Program and School Services Committee
Agenda
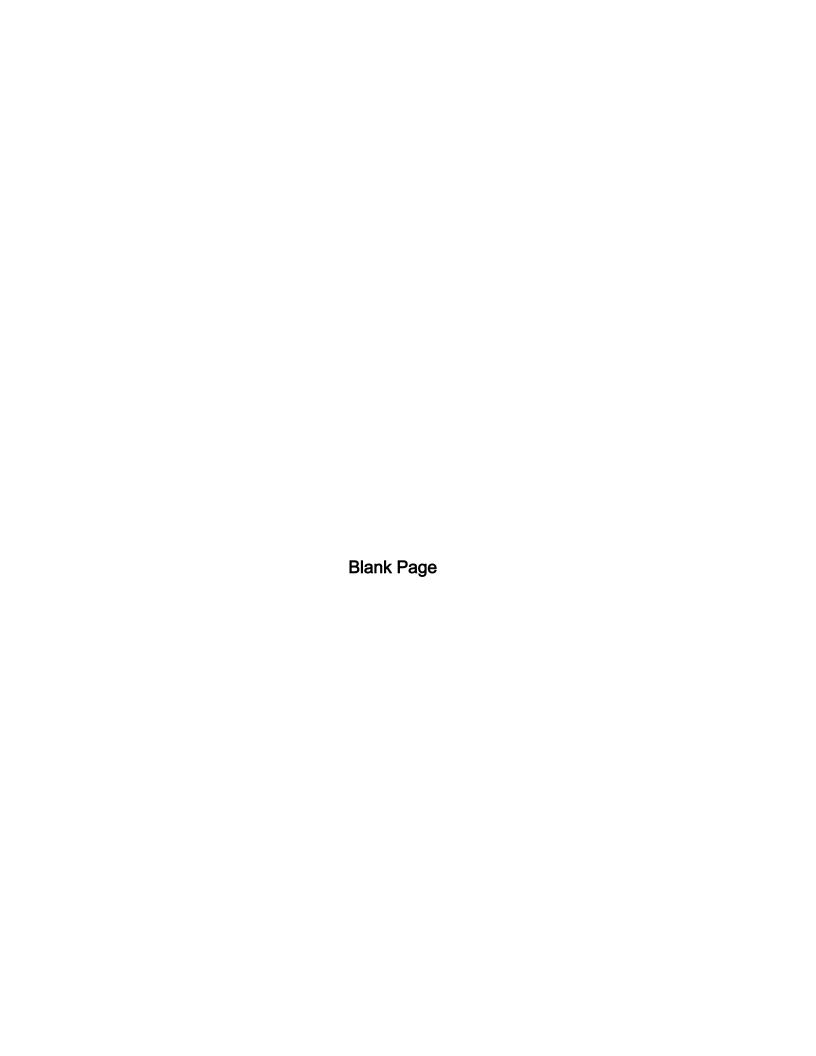
PSSC:006A
Wednesday, October 18, 2023
4:30 p.m.
Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

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	ADVISORY COMMITTEES

Name of Committee: PIAC

Meeting Date: 19 06, 2023

Directed To: Program and School Services Committee

A meeting of the PIAC convened on 19-06-23 from 7:00 p.m. to 9:55 p.m. both in-person and virtually [type location and meeting software], with Sharon Grant and Andrew Waters(co-chairs) presiding.

Attendance:	Sarah Ali (W2), Tamasha Grant (W4), Zena Shereck (W5), Kaydeen Bankasingh (W8), Karin Trajcevski (W9), Bruce Oyelowo (W10), Jenny Zeng (W13), Jenny Gannon (W14), Bahira Abdulsalam (W14), Jennifer Volk (W15), Seema Mitchell (W18), Chris Levien (W20), Abdul Azeem Mohammed (W21), Nadia Judunath (W22), Sharon Grant (PIAC Co-Chair), Andrew Waters (PIAC Co-Chair), Felicia Lau (PIAC Liaison), Trustee Debbie King Exec Superintendent Shirley Chan, Exec Superintendent Uton Robinson, Central Coordinator, PCEO Michelle Munroe, Office Administrator, PCEO Margaret Horvath
Regrets:	Jessica Ruiz (W4), Ayan Kaillie (W7), Alice Romo (W7), Janice Barnett (W11), Nicole Williams (W17)
Absent:	Erin Clarke (W1), Frances Shawera (W2), Saira Somani (W3), Sandreen Porter (W5), Crystal Stewart (W6), Anshu Grover (W8), Melanie Medeiros-Sims (W9), Manna Begum (W10), Charles Zhu (W11), Liesha Earle (W12), Susan Lee (W12), Jenny Zheng (W13), Mohammad Yousuf (W15), Nicole Williams (W17), Tanya Ono (W17), Shanti Chand (W19), Zuojun Han (W20), Nicole Marshall (W22), Towhid Noman (Community Liaison Group (CLG))

Part A: Recommendations

PIAC recommends:

Whereas TDSB School Councils represent the voice of parents/caregivers and the community

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https://www.tdsb.on.ca/Leadership/Boardroom/Committees

members at their school to improve student achievement and hold the board accountable, the the ability of all councils to communicate effectively and equitably with stakeholders and the board is essential;

Whereas every TDSB School Council has been asked to use a 'shared email account' owned and maintained by the TDSB, and these accounts are the exclusive pathway to essential TDSB services for School Councils (such as School Messenger, Zoom, school-based internet access, and web-based Business Services information), it is vital for a School Council to have consistent and timely access to the email account to fulfill its role;

Whereas P023, the Parent and Caregiver Engagement Policy, section 6.9, "Board will provide an effective and operational communication system(s)" confirms its commitment to O. Reg 612/00, in that every School Council "shall be provided with the information and support necessary for fulfilling its role.";

Whereas, the board's P037 Equity Policy "acknowledges that inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, contributions, and potential of our students, employees, parent/guardian, caregivers, and community partners.";

Whereas School Councils have not historically had consistent or timely access to School Council emails since the emails were launched nearly a decade ago, PIAC can no longer support the status quo of under-funding and under-serving our School Councils' access to a tool so fundamental to fulfilling its mandate;

Whereas PIAC recognizes the steps taken by the board IT Department since 2022 to address the gaps in technical support;

And whereas access challenges and poor technical support over the course of so many years have resulted in a culture of dis-use among School Councils, with limited overall uptake of TDSB School Council email accounts and the communication tools attached to them.

Therefore, be it resolved that PIAC recommend the following, in addition to the

recommendations from January 2022:

1. The TDSB and the Director of Education renew their commitment to equitably provide School Councils and Advisory Committees with reliable communication tools to fulfill their role by having in place a fulsome strategy to start the 2023/24 school year with a proactive communication and outreach campaign to School Councils, capacity for prompt response to all IT support requests, and follow-up with account users and Principals to ensure schools are successful in using the TDSB communication tools provided to School Councils. This strategy should coincide with the October School Council election cycle.
2. The Director of Education be accountable for their commitment by sharing

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a comprehensive plan to change the culture of dis-use among TDSB School Councils with PIAC and PIAC's School Council Support Working Group.

3. The TDSB and the Director of Education plan to regularly evaluate the effectiveness and equity of their current board CAC and School Council email account system to assess its true efficacy. This evaluation will be supplied to PIAC's School Council Support Working Group in the Fall of 2023 and thereafter within the regular evaluation schedule.

Part B: Staff Supplementary Information

During the deliberation of this recommendation, staff outlined for the committee the difference between policy (Board of Trustees) and procedural/operational (Director) recommendations and advised this recommendation is procedural and should be directed to staff. The committee approved the recommendation to the Board of Trustees with the suggestion that a report to the Board will make the request public. The recommendations have been shared with staff for response at the October PIAC meeting.

Report Submitted by: [Shirley Chan, Executive Superintendent, Learning Centre 2, Uton Robinson, Executive Superintendent, S. Chan, Learning Centre 1]

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Toronto District School Board

Advisory Committee

French as a Second Language Community Advisory Committee (FSLCAC)
2022-23 ANNUAL REPORT

Community Advisory Committees

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Community Advisory Committees

Mandate/Purpose

The French as a Second Language Community Advisory Committee (FSLCAC) was created by the Board in 2005. In 2007, our mission was adopted by the Board and was reconfirmed with the adoption of our Terms of Reference in 2016:

"To consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board."

NB: FSL (French as a Second Language) programs are: Core, Early and Middle French Immersion. Extended French programs are being phased out.

Community Advisory Committees

Activities and Outreach

Meetings

The FSLCAC held four formal and four informal meetings in 2023-24. From September to February the meetings were virtual, held on Zoom and from April on, they were hybrid. Our membership reflection from the end of the school year in 2022 found our membership preferred in-person meetings, with a hybrid option to ensure that we provided flexibility if needed. It is a continuation of how we met prior to COVID albeit now with Zoom rather than phone in.

We experienced challenges this year in meeting quorum on time. While participation from home is convenient, it also means being the on-call parent during the meetings. Additionally, parents continue to experience burn out and volunteering may not be the priority it was pre-COVID. We expect it will take time and creative solutions to bring attendance and engagement in committee work back to pre-COVID levels.

In February 2023, we had a presentation from International Student Exchange (iseontario.on.ca) which facilitates exchanges with students from France. In May 2023, we had a presentation from FSL Disrupt (fsldisrupt.org) which is a teacher initiative to collectively identify and source culturally relevant and responsive texts for secondary core and French immersion students.

The FSLCAC executive met virtually throughout the year to coordinate and advance committee work and communications. A new parent member welcome and orientation in-person off site get together was held in December 2022. A second in-person off site get together for all parent members – new and experienced, in March 2023 was well attended.

The FSLCAC Parent co-chair meets with the Trustee co-chair and staff lead prior to each scheduled formal committee meeting. Meeting notices, agendas, minutes and FSL resources are posted on the FSLCAC page on the TDSB website (www.tdsb.on.ca/fslcac). Members/alternates also receive electronic access to a Member Briefing Book via Google Drive which is updated annually. We receive administrative support to organize meetings, for minutes and reporting to the Board from the assigned committee assistant. Additional support would be welcome, particularly for FSLCAC communication with school councils and parents/caregivers.

Upcoming Meetings: 2023 – September 19, October 17, November 14. When available, agendas and **2024** meeting dates will be posted at www.tdsb.on.ca/fslcac .

Community Advisory Committees

Recruiting New Members

As a committee, we are committed to ensuring that we have parent/caregiver participation from across the TDSB. Since the 2022 Trustee election, we have been working with Trustees to encourage elections for members/alternates as required in 2023 by our Terms of Reference. We have offered to have FSLCAC members attend ward meetings to help recruit new members or to provide content about the committee for their e-newsletters – especially in areas where new French Immersion sites are being opened. We look forward to continuing to support Trustees in the recruitment of new FSLCAC members in the fall of 2023.

Committee Members/Alternates (Alt) as of June 13, 2023:

Trustee Co-chair Rachel Chernos Lin
Parent Co-chair Lynne LeBlanc (W8)
Parent Vice co-chair Lisa McAvoy (W2 Alt)
Parent Vice co-chair Sharlene Henry (W5/6)
Parent Vice co-chair Charles Zhu (W11/8)

Frances Shawera (W2)
Maevis Ayippey (W4)
Crystal Stewart (W6)
Mandy Moore (W7)
Elizabeth Carvalho (W7 Alt)
Cheryl Batty (W8 Alt)
Divya Chandra (W11 Alt)
Randy Samuel (W14)
Bahira Abdulsalam (W14 Alt)
Madelaine Hamilton (W16)
Gail Miller (W22)

Note: where there is more than 1 ward next to a parent's name, it indicates that they live in one ward but their child(ren) attends school in another ward.

Mary Cruden (Canadian Parents for French)
Rosemary Sutherland (CPF Alt)
Sharon Beason (CPF Alt)

2023-2024 FSLCAC Executive: At the June 13, 2023, Annual General Meeting, Lynne Leblanc was elected as parent co-chair for a 1-year term. Bahira Abdulsalam, Sharlene Henry, Lisa McAvoy and Charles Zhu were elected as parent vice co-chairs for a 1-year term. Canadian Parents for French member/alternates were appointed as non-voting community representatives for a 2-year term.

Community Advisory Committees

Email

FSLCAC volunteers continue to use our Gmail account: fslactoronto@gmail.com for correspondence. Parents and stakeholders write to us with FSL related questions. Common enquiries are on accessing programs and special education support and for referrals to the appropriate staff member on FSL specific concerns.

Newsletter

The FSLCAC newsletter was produced and distributed in December 2022, March 2023 and June 2023 and short time sensitive items were sent out as needed. News is sent out to more than 150 schools with French immersion/extended programs, Trustees, and over 900 individual parents and FSL stakeholders who have signed up. Information is shared about new developments in FSL and tips for parents in supporting their children learning French. The sign-up button and past newsletters are available at www.tdsb.on.ca/fslcac . We continue to seek email addresses for Parent/School Councils to add to our distribution to fulfill our mandate as a partnership between Trustees, staff and parents.

During the fall 2022 municipal election, the FSLCAC hosted a virtual all candidates meeting by creating and disseminating a survey to all Trustee candidates with publicly available contact information. The survey asked three questions about their experiences with learning French and support for French programs. Of the 128 Trustee candidates who received the survey, 58 responded. Survey responses were compiled and sent via email to our distribution list. Similar surveys were done in 2014, 2018 elections and by-elections. Election activities by Community Advisory Committees are governed by PR533, Section 6.2.5.

Conferences, Workshops & Meetings

In our continued effort to reach out to more parents directly, FSLCAC members presented virtually in the Parents and Caregivers as Partners hybrid conference in November 2022, where the theme of the presentation was "French - Helping your child succeed". FSLCAC members also presented at PIAC's in-person parent conference 'Bridge the Gap' in May 2023. The theme of the FSLCAC workshop was "What's new in French as a Second Language". The power point slides that accompany these workshops are available at www.tdsb.on.ca/fslcac.

Our usual range of activities which includes meeting parents and supporting presentations by staff at FSL information nights and presenting at school/ward councils was limited mostly to zoom participation, with a handful of opportunities to participate in-person. Our "Intro to the FSLCAC" is available for school/ward council meetings. Power point slides are posted at www.tdsb.on.ca/fslcac. Inquiries to have this presentation done may be directed to fslactoronto@gmail.com .

Community Advisory Committees

Opportunities and Challenges-
Growth and Excellence in TDSB FSL Programs

Covid-19 and Student Participation in FSL

FSL parents, like all parents, have had many challenges and numerous pivots from March 2020 on. Staff work during the pandemic to provide resources and flexibility in FSL is greatly appreciated. However, we are concerned that enrolment, as reported by staff at the FSLCAC meetings, at the new JK entry point and for Middle French Immersion is not reaching pre-COVID (2019) levels. No data has been made available about the impact of COVID on retention in core and immersion to Grade 12. We do know that some families found it too challenging to continue in French programs during COVID. FSLCAC has raised the need for better, effective communication and outreach to prospective and continuing families.

Common European Framework of Reference (CEFR) and the DELF

The DELF (Diplôme d'études en langue française) returned in person in May 2023 after being unavailable from 2020-2022 due to COVID. A limited number of students in Grade 12 are offered the opportunity to do the DELF exams.

In February 2019, the FSLCAC made a formal recommendation to PSSC asking that staff be asked to provide a briefing note on TDSB DELF (Diplôme d'études en langue française) Capacity Building and Cohort Results (from 2013 on). TDSB has teachers who are trained examiners and the continued provision of this training is essential to increasing opportunities for students to participate.

The DELF is an internationally recognized exam that tests proficiency in French and awards a credential to French immersion/extended/core students based on the benchmarks of the Common European Framework of Reference (CEFR). The DELF motivates and validates student achievement and informs parents. The FSLCAC supports providing the opportunity for all grade 12 French immersion/core students to take DELF exams as is done at some other Ontario school boards. Limited funding and support is provided by the Ministry of Education. Parent and student information: https://destinationdelf.ca/

Transportation: Secondary French Immersion/Extended TTC support

The 2019/20 budget cut of TTC tickets to secondary French immersion/extended (FI/Ext) meeting distance criteria continues to be of concern. In June 2019, all Grade 7-12 FI/Ext parents were advised by the TDSB that secondary students in need would be able to continue

Community Advisory Committees

receiving support through their FI/Ext school principal. The FSLCAC is concerned that those students drop quietly out of FI/Ext rather than self-identify. On May 27, 2020, the Board forwarded the FSLCAC recommendation that staff consider this equity issue in their on-going review of transportation. While Staff assured the FSLCAC that principals may use school funds for this, it remains unclear if the availability of this support is communicated to all incoming Grade 7-12 FI/Ext families and how this has been addressed in the transportation review.

2018 French Review

The FSLCAC continues to be very engaged in the 2018 French Review, the June 2019 decisions and implementation work. We have received staff updates and had detailed discussions on the French Review at every meeting this year. The open conversations and the expectation shared throughout the consultation phase of the process showed a strong TDSB commitment to working together to improve FSL programs for all students and as such, the FSLCAC continues to provide feedback during meetings drawing on lived experience and the extensive French Review parent/student survey results.

Diversity and Inclusion Impact: 2018 French Review

We are hopeful that the addition of new early French immersion sites in underserved areas in September 2022 – as well as in September 2023, along with the on-going professional development for FSL educators will help achieve the objective in P080 (FSL Programs) to have FSL classrooms that "are inclusive and reflective of a diverse community". However, the absence of results reporting means it is impossible to know if these equity initiatives and the decisions from the French Review are having a positive impact on inclusion in FSL programs.

At the May 2021 Board meeting, Trustees adopted the recommendation of the FSLCAC "to continue annual reporting on FSL programs including enrolment". The last publicly reported demographic data on FSL programs was used in the French Review and it is now 7 years old. The last detailed FSL annual report, with more than basic enrolment data, was done in anticipation of the French Review, in June 2017. The previous detailed FSL annual report was in 2011, in response to a similar Board decision in November 2007.

FSLCAC Recommendation to Ensure Inclusive Practices in all FSL Programs:
2018 French Review

At the April 2023 FSLCAC meeting staff presented on the Ontario Human Rights Commission "Right to Read" public inquiry report (February 2022) and early reading approaches at the TDSB. "Right to Read" made recommendations to the Ministry of Education and education sector partners, including school boards and schools. Among the recommendations is early, regular screening for foundational reading skills for all JK-grade 2 students including those in French immersion to facilitate early intervention. To date, the Ministry of Education has not

Community Advisory Committees

provided guidance on screening to school boards, including the TDSB, despite the urgency for parents with children having difficulties with reading.

As noted above, the last publicly available data on students with Individualized Education Plans (IEP) in French immersion was used in the French Review and is now 7 years old. It is difficult to know if current efforts, including the K-1 IEP Strategy, implemented since the 2018 French Review, are making French programs more "inclusive and reflective of a diverse community" (P080 FSL Programs) that includes students with special education needs.

In April 2019, the FSLCAC made a formal recommendation to the Program and School Services Committee (PSSC) on improving inclusion of students with Special Education needs in FSL and asked that the relevant section of PR597 be revised to be more useful to parents. This was referred to Staff which committed to reviewing and revising that section of PR597 in the June 2019 French Review Staff Report. This work is still needed to support students and inclusive growth in FSL programs.

FSLCAC Recommendations on Access to Childcare (Before and After School):
2018 French Review

In April 2021, the FSLCAC made a formal recommendation to PSSC to improve access to childcare (before and after school) for French immersion/extended Students (JK-6) which Trustees referred back to FSLCAC. The FSLCAC followed up by having Early Years staff present at the September 2021 FSLCAC meeting and by continuing the discussion at the February 2022 meeting, and again in April 2023.

FSLCAC members continue to be concerned that French immersion/extended parents face additional barriers in accessing childcare that most parents in English do not. These barriers include the lack of coordination with bussing, lack of access to the neighbourhood school childcare and the lack of priority access granted to students coming from on-site toddler childcare as is provided for English programs in dual track schools. Better access to childcare (Before and After School) can help achieve FSL classrooms that "are inclusive and reflective of a diverse community" (P080 FSL Programs).

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Annual Enrolment in Early and Middle French Immersion Programs 2023/2024 and Core French Programs 2022/2023

To: Program and School Services Committee

Date: 18 October, 2023

Report No.:   10-23-4604

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the Annual Enrolment in Early and Middle Immersion French Programs 2023/2024 and Core French Program 2022/2023 be received.

Context

Aligned with the Multi-Year Strategic Plan and the French-as-a-Second Language Recommendations, equity of access to Intensive French programs continues to be a key priority.

The Early French Immersion program has been in Toronto schools since the early 1970's. It began in a handful of schools and has grown over the years. At amalgamation, there were 41 Early French Immersion entry sites in the TDSB. In 2009, Operational Procedure PR597 came into effect which allowed for the accommodation of all families who apply by a deadline in an Early French Immersion or Junior Extended French program and outlined a process for program growth. Since 2009, 36 new sites have opened to accommodate growing demand in the program. Similarly, the Junior Extended French program began in 2004 in 7 schools and has since grown to 39 sites. In September 2021, due to recommendations from the French Review, the Middle French Immersion (Grade 4 entry), began in 40 sites, as the Junior Extended French program phases out. Currently, there is an Early French Immersion and Middle French Immersion program to serve every residential address in the Toronto District School Board.

Core French is mandatory in Ontario from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. There is one mandatory Core French credit required in Grade 9.

Both Early French Immersion and Middle French Immersion are French-as-a-Second Language (FSL) programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects. In a *French Immersion program*, French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program.

ENROLMENT: To note, of the 3,048 pre-Junior Kindergarten (JK) student applicants to JK French Immersion, 2,565 accepted (i.e., reserved) placements for September 2023. For September 2023, there are 77 Early French Immersion sites. As part of the continued focus to improve geographical accessibility and prioritize currently and historically underserved areas, three (3) new Early French Immersion program sites (i.e., Gracedale PS, Kingsview Village Jr PS, and White Haven PS) opened reducing commute times and catchment sizes along with increasing access and improving distribution of programs across the system.

The total number of Grade 3 students in 2022 was 14,699 of which 1,223 applied to Grade 4 Middle French Immersion and 776 accepted (i.e., reserved) placements for September 2023. The percentage of students whose placement was accepted for 2023 was 5% of those in Grade 3 in 2022. In comparison, the total number of Grade 3 students in 2021 was 14,481 of which 837 applied to Grade 4 Middle French Immersion and 653 accepted (i.e., reserved) placements for September 2022. The percentage of students whose placement was accepted for 2022 was 5% of those in Grade 3 in 2022. For September 2023, there are 40 Middle French Immersion sites.

All on-time applicants (Early French Immersion JK entry for 2023 and Grade 4 Middle French Immersion entry for 2023) are offered a placement in a program. There are no system wait-lists. While every effort is made to place students in the school identified as their area Early French Immersion or Middle French Immersion school, this is not always possible. In cases where the number of applications in a given area is greater than the number of allotted program spaces in the school, redirection is the process by which applicants are accommodated. Guiding principles for redirection include redirecting students as a group based on English home school and redirecting to the closest Early French Immersion or Middle French Immersion site with available program space. When a fraction appears in the "Redirection" column of Appendix A, the denominator indicates the number of students who were redirected to a school other than the French program school currently associated to their designated English school as per Operational Procedure PR597 – Early French Immersion/Middle French

Immersion. The numerator indicates the number of accepted placements through redirection.

While the tables in appendices for each of the programs show numbers at the entry point, the last table in this report shows the total enrolment in these programs from JK to Grade 12. Please note that, in the attached charts, "*Accepted*" refers to the number of students whose parents/guardians/caregivers have reserved a placement in the program. This number may change between application close and September enrolment.

Action Plan and Associated Timeline

Staff is committed to increased equity of access to French Immersion through the Long-Term Planning and Accommodation Strategy.

Resource Implications

No resource implications identified at this time.

Communications Considerations

This current annual report was shared with the French-as-a-Second Language Community Advisory Committee (FSLCAC) in draft on June 13, 2023.

Board Policy and Procedure Reference(s)

PR597: French Immersion/Extended French

P080: French-as-a-Second Language

Appendices

- Appendix A: Enrolment Data in Early and Middle French Immersion Programs 2023-2024 & Core French Programs 2022-2023

From

Audley Salmon, Associate Director, Learning Transformation and Equity at audley.salmon@tdsb.on.ca or at (416) 397-3187

Angela Caccamo, Centrally Assigned Principal, French Language Programs, Classical & International Languages at angela.caccamo@tdsb.on.ca or at (416) 396-7992

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Appendix A

Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

Early French Immersion   **(Junior Kindergarten Entry – September 2023)**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Adam Beck Jr PS	32	18	32	32	0	1	JK-5	None
Alexander Stirling PS	19	5	16	2	14	1	JK-8	None
Allenby Jr PS	26	12	24	24	0	1	JK-6	None
Beverly Glen Jr PS	29	11	25	6	19	1	JK-6	None
Birch Cliff PS	40	9	39	21	18	1.5	JK-8	None
Blake Street Jr PS	73	14	54	35	19	2	JK-6	None
Bowmore Road Jr & Sr PS	61	20	56	41	15	2	JK-8	None
Brian PS	52	15	48	40	8	2	JK-5	None
Brimwood Blvd Jr PS	19	2	15	1	14	1	JK-6	None
Broadacres JS	30	4	21	9	12	1	JK-5	None
Broadlands PS	48	10	39	0	39	1.5	JK-5	None
Brookhaven PS	25	3	25	2	23	1	JK-5	None
Brown Jr PS	25	10	23	23	0	1	JK-6	None
Carleton Village Jr & Sr SW Academy	31	15	29	22	7	1	JK-8	**38 to George Syme** 2/9 Carleton Village

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Appendix A

**Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023**

								2/3 Dennis 2/2 Cordella 0/1 Harwood 0/2 Keelesdale 1/5 FH Miller 2/4 Silverthorn 5/12 General Mercer
Chief Dan George PS	13	4	10	3	7	1	JK-8	None
Clairlea PS	39	6	30	9	21	1	JK-8	None
Cliffwood PS	37	10	36	9	27	1.5	JK-5	None
Corvette Jr PS	37	7	27	5	22	1	JK-6	None
Dallington PS	51	5	41	7	34	1.5	JK-5	None
Davisville Jr PS	57	9	47	17	30	1.5	JK-6	None
Derrydown PS	23	2	11	0	11	1	JK-5	None
Dewson Jr PS	37	10	30	9	21	1	JK-6	None
Duke of Connaught Jr & Sr PS	39	12	36	34	2	1.5	JK-8	None
Dundas Jr PS	49	15	40	24	16	1.5	JK-5	**15 to R H McGregor** 9/15 Chester
Dunlace PS	20	2	20	9	11	1	JK-6	None
Earl Beatty Jr & Sr PS	46	13	36	12	24	1.5	JK-8	None
Earl Haig PS	36	17	36	35	1	1.5	JK-8	None
Ellesmere Statton PS	28	6	21	5	16	1	JK-8	None
Elmlea JS	37	10	30	8	22	1	JK-5	None
Fern Ave Jr & Sr PS	35	12	33	27	6	1	JK-8	None
Fraser Mustard Early Learning Academy	20	1	17	17	0	1	JK-SK	None
General Crerar PS	21	3	17	1	16	1	JK-8	None

Appendix A

**Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023**

George B Little PS	17	2	13	3	10	1	JK-8	None
George Syme CS	85	4	36	7	29	1.5	JK-8	None
Gledhill Jr PS	33	9	29	29	0	1	JK-6	None
Glen Park PS	59	8	44	17	27	1.5	JK-6	None
Gracedale PS**	17	0	12	5	7	1	JK-5	None
Howard Jr PS	35	13	33	29	4	1	JK-6	None
Humbercrest PS	33	7	32	32	0	1	JK-8	None
Humewood CS	52	16	48	37	11	1.5	JK-8	None
Islington JMS	35	9	30	20	10	1	JK-8	**11 to John English** 9/11 Étienne Brûlé
Jackman Ave Jr PS	27	13	27	26	1	1	JK-6	None
John English JMS	54	14	50	12	38	2	JK-8	None
John Fisher Jr PS	66	11	53	0	53	2	JK-6	None
Kingsview Village Jr PS**	23	0	18	4	14	1	JK-5	None
Lester B. Pearson ES	68	9	49	0	49	2	JK-8	None
Lord Lansdowne Jr PS	86	14	68	0	68	2.5	JK-6	None
Mason Road Jr PS	19	0	10	3	7	1	JK-6	None
Melody Village JS	38	11	32	0	32	1	JK-8	None
Millwood JS	47	12	44	13	31	1.5	JK-5	None
Morse St Jr PS	39	11	38	24	14	1.5	JK-6	None
North Agincourt JPS	23	8	21	7	14	1	JK-6	None
Northlea EMS	26	8	24	22	2	1	JK-8	None
O'Connor PS	21	4	18	7	11	1	JK-5	None
Owen PS	27	9	27	22	5	1	JK-6	None
Palmerston Ave Jr PS	41	14	38	30	8	1.5	JK-6	None

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**Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023**

Parkdale Jr & Sr Ps	36	8	25	13	12	1	JK-8	None
Pauline Johnson Jr PS	31	3	26	3	23	1	JK-6	None
Perth Ave Jr PS	30	16	29	26	3	1	JK-6	**7 to Howard** 4/7 Indian Road **17 to Regal** 5/17 Perth
Rawlinson CS	72	11	56	33	23	2	JK-8	None
Regal Road Jr PS	52	13	38	22	16	1.5	JK-6	None
RH McGregor ES	65	19	57	47	10	2	JK-5	None
Rockford PS	66	12	50	17	33	2	JK-6	None
Rosethorn JS	42	13	35	19	16	1.5	JK-5	None
Runnymede Jr & Sr PS	64	21	61	59	2	2	JK-8	None
Second Street JMS	33	12	31	11	20	1	JK-8	**10 to Sir Adam Beck** 8/10 James S Bell
Secord ES	33	10	30	30	0	1	JK-5	None
Sir Adam Beck JS	52	9	49	22	27	2	JK-5	None
Topcliff PS	16	1	12	1	11	1	JK-5	None
Tredway Woodsworth PS	24	6	18	4	14	1	JK-8	None
Tumpane PS	23	7	21	4	17	1	JK-5	None
White Haven PS**	16	0	13	3	10	1	JK-8	None
William G. Miller PS	38	7	35	4	31	1.5	JK-8	**4 to Chief Dan George** 3/4 Meadowvale
Williamson Rd Jr PS	43	11	43	32	11	1.5	JK-6	None
Winchester Jr & Sr PS	132	11	110	0	110	3.5	JK-8	**6 to John Fisher** 4/6 Whitney
Withrow Ave Jr PS	30	15	30	30	0	1	JK-6	**4 to Blake** 3/4 Withrow
Yorkview PS	44	10	38	16	22	1.5	JK-5	None

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Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

TOTAL 2023-2024 (JK only)	3,048	713	2,565	1,234	1,331	102	N/A	59/112
TOTAL 2022-2023* (JK/SK)	5,774	1,531	4,858	2,343	2,515	160	N/A	40/89
TOTAL 2021-2022 (SK only)	2,865	787	2,619	1,350	1,269	111	N/A	75/148

*Note: Denotes a double cohort entry (i.e., JK/SK) for Early French Immersion for September 2022-2023 school year only.
**Note: Denotes a new Early French Immersion site for September 2023-2024 school year.

Middle French Immersion   **(Grade 4 Entry – September 2023)**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Bedford Park PS	49	10	42	23	19	2	JK-8	None
Blaydon PS	23	1	10	1	9	1	JK-5	None
Briarcrest JS	20	0	12	0	12	1	JK-5	None
Cassandra PS	18	0	16	9	7	1	JK-5	None
Cedarbrook PS	59	1	31	0	31	1	JK-8	None
Centennial Road Jr PS	26	4	25	16	9	1	JK-6	None
Charles H. Best JMS	21	1	15	0	15	1	4-8	None
Cherokee PS	11	0	7	1	6	1	JK-5	None
Chester ES	40	1	28	22	6	1	JK-5	None
Cliffside PS	24	0	10	3	7	1	JK-8	None
Cresthaven PS	27	0	18	2	16	1	JK-5	None

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Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Denlow PS	26	0	22	3	19	1	JK-5	None
Diefenbaker ES	16	0	15	15	0	1	JK-5	None
Duke of Connaught Jr & Sr PS	25	1	11	1	10	1	JK-8	None
Dundas Jr PS	40	0	21	4	17	1	JK-5	None
Emily Carr PS	32	1	15	1	14	1	JK-8	None
Fern Ave Jr & Sr PS	28	3	21	0	21	1	JK-8	None
Forest Hill Jr & Sr PS	59	5	40	6	34	2	JK-8	None
Greenholme JMS	42	0	18	0	18	1	JK-8	None
Grenoble PS	33	1	16	4	12	1	JK-6	None
Harwood PS	20	2	10	6	4	1	JK-8	None
Highland Creek PS	17	3	12	1	11	1	JK-8	None
Highland Heights Jr PS	17	0	9	1	8	1	JK-6	None
Hunter's Glen Jr PS	46	6	32	2	30	1	JK-6	None
John A. Leslie PS	27	0	21	16	5	1	JK-8	None
John Ross Robertson Jr PS	34	3	30	28	2	1	JK-6	None
Maple Leaf PS	21	1	12	1	11	1	JK-8	None
North Agincourt Jr PS	32	1	20	4	16	1	JK-6	None
Pleasant PS	49	2	24	7	17	1	JK-6	None

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**Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Poplar Road Jr PS	32	0	22	11	11	1	JK-6	None
Presteign Heights ES	14	1	12	6	6	1	JK-5	None
Rawlinson CS	20	1	8	1	7	1	JK-8	None
Renee Gordon HW Academy	33	0	16	5	11	1	JK-5	None
Ryerson CS	43	1	16	2	14	1	JK-8	None
Second Street JMS	31	0	17	2	15	1	JK-8	None
Sir Samuel B. Steele Jr PS	31	1	15	9	6	1	JK-6	None
Stanley PS	28	0	19	10	9	1	JK-5	None
Swansea Jr & Sr PS	52	12	47	47	0	2	JK-8	None
Valleyfield JS	22	1	17	9	8	1	JK-6	None
Wilkinson Jr PS	35	5	24	15	9	1	JK-6	None
TOTAL 2023-2024	**1,223**	**69**	**776**	**294**	**482**	**43**	**N/A**	**None**
TOTAL 2022-2023	**837**	**61**	**653**	**264**	**389**	**41**	**N/A**	**None**
TOTAL 2021-2022	**982**	**77**	**834**	**265**	**569**	**48**	**N/A**	**None**

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Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

Total Enrolment in French Immersion & Extended French Programs   (JK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156
2015-16	17,476	4,848	2,855	1,970	27,149
2016-17	18,067	5,224	2,852	1,870	28,013
2017-18	18,631	5,376	2,899	1,915	28,821

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Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

2018-19	18,961	5,606	3,061	1,861	29,489
2019-20	18,991	5.647	3,183	2,001	29,822
2020-21	18,485	5,570	3,365	2,084	29,504
2021-22	18,020	3,866	3,457	2,130	27,473
2022-2023*	**19,566**	**2,591**	**3,367**	**1,956**	**27,480**

***Note:** Denotes the year of transition to JK entry point in Early French Immersion.

Total Enrolment in Core French (Grades 4 to12)   **Enrolment as of October 2022**

Grade Level	Total # of Students Core French
Grade 4	14,699
Grade 5	14,547
Grade 6	13,696
Grade 7	13,883
Grade 8	14,171
Grade 9	14,927
Grade10	3,489
Grade 11	1,594
Grade 12	1,310
TOTAL 2022-2023	**92,316**
TOTAL 2021-2022	**90,554**
TOTAL 2020-2021	**91,390**

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Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023

System Total at Program Entry Points

Program	Accepted February 2023	No. of Classes	System Waitlists 2022-23	System Waitlists 2021-22	System Waitlists 2020-21
Early Immersion (JK Entry)	2,565	102	0	0	0
Middle Immersion (Grade 4 Entry)	776	43	0	0	0
TOTAL 2023-2024	**3,341**	**145**	0	0	0
TOTAL 2022-2023**	**5,911**	**219**	0	0	0
TOTAL 2021-2022*	**3,889**	**182**	0	0	0

***Note:** Totals include SK Early Immersion entry and Intensive Extended Grade 6 Program.
****Note:** Totals include the double cohort entry (i.e., JK/SK) for Early French Immersion for September 2022-2023 school year only.

Transportation   French Immersion & Extended (JK to 12)

Grade Level	Total # of Students Transported by Bus	Empty Seat Riders on School Bus	Grade Level	Total # of Students Provided TTC Tickets
JK	355	5	N/A	N/A
SK	429	8	Grade 6	0
Grade 1	423	4	Grade 7	6
Grade 2	395	7	Grade 8	75
Grade 3	352	3	Grade 9	10
Grade 4	561	9	Grade 10	15
Grade 5	497	7	Grade 11	22
Grade 6 (2+ trsf req.)	6	97	Grade 12	21
Grade 7	N/A	13		
Grade 8	N/A	4		

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**Enrolment Data
Early French/Middle French Immersion 2023-2024 &
Core French Programs 2022-2023**

TOTAL 2022-2023	**3,163**	**157**	**TOTAL 2022-2023**	**149**
TOTAL 2021-2022	**2,575**	**N/A**	**TOTAL 2021-2022**	**138**
TOTAL 2020-2021	**2,260**	**N/A**	**TOTAL 2020-2021**	**89**

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Toronto District School Board

Early Years Literacy Intervention Model,

New Ontario Curriculum, Language: Grades 1 to 8

and New Grade 9 English Curriculum (ENL1W)

Implementation Update

To: Program and School Services Committee

Date: 18 October, 2023

Report No.:   10-23-4608

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships with School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Early Years Literacy Intervention Model and New Ontario Curriculum, Language: Grades 1 to 8 and Grade 9 English Curriculum (ENL1W) Implementation Update report be received for information.

Context

In 2019 the Toronto District School Board developed a new Literacy Intervention model built on modern research about foundational literacy practices grounded in culturally relevant and responsive pedagogy that can be applied across disciplines. This model was developed in collaboration with members of the Early Years and Literacy; Equity, Anti-Racism, Anti-Oppression; Speech and Language and Research teams. The model was developed to serve a greater number of students and better align with the Multi-Year Strategic Plan commitment to ensuring that students in grade 1, regardless of social identity, will be able to read with confidence, fluency, understanding and enjoyment.

On February 28, 2022, the Ontario Human Rights Commission (OHRC) released the Right to Read inquiry report focused on human rights issues affecting students with reading disabilities in Ontario Public Schools. The report included recommendations related to Ontario's approach to early reading, in areas such as curriculum and instruction, screening, reading interventions, accommodations and professional assessments. As a response to the Right to Read inquiry report, the Ministry of Education released a document entitled *Effective Early Reading*

Instruction: A guide for teachers in Spring 2022, and in turn TDSB Early Years team members developed resources to align with the Ministry Guide .

In June of 2023 the Ministry of Education released the Ontario Curriculum, Grades 1 to 8: Language for implementation in September of the 2023-24 school year. The new curriculum is centred on the belief that all children can succeed and that their success in life is grounded in the development of solid foundational literacy skills. It incorporated key recommendations from the OHRC Right to Read Report. The new curriculum structure focuses on honouring students' identities, and a holistic approach to learning across curricula, with an emphasis on transferable skills.

"Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health. The Ontario language curriculum is designed to support students in developing the language and literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite…" (Ontario Curriculum, Grades 1 to 8: Language, 2023 - Vision and Goals).

In June 2023, the Ministry of Education released the Ontario Curriculum, de-streamed Grade 9 English Course (ENL1W) for implementation in September of the 2023-24 school year.

The curriculum is grounded in the notion that *"high-quality, evidence-based instruction, coupled with a classroom environment that promotes joy, engagement, and motivation, is the key to students developing proficient language skills"* (Grade 9 English (ENL1W), 2023).

Building on the Ontario Curriculum, Grades 1 to 8: Language, the Grade 9 course supports the continued development and consolidation of foundational literacy skills supported by instructional approaches and program planning considerations that recognize and affirm students' identities and abilities, promote cross-curricular and integrated learning, deepen student engagement through the development and application of transferable skills including digital literacy, and foster joy.

This report provides an update on the commitment to literacy across disciplines and highlights the work that has been done centrally by the Early Years and Literacy; Equity Anti-Racism, Anti-Oppression; Special Education; French as a Second Language; and Research departments along with Speech and Language Pathology Services. It also provides an overview of plans for implementation of the new curriculum documents in Grades 1 to 9.

OVERVIEW OF SYSTEM-WIDE SUPPORTS

System-Wide Literacy Supports/Resources

All system-wide support, resources and professional learning for early and later literacy evidence-based practices for the past four years have been informed by collaborations with renowned early years and literacy educational researchers Dr. Kerry-Ann Escayg and Dr. Alfred Tatum. More

recently, these practices have integrated recommendations from the OHRC Right to Read Report. Below is a list of resources that support literacy teaching and learning in the TDSB:

- ***TDSB Framework for Early Reading***
  The *[TDSB Framework for Early Reading](#)* outlines the critical components of effective early reading instruction that is informed by research and practice.

- ***TDSB Early Years Google Websites***
  The *[TDSB Early Reading Google site](#)* contains resources and strategies to support the various components of effective early reading instruction as outlined in the Framework for Early Reading Instruction. This site is updated on an ongoing basis.

- ***TDSB Family/Caregiver Site***
  Additions to the *[TDSB Family/Caregiver Site](#)* have been created to inform families and caregivers of TDSB's commitment to literacy and the various ways to work in partnership to support student literacy learning.

- ***TDSB Instructional Strategies to Support Teaching and Learning in Reading (A Companion Guide)***
  This resource was developed to supplement the Ministry of Education's *Effective Early Reading Instruction: A Teacher's Guide* which highlights instructional strategies in foundational word-reading skills including phonological awareness, phonemic awareness, alphabet knowledge, phonics and word study. The *[TDSB Companion Guide](#)* expands upon these strategies and also offers additional strategies for both word reading and oral language development.

- ***TDSB Phonological Awareness and Decoding Inventories***
  The *[inventories](#)*, created in partnership between the Early Years and Literacy, Equity, Anti-Racism and Anti-Oppression teams and Speech Language Pathology Services, are assessment tools specifically targeting oral language (phonological awareness) and decoding (word-reading) skills. These assessments inform the specific skill instruction that students require in order to progress in these areas. Training for educators on the implementation and analysis of these assessment tools has been ongoing. These inventories have also been adapted for students who are learning in French Immersion programs as well as adolescent learners.

- **TDSB Early Reading Small Group Instruction Toolkit**
  In early September all classrooms with grade 1 students were sent the [TDSB Early Reading Small Group Instruction Toolkit](#). This toolkit contains a variety of materials to support learning during small group instruction including: Elkonin Boxes/sound boxes, loose parts to represent sounds, grapheme tiles, dry erase markers and a list of picture books with accompanying lesson plans. The professional learning for the curriculum implementation includes how to effectively use the toolkit.

Formal Early Literacy Interventions for Students

Research concludes that evidence-based, culturally relevant, explicit and systematic literacy instruction and intervention have a positive impact on student achievement. Every elementary school has access to a tiered literacy intervention support/resources. The paragraph below provides details on different types of supports available to schools.

An Overview of Tiered Classroom Supports and Interventions

Tier	Definition	Reading Intervention Tools
1	Teachers choose effective, culturally relevant instructional strategies for all students in a classroom setting that includes large group, small group and individual instruction. Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the students in the class and flagging any students experiencing challenges.	Intervention is not required
2	Students who are not progressing as expected when using Tier 1 instruction are closely monitored through ongoing assessment and provided with more intentional instruction, and short-term interventions. This is applicable for individual students or for small groups.	Wilson Reading K-12 Tier 2 or 3 Intervention
3	Students who require more intensive support to achieve learning goals and who are not responding well enough to instructional efforts in Tiers 1 and 2 are provided with more personalized instruction and assessment. This tiered support is applicable regardless of an Individual Education Plan (IEP) or identified Special Education needs. Support is planned in collaboration with other educators such as the Special Education Teacher. Students' response to intervention is closely	Wilson Reading K-12 Tier 2 or 3 Intervention Lexia K-8 Tier 3 Intervention Empower – Elementary Tier 3 intervention Secondary not available

	monitored and used to inform instructional next steps.		

Through intentional efforts each year, there is an increase in the number of schools that have access to a literacy intervention in order to assist more students to become literate.

- Since 2017, there have been approximately **1,345** educators trained in the Early Reading Inventory (ERI) in a total of **198** schools.
  - The Early Reading Inventories are a TDSB developed resource to provide information about students' discrete word reading skill sets in the areas of phonological awareness and alphabetic principle; once ascertained this information can be used to guide intentional instruction within a comprehensive literacy approach to teaching reading.

- Currently there are approximately **200** schools with over **353** teachers who have received training in Empower™ Reading.

  - Empower Reading is a specific reading intervention program developed by researchers at Sick Kids Hospital. It is designed for students with the profile of a specific reading learning disability, one example being Dyslexia. Teachers must be trained by Sick Kids staff in order for the program to be used in schools.

- Since 2022, there have been over **361** educators who have received training in Wilson Language Training, including Fundations® Kindergarten, Fundations® Level 1 (Grades 1-3), Just Words®, and/or the Wilson Reading System® Introductory.

  - Wilson reading programs are specific reading interventions for small groups and individual students who are struggling with word-reading skills, and who have the profile of a student with a specific reading disability.

Ministry funds for resources are being utilized to provide additional tier 2 and 3 intervention resources to schools, along with ongoing training for staff.

OVERVIEW OF THE TDSB EARLY LITERACY INTERVENTION MODEL

Overview of Early Reading Intervention Model

The TDSB Early Literacy Intervention model was created to increase access to daily regular literacy support for students, and in-school educator capacity building. This model of intervention is implemented in the classroom with a shared ownership for student learning between the classroom educator(s) and intervention teacher. Students receive daily reading/literacy instruction in schools where there has been an identified need across multiple data indicators, to improve literacy achievement by the end of grade 1 and for those students struggling to read by the end of Grade 3. The Early Literacy Intervention Team

supports students and educators in 70 schools across the 4 Learning Centres. With Ministry funding, 18 additional schools were added to the program this year.

The TDSB Early Literacy Intervention model includes the following support professionals:

- 4 Early Literacy Intervention Coaches

- 38 Early Reading Intervention Teachers (RIT) (11 new positions added with Ministry funding; support in 70 schools)

- 11 Early Reading Teachers (ERT) (support in 28 of the 70 schools)

- 4 Speech & Language Pathologists (equivalent of 2 FTEs)

Early Reading Intervention staff supports are provided in the schools whose data over time and across primary and junior grade trajectories show the greatest need. Multiple data sets are used to determine the schools with the greatest need in reading including: Learning Opportunities Index; Early Development Instrument Vulnerable students indicator in the areas of communication and general knowledge; Grade 1 reading report card data across multiple years; Grade 1 reading diagnostic assessment data, Grade 3 reading report card data across multiple years; Grade 3 EQAO Reading data for participating students; Grade 6 report card data; Grade 6 student census data, specifically "I enjoy school", "I get the help I need"; Kindergarten to Grade 6 parent census data, specifically, "My child gets the support they need."

To date, the Early Years Department, in partnership with Early Years Speech-Language Pathologists, have provided 4 full day sessions of professional learning for central staff consisting of 49 teachers, which focused on evidence-based reading instruction and assessment to support consistent implementation and support across schools. Additional sessions are planned to be delivered on an ongoing basis throughout the year.

System-Wide Professional Learning

TDSB Reading Additional Qualifications (AQ) - Early Years Focus, Part 1

The TDSB Reading AQ, Part 1 - Early Years Focus was created to support the OHRC Right to Read Report recommendations. Last year, approximately **40** educators completed the AQ during the Fall and Winter sessions. This school year a Fall course session is planned to begin in October. The additional qualifications course is subsidized for educators.

THE NEW ONTARIO CURRICULUM, GRADES 1 TO 8: LANGUAGE & GRADE 9 ENGLISH COURSE: ENL1W IMPLEMENTATION OVERVIEW

A comprehensive framework of professional learning has been developed to address new concepts and connect existing curricular knowledge to the structure and expectations in the new grade 1 to 8 and grade 9 curricula. Professional Learning about implementation of the new

curricula documents will take a layered approach and be delivered in partnership with multiple departments to several employee groups throughout the school year.

The professional learning framework and implementation is grounded in the principles of joy, engagement and belonging as a foundation for well-being, academic achievement and student success and is focused on the following concepts:

- Developing a working understanding of the four strands in the curriculum and how they relate to one another. The four strands are:

    A. Literacy Connections and Applications

    B. Foundations of Language

    C. Comprehension: Understanding and Responding to Texts

    D. Composition: Expressing Ideas and Creating Texts

- Exploring Assessment & Evaluation
- Implementing the holistic inclusion of Culturally Relevant and Responsive Pedagogy, the Global Competencies, STEM, Library, Indigenous Education,, Special Education and English Language Learners.

Central Staff Professional Learning

The English/Literacy Department, in partnership with an Early Years Coach, Early Years Speech-Language Pathologists, Hybrid Teachers (Digital Lead Learners) and Library and Learning Services, delivered a 2-day series of professional learning to over 110 central staff (coaches, ELIT, ERTL, Math Learning Partners, etc.). This learning is one layer within the professional learning plan which will support implementation of the new language curricula in schools.

What Observers in Early Primary Classrooms Might Notice as the Curriculum is Implemented Over Time:

- Students engaging in rich, explicit talk with adults and classmates in pairs, small and large groups about how to use their oral language skills in reading and writing (example: "I can use the sound wall to help me read and write words to make up sentences and write stories." "I have great ideas in my brain that I can use to create stories for others to read.").
- Students engaged with a variety of rich text forms that reflect their identities, lived experiences and interests and allow them to learn about diverse identities, experiences, families, cultures and communities. These text forms will be just-right texts for the students' reading skill levels while reading independently and in small-groups and more challenging texts that provoke their thinking, comprehension and model complex language structures when read to and with them by adults.
- Students will be working in pairs and small groups using a variety of different tools and strategies in their play and class work to develop their decoding and word-reading skills (The Early Reading Toolkit supports word reading skill development to reflect appropriate recommendations in the OHRC Right to Read Report) while the educator supports small

groups. Students will be seen reading decodable texts and using an interactive sound wall to help with decoding new words.

- Students using their reading skills and tools to be better writers across disciplines.

What Observers in Grade 9 English ENLW1 Might Notice as the Curriculum is Implemented Over Time:

- Students are communicating and collaborating in various (online) communities in a safe, respectful, responsible and inclusive manner based on a variety of topics and issues.

- Students are applying principles of digital literacy, for example, selecting and using appropriate digital and media tools to support stages of the design process to address real-world problems.

- To support student agency and motivation, students are selecting, reading, and enjoying a wide variety of text forms and genres that are reflective of their identities, interests, and experiences. They are also learning about diverse identities, experiences, families, cultures, and communities.

Action Plan and Associated Timelines

1. Implement the direction of the Ministry of Education by continuing to provide Early Literacy Intervention through the Early Reading intervention team in the schools whose data over time shows the highest need
2. Develop a comprehensive Literacy strategy aligned with the new curriculum
3. Ensure that the TDSB Early Reading Framework is central to school improvement planning and provide professional learning to system leaders and educators on explicit instruction on foundational literacy skills that are culturally responsive
4. Increased monitoring of literacy data with a continued focus on tracking and changing outcomes for historically and currently underserved groups of students
5. Monitor impact on reading intervention resources (Wilson, Empower, Lexia) on eliminating the gaps in students' reading achievement.
6. Continue to utilize research frameworks to monitor the effectiveness of the Early Years Intervention Model.
7. Continue cross-department partnerships to ensure culturally relevant and responsive, identity affirming pedagogy.
8. Continue to support and collaborate with superintendents and principals to provide educators with reading assessment tools, training, as well as evidence-based small group instructional resources in order to create the positive conditions needed for effective literacy development.
9. Continue professional learning on research-informed assessment tools using inventories and tiered intervention.
10. Deepen collaborative partnerships with the Urban Indigenous Centre for Education to continue to learn how to best support First Nations, Metis, and Inuit students in the TDSB.
11. Deepen collaborative partnerships with the special education department in order to co-develop an early and later years, inclusive model of Tiered Intervention.

Resource Implications

- Staffing for literacy programs and resources are based on the approval of the budget annually by the Board of Trustees

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

P022: Early Learning and Care

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Appendices

N/A

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Supporting Newcomers, Including Refugee Students and Families

To: Program and School Services Committee

Date: 18 October, 2023

Report No.: 10-23-4607

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the Supporting Newcomers Including Refugee Students and Families Report as presented, be received for information.

Context

As the Toronto District School Board (TDSB) continues to welcome more newcomers, including refugee families from around the world, the TDSB fosters relationships with newcomer families and connects them to their school communities, sustains partnerships with external agencies and strengths collaboration among TDSB central departments. The focus is to ensure welcoming and safe spaces for newcomer students and their families across the district.

This update includes a snapshot of the significant work the TDSB is engaged in to support newcomer/refugee families, particularly recently arrived refugee families.

In the past two years, the TDSB has welcomed a myriad of newcomer families, including many students from Afghanistan and the Ukraine. These newcomers have been welcomed through an intentional and well-rounded Onboarding Strategy that includes the following:

Partnerships with External Agencies

The TDSB participates as a member of the Task Force for Afghan Newcomer and the Task Force for Ukraine Newcomers.

This participation allows for regular update and interaction with the City of Toronto, and Provincial and Federal Agencies regarding programs and services for newcomer families.

The TDSB developed an ongoing communication plan with external agencies such as COSTI Immigration Services and The Red Cross to align resources and services including on-site Orientation and Registration Sessions and to ensure a smooth transition for students into schools.

The orientation sessions provide families with information regarding available support and services within TDSB and their school communities. The on-site registration offers opportunities for families to complete the registration package at their temporary residence with interpreters for support if required. Regular visits are conducted by TDSB staff to shelters and hotels to assess and monitor the implementation plan for the onboarding strategy and to assess emerging needs of the newcomer students.

Collaboration within the TDSB Central Departments

TDSB Central Departments continue to collaboratively coordinate programs and services to support newcomer students and their families. These include:

- **Orientation sessions** for families residing in shelters and hotels to provide information regarding TDSB programs and services
- **Welcoming Events** for students and families to connect with TDSB central staff and community partners
    - TDSB Ukraine Welcome Fair on April 15, 2023, at Western Technical Commercial School
    - TDSB Afghan Welcome Fair on October 14, 2023, at Thorncliffe Park Public School

The TDSB Central Departments provide additional services based on emerging needs. These include:

Department/Area	Key Services to Support Newcomers
Planning Department	Assign schools for students residing in shelters and hotels based on location, ESL/ELD programming and utilization rate
The Community Services	Facilitate on-site registration at hotels and shelters
Transportation Department	Develop a comprehensive transportation plan for students residing in hotels and shelters, including bussing to Curriculum Night at schools
Employee Services	Provide access to additional allocation
Special Education and Inclusion	Coordinate timely access to special education services for newcomer students as required

Professional Support Services	Provide families and schools with services as required including social work support.
Parent and Community Engagement Office	Provide Settlement Services and Interpretation Services to families and schools
Business Services Department	Provide a variety of in-kind and monetary donations to newcomer/refugee students
Continuing Education	Offer summer school programs for newcomer students
Welcoming Communities	Provide tutoring programs at assigned schools and Facilitate March Break Day Camp programs for newcomer students
Library and Learning Resources	Curate and share resources to support students, families, and educators TDSB Resources for Supporting Afghan Newcomers TDSB Resources for Supporting Ukraine Newcomers
ESL/ELD Department- • ELE/ESL Itinerant Teachers • The TDSB Secondary Assessment Centers • The Multilingual Assessment Services • LEAP Programs	Support schools with on-site initial assessments and First Language Assessment for newcomer students for appropriate placement and ESL/ELD programming Support schools in developing and implementing age-appropriate literacy and numeracy ELD programs for English Language Learners with limited prior schooling opportunities Build capacity in ESL/ELD Programming across the system through monthly professional development sessions and job-embedded opportunities at targeted schools with high number of newcomer students Build capacity among teachers to use multilingualism as a framework for instruction and assessment at targeted schools Support new ESL/ELD teachers in their transition to the new role and to build capacity for best practices in ESL/ELD programming

TDSB Support for Newly Arrived Refugee Claimants

TDSB continues to monitor and adjust the Onboarding Strategy as we assess the needs of newcomer families across the city, particularly recently arrived refugee claimants. These include:

- Participating in the City-Community Agency Table, Refugee Claimant Arrivals, the purpose of this Table is to:
  - Provide updates on the City's response to the arrival of refugee claimants in Toronto;
  - Answer or clarify any questions or concerns.

- o Enhance broader situational awareness of the increase of arrivals of refugee claimants across Toronto;
- o Identify any urgent/pressing issues; and
- o Align and coordinate resources and services such as access to Childcare and Settlement workers
- Ongoing communication with external agencies and volunteers to assess emerging needs
- Assigning schools to faith spaces to prepare for the potential arrival of school aged students
- Regular visits to hotels/shelters and faith spaces to share information regarding available services and support for newcomers, including refugee claimants
- Collaboration with Humaniti to facilitate access to food for recently arrived refugee claimants

Action Plan and Associated Timeline

The ESL/ELD department will continue to build on the work that has already been done. Key next steps include:

- continue to support newcomer/refugee students in hotels, shelters and faith spaces
- strengthen coordination and communication with schools, and with internal and external partners
- expand mentorship and leadership opportunities among staff within school communities with a high influx of newcomers/refugee students

Resource Implications

For next year, staffing and financial resource planning considerations focus on:

- updating the Onboarding Strategy based on the number of newcomers, including refugee students
- strengthening ESL/ELD programming at targeted schools
- Continue to address staffing needs
- expanding the services of the TDSB Secondary Assessment Centres to include conducting initial assessment at targeted schools and providing direct support to families, students, and educators
- continuing to update the current collection of resources with a focus on a Multilingualism framework

Communications Considerations

This update will be shared through System Leaders Bulletin and posted on the Boards internal website.

Board Policy and Procedure Reference(s)

- Accountability for Student Achievement (P040)

- Equity (P037)
- Human Rights (P031)

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Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board