be some of her only school like interactions before grade 4. It is upsetting to me.

Why can't you have enrollment deadlines to help the planning and predictability you spoke of. People who enroll by a certain date are guaranteed a spot- first come first serve and the lottery happens for enrollments after a certain date.

I myself am a graduate of a FI program, I went to University and have a minor in French am fortunate to have a graduate degree. I feel that learning another language isn't only about what you learn or getting that 'government job' but it helps to teach you HOW to learn. It feels like an injustice to the children whose parents want to expose them to a different language. I hope someday both of my children will be given the opportunity to

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talk to their grand-memere in a common language- french. Once they are in school, you honestly get so much of my childrens time that their access to french immersion will be important to that language development. I guess we will see what you decide.

Please advocate for the children and their learning experience.

In reference to the HR points, you speak of turn over and inexperience. Treat teachers like people, offer contracts with hours that can maintain a quality of life. Supply teaching here and there does not pay bills regularly. I think if you offer full time contracts people will stay. If you feel teachers are inexperienced after leaving teachers college than I think you need to go and revisit that curriculum and see what it missing.

Planning, confidence building or a course on working the school board politics.

Anyways, my feelings and recommendations are dispersed in this emotional message.

Please consider our children as you would want yours considered.

thank you

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### March 30, 2016

I understand the need for a cap and the limitations you have in hiring quality teachers. My concerns are around sibling enrolment. It would be very difficult for families to provide one child with FI education and not siblings. Managing having children in 2 schools (possibly 2 students in one school and the 3<sup>rd</sup> child in another on their own) would be an unreasonable demand to put on families and would create difficult dynamic between siblings. Please ensure that siblings are accommodated.

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### March 30, 2016

- Stop building catholic schools they take English kids from P.S & don't address FI demand
- Offer intensive summer French language training to English teachers with 5-10 years experience to transition to FI
- Build schools to meet projections
- Option 1 NOT option 2
- Do NOT start core earlier \*JK entry only\*

#### If CAP:

- ESL students not eligible for FI
  - French first language students not eligible for FI – English or full French schools
  - Then lottery
  - Family not individuals (ie 1<sup>st</sup> kid gets family in)
  
  - Do a new survey on recommendations – choice based (eg. Choose preference: cap vs. 60% French: 40% English)
  - Eliminate seniority barriers to changing boards
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### **March 30, 2016**

Work with the city- please- to offer recreational French programs to support families if the cap is in place ie. French sports clubs, dance clubs, theatre etc.  
Have you looked at how a cap will affect Rene Goupil? Were families at that school consulted & informed?

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### **March 30, 2016**

My comment is based on the assumption that a cap is implemented. I feel that it is very important for siblings of existing FI students to be given preference for selection to the FI program.

It is important for the support of learning French that needs to happen at home and also for practical reasons. Many families have only one parent or have both parents working full time. It could be impossible for families to be actively involved at multiple schools.

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### **March 30, 2016**

1. In the event of a cap on enrollment, our family and many families feel strong consideration must be made to allow siblings to attend the same school as their older siblings who are already attending a French immersion school. Having siblings attending different schools and older siblings not having the same advantage as younger siblings is unfair, and completely disruptive to the children and the families
2. Do not think using more staff for core French at younger grades is a viable solution for addressing sustainable French Immersion.
3. Please implement hiring from outside Ontario in HR practices ie. Quebec, Maritimes
4. Our experience with FDK and FI is that French speaking ECE's aren't critical to FI in FDK. Please consider giving English ECE's French courses while teaching/assisting French teachers

Thank you.

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### **March 31, 2016**

I understand that there is a great need to review the FI system in order to ensure that there is not a significant strain on current resources and to protect the excellent level of education that our children receive.

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I too, like many other parents, worry about consistency within our family's education path; if younger siblings will be able to follow the same course as their older siblings and the overall impact of over-enrollment/staffing shortages will have on them.

We understand that this is a complex issue and that a simple solution is not feasible. However, we do appreciate the communication from the school board and the opportunity to provide our feedback.

We truly value the education our children receive and having come through the FI program in this region myself, I want the same positive experience and opportunities for our children. A strong base in languages shaped my education which took me through doctoral degrees and plays a significant role in my current employment.

The dedicated staff who work in FI relay this enthusiasm and love of learning to our children at a stage in their development when they are not able to see/understand the benefits of what they are learning. In so doing, they provide the environment enriched with an additional language that is so crucial to their success in life. Not simply the mechanics of the language, but an overall broadening of perspective that includes culture, tolerance of difference and an inherent understanding that there is more than one way to express themselves. It teaches them resilience and consistently encourages them to push their own boundaries. I believe that FI is a lot more than a curriculum/staffing issue, it is providing children with the foundation for life-long learning. It is and should continue to be regarded as point of pride within our education system. My only wish is that these issues are taken into consideration when making decisions of this magnitude that have the potential to significantly shape or short-change the next generation of learners.

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### **March 31, 2016**

We have a child in grade 1, S/K, and one that will start J/K in September 2017. Obviously, the subjection of the future of our youngest child to a lottery placement system is something we are certainly not interested in.

While it may sound dramatic, it is very true; the determination of whether or not she may attend French Immersion in JK has major implications on her potential for achieving an F.S.L. certificate which of course will impact her future career options. Reading the French Committee Review report, yes we can see how many French positions won't need to be recruited for by 2024 if you follow through on this process, but in addition what we read from that chart is 1) how many skilled jobs you will not be creating (that would fill a need in our community) and 2) how, if she doesn't have her name drawn for a placement, you would be denying our daughter the opportunity to compete for those jobs, among others. We feel the educational and career concerns for our youngest daughter being so cavalierly left to chance is completely reprehensible.

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There are significant impacts to her emotional well-being and engagement with learning as well as threats to our family unity affected by this decision. Our youngest daughter already visits her sister's classrooms regularly. She knows many teachers by name and is truly at ease at [REDACTED]. She has shown an affinity for linguistic and verbal learning. At home, she regularly tries to speak French, asks the French words for nearly everything, and asks her sisters to read to her in French. She regularly attempts conversation in French with us and the staff at [REDACTED]. She would be truly disheartened to be told she could not attend the same school and learn the same things as her sisters. In terms of our family sanity, trying to arrange pickup and drop off at two different locations at nearly the exact same time is not feasible. In addition, the allocation of our funds and time to the fundraising and parent council initiatives of more than one school is an impossibility. Denying a student who is demonstrating affinity for language the opportunity to learn French in an immersion setting is an action we implore you to avoid.

If reduction in placements of French Immersion students is truly the only way to lighten the financial burden on the board caused by such an interest in the program, then it would be our request, that at the very least measure of reducing the impacts on families with children already enrolled in F.I. that their siblings be allocated placement in French Immersion before releasing the allocated spots to lottery.

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### **March 31, 2016**

I'm struggling with the absurd notion that in this bilingual country my choice to send my child to FI may be restricted. I don't believe that a cap and lottery system is an option with merit. Many people make real estate choices based on the school they want their child(ren) to go to. How can they now be told, after significant financial investment, that their child may not be allowed to go to their local school? I believe that the increased interest in FI should be embraced and celebrated by UGDSB, and an attitude of "Fantastic! How are we going to accommodate this enthusiasm!" should be employed instead of "Oh no, how are we going to keep these hordes at bay!" If the demand is steadily increasing in this board for more FI, then the response should be to recruit French-speaking teachers and build more FI schools (or convert existing schools). Let's shift our focus to that opportunity, rather than viewing this current situation as a problem. Wouldn't it be wonderful if ALL schools were providing ALL children with the opportunities for bilingualism?

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### **March 31, 2016**

On March 30th at the public forum I asked these questions of the board; They said they did not have any of this information at the forum.

How many boards in Ontario have already implemented an FI cap?

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Of the boards who have implemented a cap what have each of their respective policies been regarding enrolment of younger siblings of FI students?

I am looking for specifics here. Information is power. So kindly disclose this information. This is not a 'one off' comment. This concerns a large minority or perhaps even the majority of FI or future FI parents. This is a question which needs to be answered fully.

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Sincerely

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### **March 31, 2016**

As was discussed at the March 30th meeting, only parents of current FI students were consulted prior to making recommendations to the board about the proposed cap.

Why were parents of younger children, yet to be enrolled at UGDSB not consulted with? This seems to be a glaring oversight. These are the true stakeholders. Families already enrolled in FI are not going to lose their place.

Is it even constitutional under our Canadian Charter of Rights and Freedoms to enforce this policy of capping?

Has anyone considered this?

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### **March 31, 2016**

I am totally against the student cap being proposed. My daughter started JK FI this year & loves it! It is so excellent that there is such a program in this rural area. My husband went through the FI system in the ██████████ area. I did Spanish for my BA so languages are very important to us. This country is a bilingual country which should be embraced & encouraged, not trying to deter the learning of a second language which is what I feel the board are trying to do.

Our other daughter is due to attend in 2017. If this cap is applied, there is no guarantee that she will get in even if her older sibling is already attending the program which is not right. What are we to do if she doesn't get in? Send her to another school? That is just silly. So, do we take out our older daughter & send them both to a different FI school? There is no other school in this area, it would mean moving to another school board e.g. Grey Bruce.

There has to be another solution. This is not that the way to go about the issues the board has by restricting the access of our children to the education we want for them.

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Our children are not yet in school, but will be eligible in the coming few years. Our hope is for our children to attend [REDACTED] school in the French Immersion program. This is the closest school to our home and is within walking distance. Having to put them in an English program would also mean having to bus or drive them to school, when we intentionally chose to live in a neighbourhood with a walk able school. We are upset that attending our closest and walk able neighbourhood school may no longer be an option. We are also very concerned about the possibility of only some of our children getting into FI and others not. Whether children are enrolled in French or English, the board will still need to accommodate the same numbers of children in their buildings. As we consider the ability to speak French to be an asset to our children's future, we would prefer to see the staffing issue resolved by everyone having fewer French teaching minutes, such as by having planning time subjects taught in English, than to take away the opportunity for FI from some kids altogether.

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### **March 31, 2016**

Myself, and my wife are very concerned about the recommendation of a cap being implemented on JK students beginning in 2017. The cap would impact our family significantly. My wife and her siblings attended the French immersion program in Guelph since 1975. All of my children's cousins also attend French immersion across the country. Our son [REDACTED] will be starting JK in 2017 and if the cap is implemented he could be the only family member not being given the advantage of French immersion. This would be completely unacceptable for our family. Our opinion is that a cap on French immersion does not encourage or celebrate the wonderful program that has been developed in Guelph and the Upper Grand for many many decades.

My sister in law is a French language teacher in Guelph and has been for many years. She is a product of the immersion program in Guelph. We would like to encourage not only our children but other children in the community to participate in french language so that they may go on to teach, or provide another meaningful service in both official languages.

Other options - excluding a cap on French immersion enrollment - must be considered. After all, we are a bilingual country, and putting a cap on enrollment is not fair - it limits choice and educational opportunities for our young children moving into the school system.

Thank you,  
[REDACTED]

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### **March 31, 2016**

As a parent, I'm mainly concerned with:



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1. If a cap is implemented, how would the board handle siblings of current FI students? Siblings should be considered first given the logistical nightmare for parents trying to pick up children at two separate schools.
2. How would the board handle transfers...that is, students who move and would attend a different FI school? Would those students be guaranteed a spot at another FI school?
3. How will the French Committee in the Upper Grand Board honor it's belief that our FI program be fair and equitable while capping it?

Some suggestions:

1. Given that the program is obviously a popular choice (given our country's bilingualism), HR should consider recruiting teachers and support staff from outside the province (i.e. Quebec) or in other countries (i.e. France, Belgium etc.) rather than capping a program that is revered.
2. The Board could consider incentives for recruiting (and keeping) FSL teachers/EAs/ECEs (a practice they do for northern boards/communities).
3. The Board could issue "letters of permission" (like what was done to address the technology teacher shortage in the early 2000s) for those who are fluent in French but do not (yet) have an OCT number or acceptance into a teachers college program.
4. How is the Board going to address the various "lists" that teachers and classroom support staff (EAs, ECEs) have to be on in order to apply for job postings? Would the same rules apply given the shortage? There are many teachers who have either a teachable or an AQ in French that, because they are not on a "list" for the school board, cannot apply. We are losing teachers who live here, who are bilingual in French, to other boards.
5. Beyond HR working with Ontario teacher colleges and the OCT to recruit potential French teachers, how will the Board handle promoting French teaching to University students? An advertising blitz for our board needs to take place. All of the current trends and literature out there are discouraging potential teachers from getting into the profession due to an over-saturation in the market. Young teachers are being told the average wait to get a full-time job with Upper Grand is 8-10 years. How can we hire and encourage French speaking people to go into the profession when these stats are being broadcast? The Board needs to be actively informing young Language majors in universities that it is possible to get a job as an FSL/FI teacher. The same goes for classroom support staff programs in colleges.
6. HR needs to realize that, in order to recruit or advertise the need of FSL/FI teachers and support staff, that the Board website and Apply to Education is not used beyond the teaching profession. Other modes of advertising the shortage needs to be explored (i.e. social media, Zoom media advertising on campuses, radio/television ads).

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7. HR needs to set aside a budget for advertising our FSL/FI teacher and support staff shortage.

8. HR needs to be aware that not all people interview well. That just because they don't do so well in an interview (due to nerves) that doesn't mean they won't be a good fit for the Board or the classroom. Many of the Board's own students don't do well in interview situations but, when given the chance and benefit of the doubt, have amazing work ethic and passion for what they do. As a parent, passion for teaching young minds outweighs how they would handle and implement the current educational trend in the classroom.

9. Upper Grand needs to promote French teaching to our own FSL/FI high school students and encourage them to go into the profession and to come back and teach in their own communities.

10. The Board needs to include in it's projection the fact that Guelph has been recently named the number one place in Canada to get a job. Our population is increasing...especially amongst young professionals moving to the area from Toronto. The population trend will go up in both FI and English due to this. Why not ride-the-wave and advertise it's also the number one place for FSL/FI teachers and support staff to get a full-time job?

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### **March 31, 2016**

I agree that early entry (JK) and maximizing french instruction time should be priority for the early grades. Option 1 is ok.

Have you considered ways to train english speaking teachers (experience) with french language (e.g. summer intensive programs) so then can transition to FI?

Do not start core french earlier.

If cap then families once in, are in. But no ESL, nor French speaking children, should be permitted in FI if there are caps. ESL should focus on english learning and francophones can choose english or full french.

Do a new survey where people choose between options - eg. which do you prefer? 50% or a cap? 83% and another dual track school or a cap? etc.

Address seniority barriers between boards.

Lobby the government of Ontario for NO new catholic schools in Guelph as they are not addressing FI pressures and taking english students from english public schools.

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## **March 31, 2016**

I thank you for the Parent Information session in Guelph. I would like to offer feedback on 4 points.

1 FI teacher staffing:

-A shortage of FSL qualified teachers and support staff is cited as a problem in sustaining the FI program. While this problem is shared by other boards, there is a need for UGDSB to actively recruit and interview qualified staff continually by keeping the OT list open. Why close the list when there is still unmet demand? In addition, qualified staff should be hired into positions for Sept now, before they accept jobs with other boards. If this is not possible, staff could be pool hired now so that staffing could be assured in advance before positions are accepted elsewhere. A proactive approach of placing teachers in jobs or in a pool early may also attract qualified teachers from other boards who live in the area.

-UGDSB could consider a well publicized Feb JK enrolment deadline for FI. All students who register for the program before the deadline are admitted. With firm numbers of incoming students, UGDSB could staff effectively and avoid the difficult task of hiring FSL teachers in Sept due to reorganization. After the Feb deadline passes, the board could choose to wait-list students and admit them if there is space in existing classes. If a cap and lottery system is unfortunately implemented, siblings should all be admitted to the FI program.

-A strategy of ongoing recruitment is necessary, targeting faculties of education (job fairs, practicum placements etc), universities with sizeable French programs, and French speaking communities in Ontario, Canada and worldwide. If these efforts are unsuccessful, perhaps contract out to independent staffing and recruitment agencies.

-The term 'Inexperienced' teaching staff was used continually through the presentation. In my opinion, new teachers are highly dedicated and motivated and hope to teach successfully for many years with our board. They are an investment in the future of our board. Opportunities for mentoring and professional development are key to supporting and retaining these new members.

2 Reduction of hours of French instruction:

-Rather than reducing the hours of Fr instruction, UGDSB could maintain the status quo and place English teachers in FI classes in Grades 3 and up. An English teacher can cover English subjects and align this with the homeroom teacher's planning time. This eliminates or reduces the need for FSL planning time teachers in these grades. In the older grades, where English instruction exceeds a teacher's planning time, an English teacher could be placed in that class for those subjects and the FI teacher could provide some planning time coverage in younger grades/Core French classes/ FI resource support.

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Until the board addresses staffing using many strategies, takes the time to evaluate whether or not they were successful, and possibly enacts new strategies, a decision on caps and lottery system should be deferred as it may not be necessary. This will certainly require more time than the deadline of the May board meeting.

### 3 The issue of 'home schools':

-The high enrolment in FI is blamed for causing instability in the regular track. The assumption is that capping FI places more students back in their home schools and increases the population stability in these schools. I do not feel that this assumption is accurate. Many parents choose UGDSB because of FI; it's an FI or Catholic decision for many. If their child does not make the proposed lottery, many parents will opt to place their children and their tax dollars with Catholic board. If the oldest sibling enters the Catholic system, chances are the younger ones will follow. A smaller number of parents will enrol their children in either of the French language boards. If students leave our board, the issue of population stability in English track schools remains.

### 4 The issue of parent input:

The French survey asked parents their opinions of FSL and their reasons for choosing or not choosing these programs for their child(ren). The French review suggests a number of items that were not part of the parent survey. Before the board decides on contentious issues such as caps, lottery, sibling rights, reduced instruction time, a new survey should be created so that parents can easily give feedback on these issues and the data analysed to inform decision making. While it is nice that parents are asked to fill out feedback forms, a survey is far more user friendly and easier to interpret.

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## **April 1, 2016**

I attended the information session in Fergus on March 30 and was presented the report and recommendations from the French Review Committee. From what was presented, it would seem there were two key issues that the Board is faced with at this time with regards to French Immersion;

- 1 - Ability to accommodate the program within the existing infrastructure
- 2 - Difficulty in staffing the French programming to a suitable level

Although the information shown was compelling there are a couple fundamental issues that I see with both of these points.

Accommodation - the information provided shows that the total intake for JK has remained very steady over the past 8 years across the Board. I also understand that there have been a number of new primary schools built in the past 8 years which would indicate to me that, taken as a whole, the number of total spaces for intake have increased while the number of students actually coming in to the system has remained the same. Although it was not presented, it would seem that some of the English-only stream primary schools must be significantly under utilized. I also understand that there

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are challenges providing dual-stream programming and there may be other limiting factors but with asset (school) utilization having large discrepancies, this looks more like a logistics issue than an accommodation issue. It may not be the solution but I did not feel that the committee adequately looked at shifting school utilization - something I would expect to have been looked at as an option prior to setting caps on French Immersion intake.

Staffing - Although the data shown indicates that there are a much lower number of teachers with French credentials who are unemployed or underemployed in the teaching profession, this number is still extremely high. As presented I believe that in Ontario, there are 13% unemployed and greater than 30% underemployed French-qualified teachers in Ontario. In fact, as I have looked at the Ontario College of Teachers 2014 Annual Report, it shows much lower numbers of first-teachers with regular teaching positions after graduation going back as far as 2001. Link here - <http://reports.oceo.ca/2014/en/statistics/> . These numbers indicate a very significant over supply of labour in this field. This would indicate that the issue is more recruiting than supply of teachers.

It may be that capping the programs, especially in the short term, is the only way to deal with the issue because of the current state but I am concerned that these fundamental issues with recruiting and utilization of assets have not been appropriately addressed over the past 10 years as they would seem to have been identified over this period from the report that was issued.

IF, after appropriately looking at these options, a cap on French Immersion intake is the only possibility; I would strongly urge the Board to make two considerations when implementing a random selection:

- 1 - priority must be given for siblings close in age (within 5 years would be my recommendation) who are already within the school. The burden on parents and families to have children at different schools is very high and I believe the school experience will suffer for those children
- 2 - priority should be given to children within walking distance of the school. It is a waste of resources to bus kids away from a nearby school while simultaneously transporting other children in. Walking access to French Immersion schools is also a feature for many people when purchasing or building their homes and I believe not taking this in to account will cause issues at a municipal level (ie - home assessments for tax purposes look at proximity to schools).

I certainly understand how complicated it can be to produce a report that resembles consensus with a large committee such as this but I am not satisfied that all of the options have been fleshed out appropriately. I believe that the Board has recognized this by not approving the specific recommendation of FI intake caps while moving ahead with most of the other recommendations from the report. Some of the work that is required to get these answers is very challenging as it requires the Board to look critically at its own practices of asset utilization and hiring strategies but it is something that must be done before going ahead with the last-resort measure of capping FI intake.

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### **April 1, 2016**

While I agree that the cap may be needed.

Geography must be the first priority, we moved (at great expense) to our area so ALL our children can go to [REDACTED].

Siblings should be the next to be considered ( seems awful that my daughter could potentially not be able to go to same school as her big brothers)

After those criteria are filled there could a lottery for the other places. Not an ideal situation, no one wants to limit education. But, if the cap is going to happen then it would be the above mentioned criteria that would be the most equitable

Thank you

[REDACTED]

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### **April 1, 2016**

I have thoroughly reviewed the report and the challenges facing the UGDSB are quite clear, and serious. I can appreciate the difficult position the Board is in when it comes to increasing FI enrollment.

It appears that finding and retaining qualified staff is 90% of the problem, and I am encouraged by the recommendations to have HR ramp-up efforts to seek out and hire qualified people.

I agree with reducing French instruction time, particularly since the reality is that students are not receiving 100% instruction time before Grade 3 anyway. The 84%/68%/50% model makes sense to me, particularly when compared to other boards in the province.

As for the cap, I do not see how it can be avoided, unless a significant change to the availability of qualified staff occurs (which is not realistic).

If the decision is made to cap enrollment, I strongly believe that siblings should be grandfathered and not subject to the cap. I expect that the number of exempt siblings in any given year would be statistically insignificant.

We plan to volunteer at our daughter's school and hope to become a part of that school's council. If we are forced to enroll our son (who is currently [REDACTED] months old) in a different school because he is not randomly selected for FI, we will have to reduce our volunteer commitment as it would then be spread over two schools. Similarly, it

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would be difficult to maintain a meaningful financial commitment (fundraising, etc.) if our resources were spread over two schools.

It is important for parents and their children to have a strong relationship with their family school. Developing meaningful relationships with teachers, support staff, and administrators in more than one school is just not practical. It is also not practical to spread a family's limited time and financial resources over two (or more) schools.

My thoughts. Thank you for your consideration.

Regards,

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### **April 1, 2016**

I think with respect to hiring, Upper Grand should look at other school boards for example. School boards like Peel do their hiring much earlier than Upper Grand, and get their first pick of new graduates.

In respect to capping the program, it is unfortunate, but perhaps more resources could be put in to "beefing up" the Core French program. With the new curriculum in place, I think the Core French program has a lot to offer students, and by adding value to it as a board, this could potentially provide more equality across the various programs. There are some wonderful Core French teachers out there who immerse their classes in French for the time they have them, with wonderful results. In my opinion the most important question is "How do we provide a valuable French program for ALL students in Upper Grand?" (whether that program be Core, Immersion or Extended). Allowing the immersion program to have an "exclusive" feel would go against the whole "inclusive" goal of education.

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### **April 5, 2016**

I was happy to have the informative meeting regarding the FI cap and recommendations. I understand that you want to keep FI a top priority in UGDSB however, we are only limited to our available resources. My suggestion would be to lower the FI instruction time to a suitable recommended time. If someone wants 100% French, they should be putting their child in the Full French school. When I put my child into this, I didn't speak French but understood a bit. I'm pretty sure that my son is being told to get dressed and asked questions in English...So why is this such a big deal? My other recommendation is to bring at least one dual track FI to the west end. Living at ██████████ and ██████████ leaves me with three schools walking distance from my house yet my son is being bussed 20-25 min to ██████████. With schools in the south end and Couling in the East set to open, I feel that the west end is being forgotten and too many

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transportation resources are being used for something that can be solved with 2-3 French classrooms.

Thank you for your time and I hope the solution you come up with benefits the children. French is a RIGHT as it is our national language. All children deserve an equal opportunity to learn it.

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## **April 5, 2016**

I attended the public meeting on Wednesday, 30 March, 2016. Sadly, the overwhelming impression one was left with was that of disappointment and a weariness of spirit, yielding to an impending doom.

I heard no hint of celebrating or rejoicing in the success of the French Immersion program in the Upper Grand District, apparently a jewel in the province in its delivery of French Immersion.

If your object was to numb or frighten your audience into acceptance of the recommendations of the committee by the mournful and endless intoning of Report of the French Review Committee, you almost succeeded. Even the most efficient human brain would be hard put to absorb the entire multi-page document at one sitting. I was aware of a growing feeling of frustration from the sighing, muttering and tut-tutting heard around me. Maybe copies of the report could have been copied and circulated amongst your listeners to be read in part, at least, during the first half-hour. Consequently, several people at the microphone voiced their displeasure at your seeming lack of vision and in a sadly apparent aura of defeatism. When practical suggestions were suggested, they were batted away with an air of hopelessness.

Several speakers raised the question of your recruitment procedures, which, from your speaker's statements, sounded neither very robust nor ambitious. It was suggested several times that you widen your horizons by sending a well-trained recruitment team to Québec, for example (there's an idea!), to New Brunswick, where unemployment is high, or even to France or other French speaking countries. These ideas too were received with little enthusiasm. Your speaker lamented that even when new teachers are tempted to come to Guelph, they do not wish to stay! What a missed opportunity for this bright and visionary recruitment team. Guelph, as you may have forgotten, has been ranked in many sites, no less the Rotman School of Business and BMO, in the top ten, sometimes higher, places to live in Canada. If that does not attract young and bright young minds to this city, I am hard pressed to know what will.

I am a parent of the original cohort of French Immersion children in Guelph, who fought tooth and nail, confronting the legion of naysayers who doubted the success of the program. Over the years, during which our children were moved, often each year, to different schools, the families developed a strong bond of understanding that French Immersion is by no means just learning another language, it became a way of life and remains thus today. My three children completed the program and two of them went on



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to earn their living through the ability to speak French. Now, collectively, four of their five children are enrolled in FI in Guelph. The fifth, scheduled to start Junior Kindergarten in the fall of 2017 is now threatened with the possibility of being denied the same advantage enjoyed by his siblings and cousins.

I cannot stress strongly enough by fierce opposition to such a sad and wrong-headed decision as put forward by your committee to cap enrolment or restrict access in any way to this manifestly successful program. Such a plan would put families in the invidious position of having to choose between one child being robbed of a life-changing opportunity or, possibly a worse alternative of removing all children from the French Immersion program in order to keep them together and cause less disruption in the family.

Please think and think again before committing yourselves to such a poorly thought out decision.

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#### **April 5, 2016**

I'm parent of one JK student at [REDACTED] Public School, with another child set to start in September 2018.

As I'm sure you are aware, many parents are deeply concerned about the possibility of their children being separated as a result of an enrolment cap --- myself included. My family also has the unique circumstance of coming from a culturally diverse background. In a city in which visible minorities are already not largely represented in the general population, the idea that my children will now possibly attend separate schools due to a cap is unsettling. In my mind, when attending school, they would at least have each other. And now the chances of this are possibly being diminished.

I would urge the Board to re-consider the proposed cap to enrolment and explore other possibilities that would allow all children in Guelph equal opportunity to access a quality, FI-based education.

Thank you so much for your time and consideration. Your efforts are greatly appreciated.

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#### **April 6, 2016**

Thank you for the tremendous effort that goes behind the scenes to investigate and compile the data for this concern.

Accommodating french as a second language is a huge commitment and the reasons why it is offered has been noted in several accommodations reviews over the last 5 years, including our school, [REDACTED] Public School (i.e. for all students, honours

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Canada's bilingual status, creates plurilingual competence, promotes bilingualism, which is an asset for students, encourages global awareness and the understanding of other cultures, can improve and expand employment opportunities for students).

Selecting recommendations that cap the enrollment contradicts the very basic reasons why we want the FI program. Using a cap introduces the concept of "the haves & the have nots". From a psychological social value, how can you tell one person that they are not allowed to participate because of a number? Are we not a community that embraces social value for all members? What is the impact on family dynamics if a family is affected by this?

I suggest that the Ministry of Education at a provincial level consider the impact of their decisions (full day JK, two year entry for teachers college; eligibility of retired teachers to fill in due to a reduction in the number of days (50 current) and reconsider some of these initiatives, n'est pas?

The province promotes equality, inclusion and social value into our school environment and expects all communities to work their plan. Even our federal government recognized French as our second official language, should not all children have been immersed into this language twenty years ago in the school systems across Canada?

When changes to the education system were implemented from the top down and families recognized the benefit and praised these benefits from the bottom up; what does the government expect is going to happen? Families embraced the benefits and want all children to have the same opportunity, to be included, to have what everyone else has, to be one of "the haves". Please do not allow this French Review to become a social economic status issue for our children who are the "have nots", but understand how to be fully committed to fund an educational concept that is valued and accessible to all.

Thank you

A parent whose child will benefit from a FI program:)

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## **April 6, 2016**

If you use online registration for FI application, you will be unfairly favouring those with access to high speed internet. First come first serve application also negatively impacts those workers who cannot take time off work to wait in line.

The board needs to consider that students who do not get into FI will not necessarily go to schools in the english public board. UGDSB could lose students to the Catholic, private or other boards. Do not assume that students will automatically remain in UGDSB if they do not get into FI.

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## April 6, 2016

I believe that putting a cap on enrollment is counter-productive and disruptive to families. If there is an interest/ need for a service in the business world, entrepreneurs rush to help fill the gap and make money. The French Immersion (FI) world here in Guelph has had a long-standing following and interest. It seems odd to me that the Board would not make a shift in the funding structure to provide more dollars toward a positive, Nationalistic, bilingual community that would support not only Guelph, but Canada. FI provides many opportunities to individuals for enhanced job opportunities in their futures.

I am a [REDACTED] [REDACTED] of three children, [REDACTED] yrs, [REDACTED] yrs, and [REDACTED] yrs. The intent for our family was to have all three children educated in the FI system. With the proposed enrollment caps, there is a possibility that my youngest daughter would not be eligible for FI and therefore would be required to attend the mainstream.

The headaches imagined through this option are innumerable without even the basic discussion of family disruption. How am I to walk 2 children to one school and then another at a different school at the same time?? Logistically, it's impossible. Either one child will be perpetually late or two; or I suppose I could split the difference. However, I can see that would be very disruptive to routines, expectations, etc.

I would have two children doing French homework, and one required to do English homework. As it is, my youngest wants to be a copy cat for every thing her siblings do. The eldest two would be great supports/teachers for their sibling if she were in FI. Sure, she'd adapt, but how ridiculous to divide a family.

While I know that I only speak for a smaller portion of [REDACTED] [REDACTED], we have enough challenges to juggle as is, without an additional set of school rules/ expectations/ meetings/ concerts/ fundraising/ field trips to try to navigate. I understand these things may occur as the children age out into higher grades, however, the same hurdles will not be present at that time.

I know I don't have a magical answer for this conundrum. Every year you'll have a similar issue with subsequent families and it won't be good for them either. There's no good time for a cap; but that's not what families are requesting/ needing/ demanding. They want FI! Listen to families; they know what's best for their loved ones. Listen to the community and put more support to FI rather than limiting it. Find a way to partner with Teacher's Colleges and put out a notice of need for more FI teachers - tell the guidance counsellors - within a few years you'll have more staff. It doesn't make and SENSE to deny what the community is fighting for; if there is a decrease in English track schooling, decrease that funding and put it where it is needed. The rigid system is not doing anyone any favours and only creates strife.

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Sending best regards for a challenging dilemma. Many thanks for the consultation process. I hope that the feedback from families can be well-received and legitimately used to make the best and most wise decision for NOW AND the FUTURE of FI.

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## **April 6, 2016**

I attended the meeting on March 30th.

### Hiring process:

As mentioned by some of the parents, if we are having issues finding teachers in Ontario why would our hiring process not be more focused on areas where there are going to be larger pools of French speaking teachers. i.e. Quebec and the East Coast.

### Catholic School Board:

Looking at the Chart provided in the Q and A from the meeting on the 30th, there are many Catholic School boards offering French Immersion programs. Could that not be an option in our District? Surely the School boards could work together to find a better solution than turning kids away. This could help ease the pressure felt on many of the schools. This in combination with looking outside of Ontario for teachers could be the solution.

### Sibling Preference:

If the cap is to be implemented and siblings not be guaranteed a spot, it would potentially create difficult situations for before and after school care and transportation to and from school. It could also create friction within families if one child is not "chosen". How do you explain to your kids that one of them get the opportunity but not the other(s). I also don't understand why it would make a difference if your child is in middle school for the siblings to be guaranteed a spot. If you are making the conscious decision to enrol your children in French Immersion it is usually something that you want for the family. Having younger kids at different school with different situations would be more difficult to manage.

### The Process:

I am disheartened at the process of this review. The survey used for this review did not cover any aspects of a potential enrolment cap nor did it consider parents of children who were not yet in school. I may not have known about this issue if it weren't for a neighbour posting about it on facebook.

To my understanding, the approval/ rejection of some of the recommendations were only deferred because a group of parents voiced their concern.

Is it necessary to make all of the recommended changes at once? Can we not expand the searches for qualified teachers and perhaps adjust learning time and see what affect that has?

It seems rash to limit the number of students who can learn French when there is so much demand for it. Why don't we have the same rights to have our children learn French as parents who want their kids to learn English?

## **April 6, 2016**

All children deserve the right to education. If you are going to offer French Immersion for some, it is my belief that you must offer it to all. Capping the French Immersion schools would be devastating to a lot of families. There is no "fair" way to decide which children get the benefits of a French Immersion program and which do not. Offering dual track schools seems to be the only fair way to make sure no students are denied their right to the education they desire.

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## **April 6, 2016**

Thank-you for your work on this, and for the opportunity to provide feedback. I found the meeting at Centennial very interesting.

I believe that equitable access to public services such as education are one of the cornerstones of what it means to be Canadian. Canadians may not all have the best of everything, but most of us at least receive very good access to services, and have somewhat of an even playing field in that regard. This is probably my favourite thing about Canada. I work in health care. I love that I provide the same level of service to a patient who has come into my workplace from living on the street as I do with a wealthy retired politician. Canadians share our resources so that we can all have access to them.

The ability to function in a second language (particularly in our bilingual country) is incredibly important (I'm not going to cite the reasons, as I know you are familiar with them). Given the potential advantages afforded to those who receive excellent French language education, I believe it is extremely unethical, and un-Canadian to limit who may receive an excellent French language education. Unfortunately, we know that starting French at grade four (i.e. Core French) does not afford a child an excellent French language education. Anyone who has studied child development knows that it is easiest to pick up a new language at a young age (before grade 4). Core French, unfortunately, does not offer a comparable alternative to French Immersion. Having Core French as the only alternative to French Immersion is simply not equitable, and not consistent with Canadian values.

Clearly, the current program is not sustainable. I absolutely accept that change needs to happen. Capping enrollment is not the correct, equitable, "Canadian" answer, though.

Some suggestions:

1. 50% French Immersion: While not perfect, it offers an actual alternative to simply waiting until grade 4 to start French. I would actually prefer less than 100% French, as I know some children do experience struggles with the English language (spelling,

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reading, etc.) when fully immersed in French. I do not, however, want to wait until grade 4.

2. Re: HR issues: Work with the union and school boards to allow teachers to maintain seniority when they switch school boards. Guelph is an extremely attractive community for teachers to live and work in. It may be easier to attract teachers from other communities if they could maintain their seniority.

3. Re: HR issues: Recruit French teachers from other parts of Canada and the world. There are many French-speaking communities around the world that are struggling economically. France is an obvious example!! Retention shouldn't be an issue if you are recruiting from an area with high unemployment!

4. Re: HR issues: Recruit French teachers from French language university programs- not just teachers colleges. Perhaps developing some sort of incentive program for French students to attend teachers college and teach in Guelph?

I respect the desire to maintain a FANTASTIC French Immersion program (with a goal of close to 100% French). A FANTASTIC French Immersion program for EVERYONE is clearly not possible, though. As we do with many things in Canada, I would suggest that instead of aiming for a FANTASTIC French Immersion program for SOME, that we offer a VERY GOOD French Immersion to EVERYONE WHO CHOOSES IT. That is equity, and that is what we do in Canada.

Thank-you for your consideration.

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## **April 6, 2016**

1. I would like to see preference given to siblings of currently enrolled FI students.
  2. I would like to see preference given to new students who walk to their local school rather than requiring transportation.
  3. I would rather see a reduction in French instruction time rather than potentially sending my children to different schools. A couple less classes in French isn't go to make or break the system, no matter how great it is to receive 100% French instruction in kindergarten.
  4. Wouldn't we all be better served with ALL our children learning potentially slightly less French compared to teaching some elite class of 'lucky' kids who won the registration lottery. Even slightly less French would be far more than many other boards. Sure it was nice to have the 'Cadillac' of French systems but we know it isn't sustainable. So let's let go of the 'Cadillac' system and get a good reliable and sustainable system that works for ALL.
-

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### **April 6, 2016**

I do not support an enrolment cap for the UGDSB French Immersion program and I do not think it is a good idea. If enrolment caps were in place when I registered my children for school I would have placed them in the French as a first language program (likely in the Catholic one since it's undersubscribed). If that was not an option I would have seriously considered moving to a location where the option of French Immersion was available to my children. The current level of 100% French instruction from JK to 2 is a fundamental part of the UGDSB program and its quality will be seriously jeopardized if this is reduced.

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### **April 6, 2016**

I work in Halton District School Board and we are having similar issues and reviews. My school has piloted core French starting in Grade 1 to make the English track more appealing and viable, we actually had zero children registered in the grade 1 English in 2014 and after offering core French we now have a 1 English class once again.

In regards to the cap I do think there should be priority given to siblings if the number registered exceeds the cap for that individual school. Families are busier than ever and adding an additional burden of managing two schools with different start and end times should be taken very seriously by the trustees and committee. It would also damage the community and school connection/relationship because parents will be spread to thin (e.g., fundraising, school events etc.).

Kind regards,  
[REDACTED]

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### **April 7, 2016**

I am happy that my son will be attending JK French Immersion this September. Luckily we got in before any major changes take place. I completely understand the difficulties with staffing and keeping up a wonderful program with the increasing demand of parents wanting their children in the program. Hopefully enrolment will not have to be capped, and that other alternatives can be found. I personally would rather reduce the amount of French instruction time (to the suggested 84% in Jk-2, 68% in Gr.3-5 and 50% in Gr.6-8) instead of limiting entry into the program. Although I know that many may not agree. If caps are put in place, I strongly feel that a few things are very important to consider in this difficult review process.

Firstly, siblings should also be able to attend French Immersion if their older sibling is in the program. It would not be fair or feasible for many, to have children in different tracks and in many cases different schools. I could not fathom having my son in this French Immersion program, but not be able to let my daughter (who is currently only 2 months old) have the same opportunities when she goes to school because her name wasn't randomly chosen. To me, this is a must!!! Siblings must have the same opportunities

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as their older brother or sister. This should be just like daycares. Siblings are given priority over the other children first.

In addition, if enrolment has to be capped then I believe it would be much better to have it on a first come first served basis. That way parents and guardians have some control over whether their child gets into the program. I know WRDSB does it this way and it seems to go well from teachers' perspectives. Parents understand that they need to be on the ball, and if not, they risk not getting their children into the program. I know that this system would be a better alternative to a lottery system where families have no control over the process. They just have to hope and pray that their child gets in.

Thank you for reading this and taking these suggestions seriously.

Sincerely,

[REDACTED]

French Immersion teacher in WRDSB

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**April 7, 2016**

Martha Rogers,  
Director of Education  
Upper Grand District School Board  
500 Victoria Road North  
Guelph, Ontario N1E 6K2

***By email only***

RE: Report of the French Review Committee - 2015

Dear Ms. Rogers and Board of Trustees,

I had the opportunity to attend the public information session at Wellington Heights Secondary School in Mount Forest on March 3, 2016. Immediately following the formal presentation, I requested, and was granted the opportunity to address the audience, as well as UGDSB staff and Trustees present. I am uncertain as to whether or not you were in attendance, and accordingly am writing to you to convey my comments and concerns regarding the *Report of the French Review Committee 2015*.

I understand the Board is at a crossroads, and is in the predicament of having a wonderful program that has clearly been a success, and that managing that success has been, and will continue to be, challenging. The purpose of my letter is to not comment on the options before UGDSB regarding whether the Status Quo, Grade 1 Entry, JK Enrolment Cap ("cap"), and / or Instructional Time Options are the appropriate options for the board to pursue, in absolute terms.

I offer the following comments below as the father of a wonderful young girl who attends [REDACTED] Public School in senior Kindergarten, and with another child entering junior Kindergarten in the fall of 2016, being the husband of a fully bilingual woman, as well as



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a resident of the area with close long term family ties and business interests. While my children will not be subject to a proposed cap, I also offer these to you as a proud member of the community who feels it necessary to do so to preserve services within the communities that feed into Palmerston Public School. I trust many of my comments will apply to other rural based communities who would be subject to the proposed policy.

My commentary is primarily geared towards the fact that I believe the entire report is fundamentally flawed on the basis that it attempts to apply a 'one size fits all' set of guidelines and overriding principles towards policy in this area. Appendix K (FAQs) asserts that a cap 'is not a one size fits all solution'. **But in assigning a cap at all to areas where there hasn't been a clearly communicated demonstrated need for it, the authors of this report are in fact doing exactly that - attempting to assign a one size fits all solution by imposing a cap, which isn't needed, nor does it make sense to do so.**

Reasons cited within the report for the proposed cap:

*"The most significant pressure to accommodate FI growth is occurring in the City of Guelph and Orangeville/Dufferin. However, despite enrolment decline in some of the board's rural areas FI continues to place pressure on those schools and high participation rates can mean small English track enrolments. The effect on English enrolments means that these programs may not be viable if FI is not managed" (FAQ p.5)"*

**The report's own enrolment forecast numbers on page 36 clearly dispute this assertion - combined forecast absolute student increases for JK FI from 2014 to 2024 for Guelph- Eramosa, Erin and North Wellington total 9 students over 10 years.** This comment, overly simplistic and entirely misses the mark. It wrongly assumes that students that have enrolled in FI would otherwise be enrolled in english track in the same school. In my daughter's SK class, neither she nor her two close friends would attend Palmerston Public School in the english curriculum track. I only inquired of these families, so it is not unreasonable to expect there may be more. **A robust FI program in these schools actually assists in ensuring the continuity of schools in smaller communities. This is a fundamental point that the authors got fundamentally wrong.**

*"Significant accommodation pressures causing multiple boundary changes leading to a lack of predictability for families": and "relocating English track students out of neighbourhood schools to accommodate French immersion (p.6)*

My thoughts go out to any family put in this position. I inquired during the opening part of the meeting whether or not Palmerston had been subject to this issue. I was informed this was almost exclusively an urban issue.

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It appeared obvious to me after reading the report, review of the Percentage of Elementary Students Enrolled in French Immersion 2006, 2010 and 2014, and even more so after the information session, that many of the issues being cited as reasons for the proposed student enrollment caps are primarily due to the pressures within the City of Guelph, and to a lesser extent Orangeville/Dufferin.

It was disappointing that the report makes no mention of, nor was a clear one communicated at the information session, of a specialized HR strategy for the pursuit and hiring of FI teachers. It is my understanding that Brantford and Peel have both implemented FI caps, and that Halton is reviewing. If these regions have already implemented caps is this still a requirement within UGDSB? Surely those caps relieve pressure on the competition for teachers such that it is not required for all boards to blindly follow suit.

The differences in opportunities and needs of rural and urban communities are fundamentally different. I believe this report fails to adequately reflect this fact. I would draw your attention to the fact that even the County of Wellington governance understands this distinction clearly. The County is made up of the municipalities of Centre-Wellington, Erin, Guelph-Eramosa, Mapleton, Minto, Puslinch and Wellington North. The City of Guelph is separated from Wellington County, presumably as a reflection of these differences.

As other governance structures such as the above noted reflect the different realities of urban and rural communities, I request that UGDSB do so as well, and act accordingly. Attempting to apply a 'one size fits all' cap approach is not only incorrect and misguided, but also detrimental to rural communities. I offer you the following comments:

*The most rural based school is Palmerston PS, and it was simply underrepresented during this process.*

Appendix B: Committee Members - of the 32 members listed here, only one member could even be considered to be a representative of Palmerston PS, that being the Principal of Norwell DSS. While I was assured by Tracey Lindsay that Palmerston PS was considered by all parties, with respect, unless they were members of a rural based community **they are simply not qualified to understand the different set of circumstances faced by these, and specifically this community.**

*Rural Ontario faces the very real prospect of population decline, and in some areas is occurring already.*

It's no secret that Huron County, our neighbour to the west, is in population decline. Programs such as FI are fundamentally important to not only maintain current population of young families, but indeed in order to attract new residents and families. People will always gravitate towards urban areas such as Guelph

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and Orangeville. Unfortunately the same cannot always be said for small rural based communities.

*Those in urban areas simply have more access to other services and education alternatives should they be forced or choose to pursue that route.*

It is well known that FI is sometimes pursued as an alternate to conventional english based education ("Some people call it the poor man's private school" <http://www.canadianfamily.ca/parents/look-trench-immersion/>). One can only surmise that part of the growth in FI interest over recent periods is partially due to this. People in urban based centres have access to other education alternatives such as private religious schools, Montessori schools, before and after school programs, and private tutoring. Rural based areas simply do not have access to these same resources, so to apply a cap in this manner to these schools is simply unfair, and greatly limits the options for these students and their parents.

*The projected 'Status quo JK FI' enrollments on page 36 of the report infer that a 25 student enrollment cap for Palmerston will not pose any restrictions in years 2017, 2019, and 2024*

The report projects enrollments of 23, 24, and 25 students in 2017, 2019, and 2024, respectively. I was able to speak with a credible source at Palmerston PS who has indicated that FI JK enrollment was 34 students in 2015, and 25 JK's were registered in 2016 already (as of the start of March). Clearly there is demand within the community in excess of 25 students and that actual enrollments are likely to be materially different than projected.

*The recommendations for JK Enrolment Cap, based on absolute numbers and percentage Enrollment Caps, ignores the fact that these caps threaten the long term feasibility of these programs in these areas. Percentages work very differently for centres with much higher absolute number of students than that of centres with lower numbers of students.*

Assuming a 95% retention rate (reasonable based on chart on page 26), a class with 25 students would be at an enrolment level of below 20 students within 5 years, and be at 16 students in the eighth year. Surely at these levels the board would question the feasibility of FI continuing as a standalone curriculum at Palmerston PS. This would fundamentally differ from that of Guelph, which although the absolute number would decrease by the same amount, given students are proposed to be spread across seven different centres, one centre could be closed and the students deployed to other centres to continue their studies. This same would not be available for Palmerston PS students, and the same could be inferred for Centre Wellington, Guelph-Eramosa, and Erin, although with the lowest allocated cap clearly Palmerston PS FI would be most at risk.

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*The recommendation "that effective September 1, 2017, JK be confirmed as the only entry point for new French immersion students into the French immersion program in the Upper Grand District School Board" doesn't address departures from the program.*

This suggestion again may be suitable for centres such as Guelph and Orangeville/Dufferin. In all other centres puts the entire feasibility of the curriculum in jeopardy in other centres as they would not be able to add additional students to replace those exiting the FI stream, or redeploy from other schools in the immediate area. The overall drawing area in rural areas simply has less students to draw from to even replace those exiting FI even if that option was available, making an increased cap from the outset for predominately rural areas even more important than it is in urban areas.

Failure of the report to acknowledge or consider these points can only make one question its basic understanding of rural issues and their representation during this entire report.

To quote Trustee Cooper, from the Wellington Advertiser January 22, 2016:

*"I still feel that (in) the rural areas of the board where there is no accommodation pressures and therefore no reason to constrain the programs"....."I have a problem with the cap, and even though the staff very kindly raised the cap for both Rockwood as well as the Town of Erin, I still think North Wellington and in those areas of east wellington it's still a systemic problem. "*

I thank Trustee Cooper for her comments. I believe she speaks for many of us. I'm sure I speak for many parents that we wish UGDSB to extend the same courtesy for Palmerston PS, at an absolute minimum, that was given to Rockwood and the Town of Erin.

I thank you for reading thus far. I offer to you the following comments:

- after reading in depth the Report of the French Review Committee - 2015 and attending the public information session, there has been no clearly demonstrated need for enrollment caps for areas other than Guelph and Orangeville/Dufferin.
- by imposing a cap to all areas of the board, this is by definition, assigning a 'one size fits all' approach.
- the report is written clearly with a bias towards imposing caps in all areas, while its own evidence don't support the necessity of caps. Again I quote the authors as noting *"these programs may not be viable if FI is not managed"* (FAQ p.5). The projected enrolments from 2014 to 2024 on page 36 within the author's own report do not support this assertion, and in addition, doesn't realize that increased FI enrollment in smaller areas is increasing student population in this area, whereas we know in others it has been decreasing
- by imposing a cap to all areas of the board, it addresses problems that simply don't even exist, and creates possible future problems which I see no mention of

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having been considered. By limiting intake numbers in smaller centres that have overall lower population basis to draw from, limits not only the long term feasibility of FI from the outset, **but the overall total student population at these schools.**

- by mandating that JK be the only point of intake for students it fails to address how UGDSB will handle future departures from the program, and again also maintain its long term viability for smaller centres.

I offer the following requests, in closing:

- reconsideration on the implementation of the proposed cap given the apparent lack of specialized HR strategy for the pursuit and hiring of FI teachers.
- proposed caps for all centres other than Guelph and Orangeville/Dufferin be removed due to lack of demonstrated need for such an initiative.
- at a minimum, should the proposed cap program be implemented, cap space be raised at Palmerston PS to 35 students to accommodate real current existing demand, ensure its long term viability, and extend it the same courtesy offered to Rockwood and Town of Erin.
- allow for entry points other than JK into FI provided that sufficient cap space is available again to ensure long term viability of student enrollments in the program.

I appreciate your time and consideration to my points.

Regards,

████████████████████

*cc: Trustees of Upper Grand District School Board, by email*

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**April 8, 2016**

My son is in JK at ██████████ and is loving it and thriving. My concern is that we will have to pull him out of the school if his sister, who will start JK in 2017, doesn't get into the school. Our son loves it and doesn't adapt well to big changes so it would be a really difficult transition for him.

I think all children should have the right to the same education as others. It is unfair for some children to have more opportunities.

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**April 8, 2016**

I am grateful for all the hard work going into these deliberations. My hope is we can find a way for all children who's parents want their kids to attend FI to have that opportunity.

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Thank you for all the hard work and continued commitment to providing a mutually beneficial resolution :)

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## **April 8, 2016**

I am a former president of F.I.P.A.G. (French Immersion Parent Association Guelph), a retired F.I. teacher formerly with the UGDSB, a parent of two successful F.I. graduates, a grandparent of one JK F.I. pupil and a grandparent of a second grandchild who will, hopefully, be a JK F.I. pupil in 2017.

With regard to various recommendations made by the French Review Committee 2015, please consider the following responses. (The number indicates the recommendation.)

#5. Human Resources should develop much more proactive hiring strategies (e.g., contacting/visiting teacher and ECE training facilities not only in Ontario but across Canada and French speaking countries).

As well, I quote below a recommendation from a New Brunswick investigation to improve delivery of F.I. programmes in that province. The full report, dating from 2012, can be found at [www2.gnb.ca](http://www2.gnb.ca).

“A training and professional development plan for Immersion teachers which includes at least a component for those needing to improve their French language skills, a component on second language methodology and a component for teachers to work with struggling learners in Immersion.” This recommendation addresses many of the concerns held in common with those of the UGDSB.

Also note; the change from 1 year to 2 year teacher training will cause only a one year blip, not a continued disruption in availability of French teachers, as was implied at the public meeting on March 30, 2016.

#13. Given that ECE's in JK and SK are rarely able to speak French, the 100% French mandate is not being met as it is. Don't water down the existing percentages. They were adopted in 1974 by the then Board after careful consideration. (See Dr. Fraser Mustard's publications.)

#14. Caps are neither fair nor transparent. Already there are instances of families acquiring addresses out of their home area to allow them to access their preferred school. (Families with greater means will find ways around the caps.)

Caps would divide families and create lasting inequities in communities.

How would caps affect families moving into the area? Would children who have already begun their education in F.I. programmes be prohibited from continuing?

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A lottery system seems fair before the fact but much less so after the fact when winners and losers are faced with significantly differing opportunities for education and life choices.

#19. Accommodation reviews should be undertaken without specifying programmes. They should, of course, be specific to geographic areas but not to particular programmes.

Finally, how sad that instead of celebrating the success of French Immersion, the Board is considering ways of constraining its success. What could be celebrated as a major educational success story in the province is risking losing this opportunity by suggesting the introduction of reduced instructional time and capping enrolment.

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### **April 8, 2016**

I work in Halton District School Board and we are having similar issues and reviews. My school has piloted core French starting in Grade 1 to make the English track more appealing and viable, we actually had zero children registered in the grade 1 English in 2014 and after offering core French we now have a 1 English class once again.

In regards to the cap I do think there should be priority given to siblings if the number registered exceeds the cap for that individual school. Families are busier than ever and adding an additional burden of managing two schools with different start and end times should be taken very seriously by the trustees and committee. It would also damage the community and school connection/relationship because parents will be spread to thin (e.g., fundraising, school events etc.).

Kind regards,  


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### **April 10, 2016**

I am strongly apposed to the introduction of a French Immersion Cap in the UGDSB.

The French Immersion cap and the proposed lottery system would create significant social issues and hardships amongst students in the UGDSB. Any student interested in the benefits of French Immersion education should be given access to this program. To exclude interested students from this program is unfair and inequitable.

A cap will undermine UGDSB's mandate to provide equity of access and opportunity for instruction to all students. More specifically, a French Immersion cap would create a tiered system of education in the UGDSB. Lucky winners of the French Immersion lottery would "win" a French Immersion education while the unlucky losers would not.

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A French Immersion cap in the UGDSB would create significant inequalities amongst our students. A lottery system would give some UGDSB graduates a significant competitive advantage over others in the applying to post-secondary education, and entering the job market. Importantly, this competitive advantage provided to some UGDSB would not be based on merit, skill, or potential, but simply the luck of winning a lottery at the age of three years.

If a French Immersion cap is implemented at UGDSB, it is unknown whether siblings of students already in the French Immersion program will be admitted into the program. The possibility that younger siblings will be unwelcome at their older siblings' school is unacceptable for the following reasons:

- Excluding younger siblings from the French Immersion program will create serious and harmful inequities within families. For example, younger siblings will be unable to join in conversation in French with their older siblings creating an “in” and “out” group within a family unit.
- Forcing younger siblings to attend a different public school will create significant hardships for families. Parents will be required to manage multiple daily drop-off and pick up obligations and multiple (and perhaps conflicting) school commitments including parent nights, fundraising events and teacher meetings.
- Dividing siblings amongst multiple public schools will negatively impact parent support of each school because parents will be forced to divide their fundraising, volunteering, and parent council participation between multiple schools.

UGDSB should exhaust all other options before implementing a cap on French Immersion. Other options include:

- Addressing all issues that limit the hiring and retention of French instructors in the UGDSB.
- Lobbying the provincial government for additional funding
- Co-ordinating with other boards in Ontario facing the same French Immersion challenges to lobby against the Provincial government
- Decreasing the amount of French instruction time in all grades
- Obtaining permission from Provincial government to start French Immersion in Senior Kindergarten or Grade 1

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## **April 10, 2016**

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- A French Immersion cap in the UGDSB would create significant inequalities amongst our students. A lottery system would give some UGDSB graduates a significant competitive advantage over others in the applying to post-secondary education, and entering the job market. Importantly, this competitive advantage provided to some UGDSB would not be based on merit, skill, or potential, but simply the luck of winning a lottery at the age of three years.
  - The French Immersion cap and the proposed lottery system would create significant social issues and hardships amongst students in the UGDSB. Any student interested in the benefits of French Immersion education should be given access to this program. To exclude interested students from this program is unfair and inequitable.
  - If a French Immersion cap is implemented at UGDSB, it is unknown whether siblings of students already in the French Immersion program will be admitted into the program. The possibility that younger siblings will be unwelcome at their older siblings' school is unacceptable for the following reasons:
    - Excluding younger siblings from the French Immersion program will create serious and harmful inequities within families. For example, younger siblings will be unable to join in conversation in French with their older siblings creating an "in" and "out" group within a family unit.
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    - Dividing siblings amongst multiple public schools will negatively impact parent support of each school because parents will be forced to divide their fundraising, volunteering, and parent council participation between multiple schools.
- 

#### **April 10, 2016**

I attended FI growing up and have found it very useful. Hoping my children are able to be given the same opportunity. We moved to ██████ st in Guelph so we would be close to a FI public school and they could attend. My children are currently three years old and nine months. Please reconsider the lottery system.

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#### **April 10, 2016**

I think the framework for the secondary review needs to be moved up. I love the fact that all FI students go to one high school. This allows for choice in the required 6 courses (other than the 4 French language courses).

100% agree that recruiting practices need to be stepped up. Having unqualified teachers supplying in the intermediate grades is unacceptable. This is happening and needs to stop.

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### **April 10, 2016**

All 3 of my kids went previously to [REDACTED]. It was an amazing school; great, qualified teachers, organized school community etc. My kids really enjoyed it. My kids have moved 4 times since JK. The amount of changes due to boundaries is unacceptable. It is difficult enough to keep kids engaged in school and excited about learning without the constant school changes. The experience at [REDACTED] last year was not very good. My older two boys did not have very good experiences with one of the teachers and it made for a difficult year. The teacher was not well trained in working with boys of that age group (12). This year has been better and it seems like the school is making improvements.

My only concern now is our grade 8 kids are not given enough opportunity to make mistakes and learn. They're coddled and next year are potentially in for a surprise when in high school.

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### **April 10, 2016**

Intermediate program at [REDACTED] PS is unsuccessful as rotary goes. [REDACTED] was a much larger and successful program. Bring that way of dealing w FI. The students are bussed regardless so make a middle school and larger junior/primary. That way the students get properly serviced and we can handle the teacher situation!

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### **April 10, 2016**

I'm not sure what the intent is for this survey. I have been unimpressed with the quality of French in the teacher's cadre. I am fluently bilingual in French and English.

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### **April 11, 2016**

I feel privileged that both my kids have got into the program. I can't imagine the parents who have to worry about potentially having more than one school. I do worry about parent engagement, when its already a challenge. Having said that in order for our kids to learn they need healthy respectful relationships with their teachers. I do very much worry about the integrity of the program with the challenges finding/retaining teachers. I also very much appreciate that the program starts in JK! I agree there is no easy answer!

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### **April 11, 2016**

It is of the utmost importance to me as a parent that our children receive training in the French language. I have seen time and again the advantages to being multilingual both for individuals and for society at large. I am \*very\* concerned at the possibility that one of my children (already in the system) will have access to this knowledge, while my other two (not yet of age) might not. I also know, as a parent, that it will be so emotionally helpful for my oldest to have her other siblings at the same school as her. It is something she has looked forward to for quite some time now. This is what drives my desire to see the children all at the same school even more than my concerns about the nightmarish logistics that would arise should the children not be able to attend together.

I empathize with the problems in hiring qualified teachers and with the question of how to handle the influx of students. I do not have any solutions to offer myself. But I do hope very strongly that if a cap is imposed it will in some way provide a protected track for those siblings of children already in the system.

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### **April 11, 2016**

I have one child in grade 6 and one child in grade 9. Both of my children are in the French Immersion program. During the years my children have been enrolled in the FI program in the UGDSB, between both children, we have had 4 good quality FI teachers. Our experience at the elementary school level, is that every other teacher has been somewhat problematic to very problematic. Overall, I would offer that my level of satisfaction with the quality of teaching my children have received in the FI program has been much below my expectations, with the exception of the 4 teachers I mentioned earlier. I am currently expecting my 3rd child and we plan to put her in the FI program. We are hoping to have an improved experience with the quality of teachers in the FI program as our child moves through that system.

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### **April 11, 2016**

Good school in general.

What I don't like most is there are so many split classes which my daughter contentiously end up with.

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### **April 11, 2016**

My three boys have benefitted tremendously from being a part of the French immersion program. While they will not be affected by changes made to enrollment, I felt it was important to respond. I don't believe that a lottery will strengthen the program, and have the opposite concerns. Parents with younger children who don't "make the cut" may be more likely to pull other children from the program to prevent multiple kids at multiple

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schools. Alternatively, their may be some kids who "make the cut" who academically can't handle the French Immersion program. Would it make sense to start FI at Grade 1 to decrease the number of teachers required and allow all children to start school and have teachers input on who would be suitable candidates and who are more likely to struggle academically? Using a lottery system could result in some very small classes at the older years if "selected" students drop out because they were unsuitable.

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### **April 12, 2016**

Families should be allowed to stay at the same schools. If a family has a student in the school, they should get first right of refusal for the subsequent children.

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### **April 12, 2016**

I attended your French Immersion open evening in Orangeville. I found the evening to be very informative. What I did take away from the information was that French Immersion is not given any extra funding or assistance from the government even though it's clear that parents are keen to embrace this programme. If parents wanted to contacted those powers and express our concerns who should we contact?

Thanks in advance

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### **April 12, 2016**

I have the information presented and do understand the difficult position of the board.

I feel that French education should be a right in Canada. It seems to me that this is a larger issue to be addressed past the board level. It is my opinion that students all over the country should be able to learn French to the point of fluency. It is my understanding that the best way to do this is to have a high amount of French instruction time, starting in the earliest years possible.

I'm so proud of this board's program. It is better than other programs I have heard of because of the higher amount of French instruction time and the earlier start in JK. It is really unfortunate that this is not supported properly provincially.

As a parent - I would support more movement of my children from school to school before I would support capping the program or reducing instruction time.

I would hope that the board would wait to make decision about capping until more is understood from the Catholic board's coming decisions around French immersion.

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Is there more the board can do to advocate for French instruction at the provincial level or to support parents who would be willing to do so?

This is a wonderful program, a strong program. I really hate for it to be weakened in this way and for access to be limited.

---

### **April 12, 2016**

First priority is to hire more French teachers. If that is not feasible, second priority is to change French immersion to 50% French/50% English. I think the worst idea is to have a lottery system where children could be denied access to learning French in a bilingual country.

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### **April 13, 2016**

I understand the difficult position that the board is in regarding French Immersion. But I ask that the board consider that siblings be allowed to attend the same school, which I believe is critical to help build communities.

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### **April 13, 2016**

I am concerned that the enrollment by random selection process that has been proposed, may not best meet the needs of children who have sibling(s) already in the FI program. In the case of my child who is entering JK in 2017, should he not be selected to enroll in the FI program, this would mean that he would need to attend a different school, in a different town, than his older sibling. This poses logistical challenges. In my family's case this could mean having to meet two young children off the bus, at the same time, in two different locations. It also impacts parental engagement in the school community. It has been a priority for me to be an active participant in my child's school community. I simply could not maintain the same level of engagement when that time would be doubled by two different schools.

The proposed enrollment by random selection process is being favoured for its inherent fairness. But please consider the potential injustice and power imbalance that would exist within a family if a child who has sibling(s) in the FI program is not selected to have the same educational opportunity.

I believe it might be useful to evaluate a variety of models that have been successfully adopted in other school boards, rather than limiting the discussion to one proposed solution; enrollment by random selection.

I hope and trust that time and resources are also being spent to develop a plan to attract and retain qualified FI teachers, to make additional resources available to current FI teachers, and to develop strategies to further build on the incredible growth that has occurred due to the overwhelming success of the current FI program.

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## **April 13, 2016**

### **UPPER GRAND DISTRICT SCHOOL BOARD TRUSTEES (Business Operation Committee)**

#### **Core French (ESL) Alternative Solution to French Immersion Problems**

The education of our children is in your hands.

1. The issue of French Immersion program has consumed your time and energy for the past few years and seems likely to continue to do so for the foreseeable future.
2. French immersion issues have diverted your concern from the English Track/Core French where the solutions can be found.
3. To introduce French in JK & SK in English Track diverts the pressure from French Immersion.
4. By introducing the French Immersion program into the public schools, FI has undermined the quality of public education and has segregated our school communities.
5. Flaws in the implementation of the French Immersion program have infringed upon the rights of children in the English Track (Charter of Rights and Freedom, 1982) on public education. Just as all individuals have access to access to public libraries, public parks and public roads, public education should mean equal rights and access for everyone.
6. French Immersion is not public education. Children in the English Track have become outsiders to this system and second-class citizens.
7. Public schools were once the center of their communities. Parents walked their children to school, met their teachers, and delivered their children to the safe environment of their school.
8. By closing community schools, not only have our communities been weakened but now parents deliver their children to a school bus driver to be transported to another part of the city.
9. Introducing French Immersion as a separate entity isolated from public schools, our communities have been broken. Now even children who live on the same street are sent to different schools and receive different education.
10. The burden of busing children around the city has significant costs, both financial and environmental.

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Suggestions/solutions:

1. Public school/public education should involve equal access and equal exposure to knowledge for all children.
2. If this is going to be a bilingual country, we need bilingual schools.
3. Let us use the European model and make all our schools bilingual.
4. By diverting resources to the introduction of French education in Kindergarten in all schools, we respect the rights of all children to education in both official languages of this country. This in turn in the long run will gradually phase out French Immersion. As a result the dichotomy of our public educational system will disappear and our communities around local schools revive.
5. It is my contention that as long as the French Immersion program – as unfair, unjust and undemocratic system – exists, the public educational system is not going to be truly public.
6. Make English Track more attractive by introducing French from kindergarten on and emphasising mathematics and sciences.
7. Public schools educational policy should be modified to emphasize an equal and uniform access of all children to knowledge.
8. Make public schools truly public.

Sincerely,

██████████

██████████  
██████████  
██████████  
██████████

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**April 13, 2016**

We moved to our neighbourhood with the intent that our daughter would attend ██████████ PS. We lived within 100m of the school. The proposed limitations to French immersion enrolment appear to be inevitable but what is not is the idea of a lottery system. Children who live within walking distance of a school that would be affected

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should automatically be accepted leaving any remaining space available for students outside the area subject to a lottery if that is the route the board decides to take. It makes no sense at all to bus a student to another area. The extra cost is not a wise use of resources and above all it cheats a child out of one of the greatest experiences of growing up ...walking to school with neighbourhood friends.

There has been a lot of talk about a lottery being in "the interest of fairness" to those who do not live near a FI school. How is it fair to prevent a child from going to a school she can see from her bedroom window.

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### **April 13, 2016**

I attended the Guelph FI information session on March 30th and while I appreciate the effort made to inform the community about the challenges facing the FI program, I found the overwhelming message was that an enrolment cap would be implemented regardless of what any concerned tax-paying parent or community member said. That the evening's purpose was supposedly to obtain feedback about the program felt like a farce.

So now that we've been warned of an impending enrolment cap, my feedback would be that this should NOT affect students who's local school is a French Immersion school. Should a lottery be implemented, it would be impractical and ridiculous to bus students out of their neighbourhood, not only for transportation cost reasons but also because it robs the students of the opportunity to get physical activity while walking to school. It displaces them from their community. It's unfair to parents who moved to a particular neighbourhood specifically so their children could attend the local FI school. And for these reasons, siblings should also be exempt from the lottery.

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### **April 13, 2016**

Finding sufficient staff for the level of French Immersion demand should be the first priority; the goal of parental choice is not achieved through caps or enrollment restrictions.

It may be worthwhile investigating the underlying causes of the increase in the percentage of students entering the FI stream in JK to ensure that parents aren't basing their choices on misconceptions.

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### **April 14, 2016**

The high school program needs to consider that it is almost impossible to get four senior credits in French Immersion and take all the math/science courses. My son dropped French Immersion for this reason -- he wanted all the math and science courses along



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with Student Council. You lost a good student because he did not want to do 12+. This requirement of four senior courses is unnecessary and if the students could do an extra French course in grade 9 or 10, you would still have him in your program. He is a 95+% average student. (Grade 12 at █████)

My daughter is at █████ (grade 10) and now cannot do Student Council in grade 11 because she would like to complete her French Immersion. She does not want to do summer school or 12+ . Other friends are now making this decision, to drop out or not do all that █████ has to offer.

My youngest son is in grade 7 -- he is already planning on dropping French Immersion at the end of Grade 10.

This is a problem that should be addressed by the French Immersion committee. Someone should be taking a closer look at the drop out rate in Grade 10. Many students stop at this point -- their argument to drop is quite reasonable if they are a Math/Science/Computer Science (3 senior math & 6 senior science courses, 2 English, 2 Computer Science -- not possible to have 4 senior French). It is not possible to have any extra courses like Student Council. When we asked at the Guidance Department about this problem, they said Grade 10 is when most students drop out. It is not because the French is "too hard" but it is the unreasonable for Math/Science students to obtain their French Immersion credits when none of the core grade 11/12 courses in Math/Science are in French.

You do not know how disappointing it is to have your children embrace French Immersion all the way through their schooling to be setup to drop out. We loved the program until we got the high school level. Please look at this problem. Our students did not have to sacrifice other opportunities in the French Immersion program until they got to the Senior Level in High School.

---

## **April 14, 2016**

I'm very concerned about the cap as it will impact my son who is starting JK in 2017. My husband and I want █████ to have the opportunity to go to a French immersion school and all the subsequent opportunities that this may lead to throughout his life and career.

I feel very strongly against a solution that creates inequality of opportunity, especially when it will have life-long implications such as access to public sector jobs and ability to learn other languages with greater ease. I am strongly opposed to the recommended cap.

Finding a solution that allows equal opportunity for all families and children must be the priority. I feel that reducing the proportion of French instruction closer to the 50% provincial standard is a better solution than the cap because it will allow equal opportunity.

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A cap only creates a great divide by providing a high quality ideal situation for some and a stripping away opportunity from others.

If success rates and completion rates through to the end of high school are a concern, then this needs to be communicated to parents so that the community can find creative ways to supplement the French instruction outside of school for those children that are struggling.

In this way, the French schools provide a solid baseline for ALL, and then those that need more or want to do more can do extra paid programming outside of school or have their parents provide some instruction at home, or organize community study/ play groups/ field-trips on evenings/ weekends. There are many other creative solutions that may arise.

Dropping the instruction closer to 50% in order to reduce the HR burden and placing responsibility on parents to supplement french outside of school will have a number of benefits:

1. It will encourage children to speak french outside of their school setting which is a problem I hear from a lot of parents - the children speak french at school, but completely shut it off outside of the school.
2. It will identify those parents who are serious about French for their child from those that aren't and may simply be putting their child in a French school due to proximity.
3. It will encourage innovation within our community to develop community programs that will supplement french outside of school.
4. It will encourage parents to learn alongside their children.

I strongly agree with all the HR related recommendations that have been passed, but am also concerned with the recruitment process. Recruiting outside of Ontario must be a higher priority than what the recommendations suggest. As demand increases, I understand that maintaining even 50% without a cap may be difficult, but if more effort goes into recruiting or working within current school systems to steer students into these high demand jobs, then by the time the demand reaches the breaking point at 50% instruction, the HR problem will be solved.

I'm also very concerned that in gathering feedback from the community on this issue that feedback wasn't gathered equally between the two segments of families - those with children already in the school system and the those that don't yet have children in the system.

I only heard of this issue because I have a friend who has a child in school already. Most of those within my "new mom" circle of friends had no idea this French review was taking place.

Even your forms aren't set up to properly capture the two segments. This online form doesn't give an drop down box option of "my child is not yet in the school system". I also

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completed the short online survey which asked how many children in the school system and it did not give a "0" option.

This indicates to me a complete disregard for the opinions and concerns of families whose children are not yet in the school system and yet, these are the children that will be most impacted by the cap.

Before passing any recommendation on a cap, I urge you to ensure that you have an equal amount of feedback from the two parent segments - those with children in the school system and those not yet in the school system.

I understand that there is no perfect solution to the problems that have surfaced due to the increase in demand for French Immersion. But a solution that creates inequality in opportunity is an unacceptable solution.

I urge the Board of Trustees to set a mandatory priority of equal opportunity for all families and children and challenge the review committee to deliver recommendations that will meet this deliver on this priority.

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#### **April 14, 2016**

1. I'm very concerned about the cap as it will impact my son who is starting JK in 2017.
2. This decision by the board of trustees may impact our daily family life to balance where our child attends school i.e. (not being able to enroll at closest reasonable school, walk vs. bus) and subsequent opportunities that this may lead to throughout his life and career.
3. I feel very strongly against a solution that creates inequality of opportunity, especially when it will have life-long implications such as access to public sector jobs and ability to learn other languages with greater ease. I am strongly opposed to the recommended cap.
4. Finding a solution that allows equal opportunity for all families and children must be the priority. I feel that reducing the proportion of French instruction closer to the 50% provincial standard is a better solution than the cap because it will allow equal opportunity.
5. A cap only creates a great divide by providing a high quality ideal situation for some and a stripping away opportunity from others. This would not be a highly regarded decision in a democratic society.
6. If success rates and completion rates through to the end of high school are a concern, then this needs to be communicated to parents so that the community can find

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creative ways to supplement the French instruction outside of school for those children that are struggling.

7. Dropping the instruction closer to 50% in order to reduce the HR burden and placing responsibility on parents to supplement french outside of school will have a number of benefits:

- It will encourage children to speak french outside of their school setting which is a problem I hear from a lot of parents - the children speak french at school, but completely shut it off outside of the school.

- It will identify those parents who are serious about French for their child from those that aren't and may simply be putting their child in a French school due to proximity.

- It will encourage innovation within our community to develop community programs that will supplement french outside of school.

- It will encourage parents to learn alongside their children.

8. I strongly agree with all the HR related recommendations that have been passed, but am also concerned with the recruitment process. Recruiting outside of Ontario must be a higher priority than what the recommendations suggest. As demand increases, I understand that maintaining even 50% without a cap may be difficult, but if more effort goes into recruiting or working within current school systems to steer students into these high demand jobs, then by the time the demand reaches the breaking point at 50% instruction, the HR problem will be solved.

9. The Board and Trustees need to consult more broadly in the community. I'm concerned that in gathering feedback from the community on this issue that feedback wasn't gathered equally between the two segments of families - those with children already in the school system and the those that don't yet have children in the system.

10. I only heard of this issue because I have a friend who has a child in school already. Most of those within my "new mom" circle of friends had no idea this French review was taking place.

11. Even your forms aren't set up to properly capture the two segments. This online form doesn't give an drop down box option of "my child is not yet in the school system". I also completed the short online survey which asked how many children in the school system and it did not give a "0" option.

12. This indicates to me a complete disregard for the opinions and concerns of families whose children are not yet in the school system and yet, these are the children that will be most impacted by the cap.

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13. Before passing any recommendation on a cap, I urge you to ensure that you have an equal amount of feedback from the two parent segments - those with children in the school system and those not yet in the school system.

14. I understand that there is no perfect solution to the problems that have surfaced due to the increase in demand for French Immersion. But a solution that creates inequality in opportunity is an unacceptable solution.

15. I urge the Board of Trustees to set a mandatory priority of equal opportunity for all families and children and challenge the review committee to deliver recommendations that will meet this deliver on this priority.

FINAL: The solution is to reduce the amount of French Immersion delivered from the 100% threshold towards a provincial standard and hire more qualified teachers.

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#### **April 14, 2016**

I really do not agree with the cap for french. It may end up that my children have to be split into different schools & that is ridiculous.

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#### **April 14, 2016**

We are an English speaking family but wanted to give our little one the opportunity of French immersion so that she can better herself and have a career advantage to do what ever she want in life. We are so grateful for Mlle [REDACTED] and Mlle [REDACTED] for the amazing work that they do! My little one is excelling and loving French and is now teach us at home as well. Without this opportunity to learn her country's national second language and to have the amazing support that they have my little one wouldn't be as excited to go to school every day as they are. It would be a shame to discriminate against children who want to have an opportunity to learn our national second language by putting a cap on their learning. The French program

And French speaking teachers are an incredible asset to the schools learning environment; we are so grateful to be able to provide this opportunity to our child.

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#### **April 14, 2016**

I would be greatly disappointed to see Upper Grand's FI program switch to a capped enrolment lottery system. Upper Grand's early entry (JK) open enrolment FI program was what attracted us to move into the area. We relocated from a Peel District School Board neighbourhood because we did not want to play Peel's French Immersion lottery. If Upper Grand were to switch to a lottery capped enrolment plan with no means of guaranteeing each of our subsequent children would have access to its FI program, our family would choose to withdraw our children from the board and consider privately funded, conseil viamonde or schools in neighbouring regions. But wouldn't it be great if

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instead of capping enrolment, denying parents desire to see their children receive a bilingual education and leaving our children's fates to a lottery system, UGDSB focused its efforts on recruiting staff and organizing resources to become a leader in French Immersion for Ontario and continued to offer an open enrolment program with access for all to high quality French language instruction.

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### **April 14, 2016**

I appreciate the opportunity the board has granted to allow parents to give their feedback regarding the French review. My only concern is that there is a large group of parents whose voices are not being heard. Although we are becoming outnumbered, there are still many students in Guelph who attend school in the English program.

There are many reasons parents may choose to place their children in the English stream, all are personal choices. The fact that parents have these multiple options for the education of their children is one of the great privileges we have living in Guelph. As Canadians we believe in equal education for all. As more and more parents choose FI for their children, the numbers in the English stream are falling. Decreased enrolment unfortunately means reduced resources, such as library, administration and opportunities for extra-curricular programs. For some students it has meant being moved from their home school and taking a bus further away.

Due to the shifting of students, and the increase in FI, enrolment in schools (in the south end particularly) vary widely and an accommodation review is sorely needed. None of these matters are being considered by the board since the French review is paramount at the moment.

It is my wish that the board takes into consideration ALL students in Guelph, not just the FI students. All should have the same opportunities, not just the students whose parents are the most vocal.

Although I don't have an easy answer and a FI cap may not be the right choice, please consider other alternatives such as starting FI later (grade one as in other boards), or creating more double streamed schools. Surely some more creative solutions can be found.

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### **April 14, 2016**

The report presents the extensive work that has been done to provide background for this review. Thank you for providing it.

It is admirable that demand for the FI programme has been steadily growing. This clearly demonstrates that parents are interested in, and impressed by, the highly successful programme that UGDSB has built.

Our comments on the report are outlined below:

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A comparison of the potential solutions considered by the committee is outlined in a table in Appendix H. There is, however, no explanation of how values were assigned in this table. Moreover, the comparison does not appear to weigh the impact of restricting the availability of a highly successful and important program. It is disappointing that the Board's ability to continue to provide this excellent programme to as many students as possible was not a criterion in the evaluation matrix. Why did this not weigh more heavily, or at all, in the evaluation matrix?

On page 41-42 of the report, Instructional Time Options are discussed. Table 17 shows that reducing French instructional time can reduce the number of required French teachers by up to 42% (Option 2). This is a huge impact, yet this alternative is not clearly discussed in the body of the report as a standalone solution. The report moves forward considering Instructional Time Options only in conjunction with a cap. No rationale is provided for why these options must be considered alongside a cap. Given that substantial reductions in the required number of French teachers can be achieved through Instructional Time Options alone, why were these options not explored further as standalone solutions (i.e. without a cap)? If they were in fact explored further, why were they determined insufficient to meet the projected demand for the FI program?

My wife and I have an almost one-year-old. We moved into our house recently because it is 500 m away from a French Immersion School and we wanted our child to grow up bilingual in a great community and great school board. It is also very important to us that our child is able to walk to school, as there is an ever growing body of evidence that demonstrates the long-term health benefits created through habits developed by children who walk to school. A cap on FI could mean that he won't be able to attend this school and would need to be bussed to school. To think that he might have to be bussed away to another school, for a programme we don't want him in, seems preposterous and would definitely be a sign of bad policy decisions.

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## **April 14, 2016**

Regarding the proposed cap for the French Immersion program, my preference would be to not take away the option for all families. However it sounds like in order to keep the program sustainable, enforcing a hard cap is the only option along with the proposed reduction in overall French instruction. If a cap is imposed then I think it makes sense that any available spots would be given to students legitimately within the school boundaries first and second consideration would be to grandfather kids with siblings. If there are still slots available after that then a think a lottery is fair. However I am not sure how the transportation is decided and I feel strongly if a kid is coming from out of bounds it should be the responsibility of the family to get them there. Maybe this would help alleviate transportation costs that could be used to provide more support for the teachers or school staff. But if there is a hard cap across the board meaning that there really isn't a boundary because all kindergarten kids would need to go to one school say then an open lottery is probably the only way that it could be perceived as non-bias. However as a parent with a 2.5 year old that lives within boundary now and a

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daughter already in JK in FI, it concerns me greatly that my girls may not have the opportunity to attend school together and one that is only blocks from our house. I realize that this is no easy task for you all to come up with a right and fair solution but I understand that it seems this is just the reality of the situation. Thank you for considering my thoughts.

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### **April 15, 2016**

I believe that the French Immersion review suggestions are detrimental to student development and enrichment. As a graduate of a FI program myself, I know that learning a second language is very helpful as an adult, whether it be for business, travel, or simply greater cultural awareness. Since Canada is a bilingual country, it behoves the UGDSB to support cultural awareness and inclusiveness by refraining from implementing a cap to the incoming FI students and to allow as many students as want to take the FI program.

Furthermore, capping entrance to the program in certain schools only is unfair as it does not allow all students access to the full range of educational experience, as suggested by the UGDSB's own mandates. The Board needs to recognize that this capping system can have a particularly significant and wider-reaching effect on small, rural communities if some programs are not offered to those children and families. Offering a range of programs throughout the region draws more people to settle in the communities where such programs are offered, which, in turn, fosters community growth and development. Allowing the FI program to continue and to grow in all schools, but particularly in rural areas, is also crucial as those areas tend to be less culturally diverse. Allowing unlimited access to the FI program supports the Board's own mandates of "embracing diversity" and ensuring the equitable distribution of opportunities and resources.

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### **April 15, 2016**

To the Upper Grand District School Board:

In response to your recent report on French Immersion education within the UGDSB, there seem to be some gaps in the analysis and limitations to the recommendations considered. As parents who strongly believe in the value of fluency in Canada's second official language for their children, and the opportunities that opens for them in an increasingly Global society, we are extremely concerned about the possibility that our children may be randomly selected to NOT receive the quality education that we have sought.

We would be grateful you will consider our thoughts on the matter as you move forward with development of solutions.

Issues with study analysis



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While the UGDSB developed a report on French immersion covering the entire board area, the issue appears to be predominantly in Guelph. Board-wide, there is steady to declining overall enrollment, however Guelph's population is growing quickly which probably translates to Guelph-specific growth. Across the Board however, there has been an increase in French Immersion enrollment concentrated in Guelph, and mostly south Guelph where much of the population growth is happening.

This is a major gap in the report / evaluation. The analysis as conducted is diluting what is an important local issue, and is potentially creating consequences in areas unaffected by the issue, while also insufficiently addressing the issue that is more local to Guelph.

#### Short-sighted school designation

UGDSB has taken the approach of having dedicated French immersion schools and English-track schools. However, population and demand has not always aligned with where these schools have been located. In addition, some of the brand new schools in high-growth areas of the city are already over-capacity, an indication of very poor planning. As a result, some French Immersion schools are over-capacity with demand continuing to increase, while some English schools are under-capacity with decreasing enrollment.

The seemingly obvious solution should be to simply make some or all schools dual-track, as has been the case in Ottawa for at least 40 years. All students need to attend school somewhere, so the capacity is required regardless. Rather than have separate English and French schools (usually both within roughly the same community boundaries), the obvious solution to managing capacity seems to be to make every school dual-track, allowing some flexibility between English and French classroom designation rather than shifting school boundaries. With this approach, when demand shifts, a French-language teacher or two could be moved around from one school to another as required. A side-advantage to this approach is that it would minimize student transportation requirements as well, since students can hopefully just go to their closest school. This approach also gives a lot more flexibility to manage class sizes as where necessary a few newly enrolling students near the boundary between schools could shift one way or the other to optimize allocation across schools.

#### Rigid French instruction recommendations

UGDSB has historically offered a very strong French Immersion program, with a high proportion of French instruction; while this is admirable and ideally maintained, at a time when staffing is a challenge, it seems reasonable to be flexible on the proportion of French instruction.

There were 2 proposals for reducing the proportion of French to ease French-teacher recruitment challenges, however it is not obvious why it seemingly needs be a choice between one or the other - could the proportion of French-language instruction not be managed within a range? And could it not change from one school to another for the period of time while staffing is an issue? i.e.:

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- Where French-language teachers are available continue to offer the high-level of French aimed at true early fluency for children
- Where teachers are unavailable, reduce the proportion of

French in a pre-planned way to optimize the goals of fluency and quality education, then as recruitment catches up work back up toward the target French level  
This variable approach to French instruction could be managed from school-to-school and from year-to-year as staffing availability shifts.

#### Misaligned recruitment

Finally, the UGDSB has highlighted a number of recruitment challenges, which are certainly to be expected in a predominantly English-language region of Canada; however there seems to be a misalignment in recruiting practices. It seems likely that much HR effort is wasted focusing across Ontario schools since the majority of Ontarians are Anglophone, and other Ontario school boards are competing for the same talent pool.

Focusing efforts (rather than just making occasional forays) in francophone regions seems a much more effective use of HR resources. The recruitment effort very clearly needs to expand to Quebec, New Brunswick and even France. This would also require working with unions to reduce barriers for qualified teachers in high-demand to enter the local school board and ensure their experience continues to be recognized.

It would also involve working with the city to help 'sell' the city of Guelph as a great place to live, work, and raise a family - in part due to the high-quality French education available and that any French teachers would likely want for their children.

On a personal note, we purposely moved to a community within the boundaries of a brand new French Immersion school in order to give our children a solid education that will offer them greater opportunities in today's Global, Multilingual society. We are saddened to think that one child may be forced into a different education system and school than her sibling, with potential long-term consequences to socioeconomic prospects – as will countless other children. Please do not let this happen based on insufficient planning.

Sincerely,

[REDACTED]

\*One of our children is registered to attend [REDACTED] in September 2016, while the other is expected to attend in September 2018.

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**April 15, 2016**

I have a student in grade [REDACTED] at [REDACTED] ([REDACTED]) and a toddler ([REDACTED]) who we hope will join the French Immersion program in September 2018.

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My husband [REDACTED] and I are recent immigrants to Canada. We are a bilingual household (Spanish/English) and really struggled with the decision on whether or not to enroll [REDACTED] in the French Immersion program, as we wondered whether he would be able to manage the acquisition of three languages simultaneously. Enrolling him in the French Immersion program is the BEST thing we could have ever done for him and our family. He is THRIVING in the program. It really is a miracle, how quickly and seamlessly he has picked up French as neither my husband or I speak any French at all. Our son loves it, in fact it is his preferred language of the three. He is proud of his successes and so are we, his parents.

We are so very disappointed to hear that you are considering capping the French Immersion program. On a personal level, it is quite frightening to think what this could mean for our family. I honestly cannot imagine what it would be like if we were told that [REDACTED] were not able to enroll at the same school as [REDACTED]. Logistically, it would be a nightmare, driving two kids to different schools and trying to be involved in both of their school communities. But more importantly, it would be devastating to know that [REDACTED] was basically starting out his life at a disadvantage here in Canada. I truly believe that offering only some students the opportunity to learn such an important skill and some not is a sort of elitist discrimination. As immigrants to this country, this is an especially sensitive topic, as both of us have faced challenges to gaining employment opportunities here because we do not speak English ([REDACTED]) and French (myself) well. Furthermore, we know first hand how challenging it is to learn a second language as an adult ([REDACTED] learned English and I, Spanish, as adults) and we have seen how simply and painlessly [REDACTED] has picked up French in the 4 years he's been at [REDACTED]. We know that if you are able to communicate, you can work, feed your family, secure housing and access community resources. Without those skills you cannot. Canada is a bilingual country, We honestly cannot think of a more important skill to be teaching our children. Why would you consider taking that away from the future generations of our country?

Please remove capping enrollment from your solution options and find a better way to deal with the over enrollment issue.

Thank you.

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## **April 15, 2016**

I am writing to ask the Upper Grand District School Board to abandon the proposal to cap the number of future FI enrollments. I believe that parents should have the right to decide what kind of education their children should receive, and student potential should not be squashed by economists. Please stop looking solely at numbers and look at the children. In a first world country like Canada, equal opportunities should exist for all children. This is a human rights issue. Please explore other options to deal with the pressures of enrollment and give all our children a fair chance.

If caps are found absolutely necessary, please do not make the mistake of other boards and create a lottery system. This creates further issues of resentment and sets families up for increased stress when siblings are forced to attend different schools. Also,

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children who are not selected via lottery may have wasted potential, whereas children selected may not thrive in French. This is a disservice to all children and families involved.

Thank you

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## **April 15, 2016**

Thank you for the opportunity to provide feedback as part of the French Immersion review. I very much appreciate the time, effort and consideration that is going into this process. I recognize that the staff and trustees involved have the best interests of our students at heart, and are committed to providing the best educational experience possible. It is clear that many of the challenges underlying this review originate at the provincial level, and is that level where fundamental changes in approach, policy and funding need to take place.

My husband and I moved to Guelph from [REDACTED] three years ago. A large part of our decision to move to Guelph, instead of Kitchener-Waterloo, was the full French Immersion program. As a graduate of French Immersion myself (I started full immersion in Kindergarten), I place enormous value in my children learning both of our country's official languages, and knowing multiple languages will be increasingly important in a globalized world. I have seen great personal and professional benefit from being fluent in French, and want those same advantages for my children.

In regards to the current French Review that the board is undertaking, I have the following comments and recommendations:

- 1) That trustees require that any recommendations that would reduce access to French Immersion, be temporary measure that are subject to full and complete review in two years. For instance, if a cap on French spaces is deemed to be necessary at this time, that it only be approved for a two-year period, then fully reviewed and reconsidered at the two-year mark, with the hopes that it can be removed and other, less restrictive measures adopted in its place. This approach would give the more positive recommendations, such as those regarding improved and increased HR practices, time to take effect.
- 2) That trustees not entertain any recommendations that would dilute the FI experience of our children. Starting instruction at a later grade, or at a lower level of instruction, is not a viable option. The dual track elementary and high schools I attended had a "core French" program where students began instruction in grades 4-6, and they were not fluent in French by the time of graduation. They had very basic oral and written communication skills, but it was not at nearly the level of fluency of those of us who had started full Immersion in Kindergarten. There are many studies that indicate that starting French at a later

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age does not lead to the same level of success as starting in Kindergarten (<http://eric.ed.gov/?id=ED402778>).

- 3) Should trustees feel that some reduction in hours is necessary to manage availability of qualified instructors, that you consider reducing only the JK/SK instructional time. It is my observation that actual French instruction time in those classes is likely well below 100% as it is, and so a reduction at those levels would have the least impact. Any reductions should be accompanied by recommendations for monitoring to ensure that instruction is meeting new targets, and not some level below them, as is currently the case (as stated in the slides presented at the public information sessions).
- 4) That current planned requests to the Province for funding, review and policy changes be expanded to increase funding for additional FI spaces to meet demand, to increase HR recruitment, and to change the way accommodation for FI spaces is considered, such that new FI spaces can be more easily created in the future.
- 5) That trustees increase FI spaces in dual track schools. I attended dual track schools from JK – Grade 12/OAC, and found them to be an excellent solution. Given that the province will not currently allow for the construction of additional FI facilities to meet demand, more dual track spaces should be created.
- 6) That trustees not look to an FI cap as a solution to decreasing English enrollment. The slides presented at the public information sessions seemed to suggest that by capping French Immersion, enrolment in English would increase, thereby addressing that challenge. The assumption here is that students who are denied a FI space will automatically roll over into an English space. I can tell you as a parent that is not what will happen for my children. Should they be denied an FI space, we would move them to another French school, even if that means paying for a private option or moving to a different board. I know many other parents feel the same way.
- 7) In the unfortunate situation where trustees choose to implement a cap, that a family-based lottery be instituted to manage the process. While I hate to think of any child being denied access to learning in French, the burden that would be placed on a family where one child has that privilege and the other doesn't, would be enormous.

Thank you for your consideration of our concerns. I urge the trustees to consider the implications of these recommendations on the learning experiences of our children, and on the reputation of the Upper Grand District School Board. I would be happy to elaborate further on my points if that would be helpful for staff or trustees.

Sincerely,



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**April 15, 2016**

I appreciate the issues the board is having and it is unfortunate. That being said, I attended your meeting held in Guelph and Jennifer Passey spoke about equal access opportunity. A cap does not allow equal access opportunity; it is the opposite.

If a cap is imposed, then you should take into consideration younger siblings of those who already attend an FI school. Those children should be grand-fathered in. You should also consider geographical location and if the FI school is the home school for those entering kindergarten in 2017.

One of the recommendations was reduction in french teaching time. Why is this hand-in-hand with the cap? If the cap is put in place, then could you not wait and see if this helps alleviate the issue. If not, then add in the reduction to french teaching time.

It is unfortunate that we are going through this process. Please remember that although it is adults/parents who have the vocal voice, it is the children who have the deal with the consequences of the decision we make.

Thank you

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**April 15, 2016**

My only concern with any of the proposed changes is to how younger siblings who are not yet in school will be impacted by the potential changes. Our oldest is currently enrolled and will be moving to [REDACTED] once it is built. Our youngest will enter school September 2017 and the hope was that they would attend together. While I understand that there is a huge demand for spaces I think siblings need to be exempt. Families these days have tight schedules and the thought of 2 buses or 2 drop offs is quite frustrating. And according to census data in 2011 15% of the Guelph Population were lone parent families. Think of the enormous strain this places on them. Not to mention coordinating before or after school care for children who may be coming from 2 separate schools.

I do hope that this is carefully considered and that a sibling clause or rule can be created to ensure that children can stay together and attend at the same school without causing marked disturbances in the ability of parents to get their children to school and to work on time.

Those are my only real concerns.

Thank you for reviewing.

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**April 15, 2016**

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Please consider alternatives to the enrolment cap.

We need solutions that do not compromise equal access to French immersion or take away from the quality of French immersion that is offered currently.

There are several reasons that I care about this. I came through French immersion myself and continue to use French in the workplace. 2 of my children attend [REDACTED] and our youngest may be affected by the proposed cap; this could cause major issues for our family and many others. As well, I feel that families who want to send their children to French immersion should all have access.

I suggest that we address recruitment issues with all of the recommended strategies.

As well as streamlining the application process, hiring students before graduation, and giving recognition for seniority to teachers recruited from other boards.

Keep dual track schools open and share teachers between classes. English teachers can teach the English portion of the day in multiple classes and French teachers can do the same for the French portion.

We should address recruitment issues and try all other suggestions for meeting the demand before we consider implementing caps.

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### **April 15, 2016**

Our daughter will be starting school in September 2017. I went to the Guelph information session and gained some valuable insights. I think that the enrolment should be based on location, or boundaries. We live ver close to [REDACTED] and would hate for [REDACTED] to have to go to another school. I also think that I'd rather have a lower percentage of French in the younger years if it meant that my re kids could get into the program.

Throughout the program, I also think that students should be tested or evaluated on both English and French, and make a decision about whether or not it is best for the student to be enrolled. If a student id having difficulties with the English language, I feel that it would be best if they were perhaps put in the English stream.

I do not appreciate the fact that my daughter not get into the French immersion program, my husbands family is all from Quebec, they all speak French and I feel that it id part of her heritage if she does not learn it.

I appreciate you reading my comments and trust that you will come up with a good solution.

[REDACTED]

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### **April 15, 2016**

Instructional Time Options  
Option 1 - Differentiated

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Is preferred to a cap. Any cap should take in to consideration families that have chosen to live in a school district and pay higher taxes so that there children can attend this school if their choice. Further consideration should be made to families that already have children enrolled at the school who would now have to make multiple trips to multiple schools. This would not only further reduce time at home with family but increase traffic on the roads and add additional stress to an already stressful experience of getting children out the door and to school on time.

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### **April 15, 2016**

Whatever you do in regards to this problem, you absolutely must grandfather-in families so brothers and sisters can attend the same school and have the same opportunities as the older sibling! Give preference to those children who already have a brother or sister in the same school! Think about the single or two working parents whose lives would be disrupted to a greater extent than more affluent families.

Additional methods for selecting--since it seems you have already decided what path you are going to take--include "testing" parents for their connection to French through questionnaires in French that must be answered in French or whether a child has attended a French immersion daycare.

DO the right thing and be fair to the most people. How can you limit the opportunities between brothers and sisters? How do parents explain that to their children? The school board said your brother could have maximum opportunities but you cannot.

Lastly, I have a PhD, know more than a bit about fundraising in all sectors and education at all levels. You should contact me to solve your problems, and/or I would gladly do the coursework and become qualified to teach in your schools en francais.

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***END OF COMMENTS***