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Brief summary of issue or topic of discussion:

The Revised EPR no longer commits to providing improved access to French Immersion. Trustee [REDACTED] has noted that schools such as Hawthorne and Arch Street Public Schools —previously identified as disadvantaged due to a lack of French Immersion—are still left out. In these cases, the intent of the EPR is equity, but the outcome is a loss of access for already under-served communities. As a parent at Connaught Public School, the revised boundary in fact reduces access to French Immersion, counter to the desired outcome of the revised EPR.

Furthermore, changes to the EPR have a real impact on Extended Day Care. Having a plan to support families who would be changing schools to confirm whether and how they can be accommodated in the new school cannot wait until next year, this is critical information that should be available before a vote. Because of these changes, some families will need to pay for both morning and afternoon Extended Day Program, an additional cost, and one that many families do not have the luxury of absorbing.

Lastly, The board has made broad statements about Grandparenting, but has not outlined what such an exemption process might look like. Families are left with a high level of uncertainty regarding their potential eligibility. This is something extremely important as many families wish to reduce the disruptions to their children's learning, keep siblings together at the same school, and ensure students have access to bilingual learning environments. As is the case at Connaught Public School, where the board estimates that 50 students will change schools (though informal neighbourhood surveys dispute this number and vary widely from the board estimate), the significant boundary changes are counter to the principles of the EPR where students will be left with unilingual learning environments and increased commute times to access French Immersion. Meanwhile, these students, most of whom live in the most walkable part of the current Connaught boundary, already have access to French Immersion at their local school - Connaught.

Exemptions should be granted wherever possible to minimize disruption for children. They should be required when changes result in outcomes that contradict the stated goals of the

EPR, such as equitable access to programming or walkable community-based schools, as is the case for the French Immersion students caught in the revised Connaught boundary realignment.

Changes to the EPR are significant and impact the entire system of early learning and childcare. The information available to families and trustees does not reflect a full understanding of these impacts or a coordinated plan to mitigate them. Trustees must be equipped with a full picture before making decisions that could financially burden families or limit access to critical childcare supports.