

TORONTO DISTRICT SCHOOL BOARD

REVIEW OF FRENCH IMMERSION AND EXTENDED FRENCH PROGRAMS

DECISION SOUGHT: The Board is being asked to adopt an implementation plan to address the issues of concern raised in the report on the Review of French Immersion and Extended French Programs.

CONTEXT: The system wide review of French Immersion and Extended French programs was initiated in August 2005 by the Director of Education and senior staff. The review was undertaken to identify all issues of concern to the communities served by the programs and to propose strategies for change that will ensure success of the growing program. It is an early part of the system review program that has been established to systematically evaluate all major programs and services in the Board.

An external consultant was engaged to conduct the review.

System wide consultation began in September 2005 and concluded in February 2006. In order to reflect the views of all stakeholders, those consulted included:

- Graduates of French Immersion and Extended French Programs;
- Students currently in French Immersion or Extended French Programs;
- Parents:
 - in a series of public meetings;
 - through submissions from groups and individual parents; and
 - through responses to an electronic questionnaire;
- Parent and Community Organizations:
 - French as a Second Language Advisory Committee (FSLAC);
 - French Immersion Parents Association (FIPA); and
 - chapters of the Canadian Parents for French through meetings devoted entirely to the Review process;
- Trustees, through individual interviews, as requested; and
- Staff, including:
 - teachers;
 - members of the French as a Second Language department;
 - Principals of schools with French Immersion and/or Extended French Programs;
 - focus groups of principals of schools without French

- Immersion and/or Extended French programs; and
- Supervisory Officers and senior staff.

A draft of the consultants' report (Appendix 1) was provided to FSLAC at its meeting of 13 February 2006 for review and comment.

ISSUE:

The consultant's report made 15 recommendations to address issues raised and to create the desired future for French Immersion and Extended French Programs.

Staff has reviewed these recommendations and supports them in principle. For implementation purposes they must be grouped into four major categories:

1. Steps that can be taken immediately:

- discontinue the use of the term Optional French and replacing it with Extended French or French Immersion Programs;
- develop a policy on Extended French/ French Immersion for implementation in September 2007;
- undertake a feasibility study on the establishment of additional French Immersion Centres;
- commit to the establishment of child care centres in new French Immersion Centres where space is available and partners can be found; and
- identify new strategies for attracting and retaining regular and occasional teachers for the program.

2. Directions which can be approved in principle, but require a detailed implementation plan to move them forward:

- implementation of alternatives to the lottery admission process with the goal of accommodating all applicants;
- development of funding partnerships with the Federal Government to implement the Government of Canada's goal of doubling the proportion of secondary school graduates with a functional knowledge of French by 2013; and
- development of additional materials for parents, and strategies to ensure that information on the program is widely available.

3. Issues which require additional research:

- establishment of a pilot program at Grade 4 that combines Extended French, Special Education and Gifted.

4. Recommendations to be referred to the budget process:

- provide additional resources (a senior leadership position) to support the program;
- if approved the staff person in the senior leadership position will prepare a report by December 2006 on:
 - alternatives to the lottery admission process;
 - strategies to ensure that information about the program is widely available;
 - possible partnerships with the Federal Government to increase the number of graduates with functional knowledge of French;
 - plans for additional materials and support to students and teachers in extended French/ French Immersion programs;
 - feasibility of establishing a pilot program at Grade 4 that combines Extended French and Special Education, Gifted; and
 - enhancing the commitment of all administrators to second language training; and
- develop additional training and materials for teachers in the program.

RECOMMENDATIONS: It is recommended that:

- 1. a Policy on Extended/French Immersion be developed through the Policy Development System Review Process in time for implementation in September 2007;**
- 2. Planning and Program staff undertake a feasibility study on the establishment of additional French Immersion Centres;**
- 3. Child care facilities be provided in new French Immersion Centres where space is available and service providers can be obtained;**
- 4. the use of the term Optional French be discontinued and the programs be called Extended French or French Immersion Programs;**
- 5. staff prepare a report on strategies for attracting, retraining and training regular and occasional teachers for French Immersion/Extended French Programs be developed;**
- 6. commitment to second language learning be included as a consideration for the placement of persons in leadership**

positions in sites that house French Immersion/Extended French Programs;

7. a senior leadership position be established to provide support for the French Immersion/Extended French Programs and that this be referred to the budget process.

RATIONALE FOR RECOMMENDATION:

- adopting these recommendations will ensure that the concerns voiced by parents, students and staff are addressed in a timely and responsible manner; and
- the program will better serve the needs of the community for which it is designed and facilitate broader and more equitable access across the city.

COST AND FUNDING SOURCE:

Senior Leadership Position \$118,545 to \$160,428
(to be included to the salary costs, dependent upon position, would be an Expense Allowance of \$3,000 or a Travel Allowance of \$5,100)

School Services Non-Discretionary Budget 2006-07

HUMAN RESOURCES IMPACTS:

N/A

PERFORMANCE MEASURES:

N/A

IMPLEMENTATION PLAN AND TIMELINES

Immediate	Change in program designation
July 2006	Appointment of Senior Leadership Position
December 2006	Additional Reports to Board
January 2007	Finalization of new policy

APPENDICES:

Appendix 1 Consultants' Review of French Immersion and Extended French Programs

From:

For further information, please contact Penny Maidens, Executive Superintendent (Interim), School Services - Central at 416-393-8995 or via e-mail at penny.maidens@tdsb.on.ca, or Norbert Hartmann, Executive Superintendent, System Services at (416) 397-3761 or via e-mail at norbert.hartmann@tdsb.on.ca.

To:

Executive Council	14 February 2006
Program and School Services	22 February 2006
Board	8 March 2006

Report

on the

Review of French Immersion and Extended French Programs

Prepared for the Director of Education and Senior Staff
of the Toronto District School Board

February 13, 2006

Review facilitated and Report developed
by Dorothy Gossling

Report Overview

This report follows a system-wide consultation process and is intended to:

- Describe the consultation process
- Provide an update on current status of Extended French and French Immersion programs
- Summarize data gathered around common themes
- Provide detail of data gathered in appendices
- Highlight the major system requirements for ensuring success
- Identify current needs
- Propose responses to address needs
- Identify action required

The Consultation Process

The system wide review of French Immersion and Extended French programs was initiated in August 2005 by the Director of Education and senior staff. Staff identified the need to address issues that are raised on a continuous basis and decided to proceed in ways that are supported by the communities the programs serve. The review was undertaken, knowing that some procedures require change, to identify issues of concern and propose strategies for change that will ensure success of the growing program.

The review process is an early part of the system review program that has been established to evaluate all major programs and services in the Board.

System wide consultation began in September 2005 and concluded in February 2006. In order to reflect the views of all stakeholders, those consulted include:

- Graduates of French Immersion and Extended French Programs
- Students currently in French Immersion or Extended French Programs
- Parents
 - In a series of public meetings
 - Through submissions from groups and individual parents
 - Through individual parent-requested interviews
 - Through responses to an electronic questionnaire
- Parent and Community Organizations,
 - French as a Second Language Advisory Committee,
 - FIPA (French Immersion Parents Association) and chapters of the Canadian Parents for French through meetings devoted entirely to the Review process
 - Written submissions from parent groups such as The Association for Bright Children
- Staff, including
 - Teachers
 - Staff of the French as a Second Language Department
 - Principals of schools with French Immersion and/or Extended French Programs
 - Focus groups of principals of schools without French Immersion and/or Extended French programs

- Supervisory officers and senior staff
- Trustees, through individual interviews, as requested

Participation in the review process has been extensive – hundreds of parents have provided detailed responses. Submissions have been received from many individuals and groups. Staff responses were gathered at professional development sessions for teachers. Much data was gathered at meetings for the sole purpose of providing input to the review. Some data was gathered at regularly scheduled meetings.

The issues, ideas, suggestions and concerns raised by all the above have been considered and the content of this report and the recommendations emerge from the consultation. Appendix A is a summary of issues raised by the French as a Second Language Advisory Committee. Appendix B details issues raised by other participants in the review process. Due to the length of the appendices, they will be posted on the TDSB web site.

Current Status of French Immersion and Extended French Programs

To provide the context for the report and recommendations, a summary of the current status is provided.

Currently there are approximately 17,330 students in French Immersion and Extended French Programs.

There are approximately 11,500 students in French Immersion programs.

- Early immersion programs (beginning in Senior Kindergarten) in 42 schools;
- Mid- immersion programs (beginning in Grade 4) in 4 schools,
- Late immersion (beginning in Grade 6) in 1 school and
- Continuation programs for these students (Grades 6,7, 8) in 22 schools.

There are approximately 2100 students in Extended French programs. They are in programs

- Beginning in Grade 4 in 13 schools and
- Beginning in Grade 7 in 16 schools.

There is, currently, a process underway to open additional programs at the Grade 4 level. The process is to be completed by September 2006. 24 schools have been or, are in the process of being, identified. Parents in a number of schools districts around each of the designated schools are determining, by survey, whether the programs in each school will be French Immersion or Extended French.

Programs at the secondary level are offered in 14 secondary schools for approximately 3730 students from Immersion and Extended programs.

General Observations from the Review

Expectations of Participants

People participated eagerly in the review. Participants applauded the board for undertaking the review of French Immersion and Extended French programs. Participants in the review have expectations for change. Parents and staff believe that few, if any, of the concerns raised throughout the review process are new issues. Parents, particularly, expressed frustration that they have raised issues previously but have not influenced decisions or practice. In spite of the concerns raised, parents are hopeful and see the review as a positive indication of concern for their children's programs. Participants, although in many cases, detailing issues in need of attention, are confident about the future of their children, the programs and that change will occur in the near future.

Positioning Programs as Valued

Many of the stories told and issues raised during the consultation speak to the positioning of French Immersion and Extended French programs within the board. The value placed on French Immersion and Extended French programs varies widely from school to school. Evidence indicates that programs are embraced, supported and important in many schools. In others, however, evidence suggests the programs are not well supported. This report will recommend a number of strategies to build support and position programs to ensure that students and their parents are well served.

Aligning Language Usage

The use of the word "optional" (in Optional French Programs) has been the subject of discussion throughout the review. Parents and staff believe that although the Ministry of Education uses the term, use of the word "optional" should be discontinued within the Toronto District School Board and that instead, the programs be called French Immersion and/or Extended French. Participants believe continued use of the word 'optional' marginalizes the program and fails to recognize that these programs are the only education pathway their children experience.

What People Said

1. French Immersion and Extended French Programs are Successful

For over 17,000 students, programs are very successful. Although in meetings and parents responses, there were suggestions for improving practice and procedures, the common theme was that of success. French Immersion and Extended French programs can be described as working well for learners and their families. The concern that the review may result in program reductions and/or major program change surfaced at each event during the review. Parents and staff view these programs very much as working well and could work even better. This report acknowledges the many comments received about

- The effort of teachers to ensure successful learning experiences for learners

- The support provided by the French as a Second Language Department for a staff that is growing and changing frequently. Many teachers in the program require considerable early support as either they are new to teaching or trained outside of Ontario and unfamiliar with Ontario curriculum and classroom practice.
- The tremendous support parents provide to their children and to the programs

2. Programs Need System Leadership and Support

A common perception is that the system does not embrace these programs as important and valued. The stories told across the city demonstrate that support is either received by schools differentially, implemented by schools differentially, or both. Participants do not see evidence that the system fully supports French Immersion and Extended French programs. Support at the system level is crucial to the success of this growing program. Consolidating the responsibility for French as a Second Language may be helpful. It is a complicated process to identify which superintendent is responsible for which issues. A more clearly defined line responsibility may be needed. It will be important to demonstrate support and to position French Immersion and Extended French programs as valued. Suggestions from the review process for enhancing system support include:

- System wide initiatives, such as literacy, include French Immersion and Extended French programs and teachers
- The French as a Second Language Department cannot be considered the same as other curriculum departments, with a focus on their ‘subject’. Core French fits this model but French Immersion and Extended French programs, where the language of instruction is French cross all subject areas and require system support in all subjects. Curriculum initiatives from subject specific departments should include reference and support for French Immersion and Extended French programs. For example, if staff in a curriculum department prepares exemplars for their subject, consideration and planning for exemplars to be used in French Immersion and Extended French programs needs to be part of that department’s planning process. Currently, participation in system initiatives is dependent upon the translation of all materials by the French as a Second Language Department. Given the large number of core French programs the department supports, adding all system initiatives may not be a reasonable expectation
- Participants in the review are not confident that system leaders value French Immersion and Extended French programs. Stories told during the review process indicate consistent support across the system requires attention.

3. Programs Need Consistent Support at the School Level

Some data gathered suggests there is inconsistent understanding of French Immersion and Extended French programs at the school level. During the review, participants reported that in some schools the program is important, well understood and well supported. In other schools data gathered suggest that the programs are not well supported. Success for programs requires leadership and good management at the school level. There is a need to position programs as valued, important, supported.

Participants see a need for increased instructional leaders to support growing program. The addition of the 24 new programs at the Grade 4 level and other staffing issues to be addressed below indicate that the number of instructional leaders to work with teachers, principals and parents is too low and should be increased.

An issue of growing concern is the course selection for students in French as a Second Language programs at the secondary level. Some secondary schools are not able to offer sufficient courses for students to take the required number of courses due to the number of students in the French Immersion and Extended French programs. As the program is reviewed, particular attention to increasing the number of students to encourage the enhancement of course selection at the secondary level should be a priority.

4. More support for students in French Immersion and Extended French should be provided.

A frequently raised issue is the perceived lack of support for students who are in French Immersion or Extended French programs. Some parents perceive that students are accepted for the programs, and later, should support be required, there is no route for students to receive help while remaining in the program. There is strong feeling across the city that some support help should be available to students who are struggling with a learning issue, without their first having to withdraw from the program. Some schools are able to provide support to students. It will be helpful if prior to entering the program, principals help parents understand the school's ability to, and practice in providing support for struggling learners. Any undertaking to relieve parents of the "no one told me" frustration will benefit learners, their parents and the school.

One of the most hotly debated issues during the review process focused on which students 'should be' in French Immersion and Extended French programs. There is a belief on the part of some parents and some staff that the programs are for the most capable learners. Suggestions were made about pre-testing, screening and streaming at every meeting and in many submissions. Some teachers believe the barrier to their achieving more success is that the students they receive 'are not good candidates' for French Immersion or Extended French. A policy document will clarify and position of the board on this issue. A review of the literature and knowledge about successful learning make it clear that those characteristics that predict success in French Immersion and Extended French programs are also characteristics that predict success in programs where English is the language of instruction. Although, many believe the root of problems within the program is due to the absence of streaming, there are parents and staff holding a different view that warned against streaming or restricting access. One parent told how she was not high-achieving as a young student and would have been excluded, had the suggestions made at the meeting been in place. The parent told of her enjoyment in the program, her success in learning our second language and the difference it has made in her life. This report proposes that all students be eligible and that strategies be implemented which support access for all.

Some participants in the review related stories that sounded as though French Immersion and Extended French programs should be a reward for doing well in an English language

program. A major contributor to this issue is that many parents, when their child encounters a learning difficulty, are counseled to withdraw from the program. Some believe all students should be performing at the same level and those who are not excluded. This belief is not limited to the French Immersion and Extended French programs, but was prevalent in the review.

In many cases, formal special education interventions are not required. The development of additional resource material on reasonable classroom interventions may be helpful for teachers. There are many ways teachers can modify programs to accommodate a wide variety of learning difficulties. As class sizes are reduced, this may be a more reasonable expectation of teachers.

The literature includes descriptors of successful language learners that could be shared with parents and staff. However, it must be used carefully, as the descriptors also apply to successful learners in English language programs. What can be learned from the data gathered is that clear statements about eligibility, program admission, and exclusion are needed for staff and parents.

Some parents attended consultation in order to raise their concern about having to choose, for their child in Grade 3, either French Immersion/Extended French or a Gifted program starting in Grade 4. The combination of French Immersion and Special Program Gifted poses staffing complications at this time, given the challenge in staffing Immersion programs. Both programs require special qualifications. However, staff could investigate the possibility of a pilot program at the Grade 4 level that is half time Extended French and half time Special Education, Gifted.

5. Some procedures require review and change.

While many participants raised issues related to procedures used in French Immersion and Extended French programs, it should be noted that the Toronto District School Board has put in place procedures to ensure consistency across the system. Many school boards have not yet created procedures to guide practice in programs. It may be that some procedures should now be reviewed.

One of the most common issues raised during the review relates to the practice of admission to French Immersion and Extended French programs by lottery. Emotions run high when parents learn that the chosen program admits students by lottery. While most parents clearly understand the staffing, accommodation and other issues behind the practice of admission by lottery, none are willing to endure the process much longer. This report cannot value the input of participants without suggesting a process that will lead to the discontinuing of admission by lottery.

The practice, in some schools, of starting Immersion and Extended programs with very large class sizes to prepare for attrition in the future will be addressed, to some extent, by provincial capping requirements. A possible strategy for reducing, and certainly better understanding, high attrition rates are exit interviews, which will be addressed below.

The policy for transportation of students impacts families very differently and requires review. Requiring young children travel from north of Highway 401 to south of Eglinton needs re-visiting. Parents recognize the location of programs impacts families differently but review is necessary, particularly for those living near the city's east and west borders.

6. Data will ensure better program decisions and better-informed program administration.

During the review process, many participants related incidents when they had asked for information but found the data they were looking for was not available. The incidents varied widely. There is a perception of the part of some participants that when the data is not shared, it is due to inconsistent application of procedures across schools, not lack of availability of the information. The question "Why do so many families withdraw their children from French Immersion and Extended French programs?" was asked frequently. If exit interviews were conducted with all families who choose to withdraw a child from the program, it may provide the data necessary to reduce the high attrition rate the programs suffer. Reducing attrition can only help the school, the learners, and parents. Exit interviews could be the beginning of a database for French Immersion and Extended French programs that could lead to more stable enrolment patterns.

Principals of schools with Immersion and Extended programs detailed the additional administrative work associated with the programs. Some central support during key times and procedures will better support the administration of the school and consistency across the system.

7. Programs Require Informed Advocacy

A clear message from the review is the need for advocacy and champions for French Immersion and Extended French programs. A system team of advocates must participate in follow-up to this review process. Many parents reported feeling that they are the only advocates for the programs. System leaders, principals and teachers may need to re-examine the messages they are giving parents who support second language learning in these programs. A Canada wide survey conducted by the Canadian Parents for French documents alarmingly high numbers of parents who have received only negative comments about French Immersion and Extended French programs. A team of advocates can be built with such initiatives as the system providing parents with highlights of current research on second language learning and preparation of materials on "How to Help at Home". Many parents are confused about their roles and responsibilities. It is important that as decisions affecting the programs are made, the threads of research, pedagogy and successful practice inform those decisions. Parents advocated for programs during every meeting as many are concerned that the review process could result in programs closing, particularly small or unique programs.

8. Staffing and staff training issues require immediate attention

During the review process, the difficulty attracting and retaining qualified teaching staff for the programs was discussed frequently. Principals talked of their reluctance to be in schools

with Immersion or Extended programs because of the huge problem staffing presents. There may be an opportunity to help alleviate this situation by the board offering and funding the mandatory qualification course (FSL Part 1). Providing this program for current staff who speak French but are not currently teaching in French programs could increase the pool of qualified teachers while providing assistance to teachers trained outside Canada in becoming more familiar with Ontario curriculum, practice and school culture. Mentoring programs for teachers new to the province or country can be expanded. Mentoring needs to include assistance to teachers as they try to settle in to a new school and community, province or country. Incentives for teachers could be considered as a short-term measure to increase available staff. Innovative practices will need to be developed if the program is to be maintained and expand. Teachers who come to Toronto to teach French whose English does not permit them, initially, to participate fully in the life of the school and their own community require support to develop facility in English.

The adult to learner ratio in programs where speaking is a priority presents a challenge. Providing a second adult in Immersion and Extended programs has been a very successful strategy for language development. Participants in the review identified the need for an increased number of Educational Assistants to Immersion for Extended programs.

9. Programs need additional resources.

A large part of every consultation meeting focused on the issue of parents' perception that the programs have insufficient resources. The stories related suggest a lack of consistency as some schools are reported to have none (or few) library books in French; others are reported to have a good collection in the school library. There is a clear need for increased budget allocation to French Immersion and Extended French programs. There also needs to be a transparent process for budget allocation and tracking of expenditures at the system and school level.

There needs to be a system response to the widespread belief that more funds are available if the board should choose to allocate them to French Immersion and Extended French programs.

The cost of materials in French will also affect the budget of curriculum departments if, as follow up to this process, they provide materials for the board's two languages of instruction.

French Immersion and Extended French Programs require ongoing differentiated allocation of resources. There is a consistent message from parents, parent groups, and staff that schools cannot purchase the same amount of instructional materials in French as they can purchase for the same dollars in the English language. Clearly, French language materials are more expensive. This will require ongoing differentiated budget allocation at the system and school levels.

The lack of appropriate textbooks is of concern for parents and staff. Many participants reported that there are no textbooks available in some areas of the curriculum. Providing

leadership in the development of materials may be the route to ensure the necessary resources for learning.

10. We can learn from successful program structures and services.

Parents of students in the board's French Immersion Centres (elementary schools offering French Immersion programs only) speak very highly of their children's experience. In each consultation meeting, parents asked why the board does not open additional centres. Parents and staff believe the concept of the centres provides the better alternative. The need for extra-curricular activities in French, French the major language in the management and operation of the school are two of the many advantages participants reported. As board processes and enrolment patterns change across the city, opportunities to provide additional French Immersion Centres should be considered.

Many participants raised the issue of gender in Immersion and Extended programs. Many see the programs as "girl-friendly" or "anti-boy". It will be important to address this issue both through the gathering of data to be shared with staff and through the inclusion of the research on gender differences in learning as part of ongoing professional development for teachers. Highlights of the research could be considered for a document for parents.

Many parents who attended the consultation meetings do not have children in the programs. They came to ensure the barriers they faced were heard. Lack of childcare in schools with French Immersion and Extended French presents a block to participation for many parents. As children often attend a school other than their local neighbourhood school, childcare is crucial. As new locations are considered for program expansion, parents hope that childcare will also be available.

Analysis: What Does This Mean?

Analysis of the data gathered during the review speaks to the absence, at the board level, of clear goals and an articulated policy on French Immersion and Extended French programs. The lack of clearly stated goals is at the root of many issues and concerns that continue to be raised, both locally and during the review.

Participants in the review, in the absence of system goals, have assigned goals individually and this has resulted in a wide variance as to what expectations people have for the programs. Participants are holding the board (and schools) responsible for not meeting their goals. It is important to address the tension between parents, who experience their individually set expectations not being met clashing with staff who are either unaware of the expectations or, in some cases, believe the expectations to be beyond the scope of their program.

Clear goals will answer questions such as:

- Are we developing bilingual graduates?
- Are all programs closely tied to current research in second language learning?
- Are decisions for growth and change data based?

- What data is being used?

To build the kind of programs participants want, the major requirements for success include:

- Clear goals for the French Immersion and Extended French Programs
- A Board Policy on French Immersion and Extended French Programs
- Procedures consistent with policy
- Leadership and advocacy
- System responsibility for implementation
- School responsibility for implementation
- A monitoring process

The Desired Future for French Immersion and Extended French Programs

The analysis of data gathered during the review detail a desired future for French Immersion and Extended French Programs, which includes:

- Access for all (within guidelines) applicants
- Increased system and school-level support
- An increased, positive program profile, including program champions and positive advocates
- Programs seen as important; recognition that this is *the* education pathway for students in the program
- Increased instructional support staff for growing program
- Student participation a microcosm of system students
- An increased pool of qualified teachers
- An increased Human Resource focus on attracting, recruiting, retaining and training of teachers for programs
- Provision of excellent instruction
- Additional adult language models through the provision of Educational Assistants in programs for young children
- Increased resources allocated to program
- Recognition of on-going differentiated budget allocation requirements
- Clear statement about the plan for meeting individual student needs
- Consideration of providing instruction in the future in an increased number of French Immersion Centres
- Recognition of the need for child care
- Information for parents readily available – including policy, highlights from recent research on second language learning, how parents can help at home
- Involvement of curriculum departments for all subjects where the instructional languages are both English and French
- Communication with the Government of Ontario around assessment programs for French Immersion and Extended French

Recommendations

To address issues raised during the Review of French Immersion and Extended French programs and to create the desired future of French Immersion and Extended French programs detailed by students, graduates, parents, parent groups, staff and trustees, it is recommended that:

1. A *Policy on Extended French/French Immersion* be developed
2. Existing procedures be changed, as necessary, to align with the new policy
3. The Board adopt the goal to accommodate all applicants for French Immersion and Extended French programs.
4. An implementation plan, identifying action required, with timelines for each action, be developed for consideration by the board by December, 2006 and that the plan be shared widely with the public as soon as possible.
5. The plan includes a commitment by the board to discontinue the process of program admission by lottery upon implementation, but no later than January 2007.
6. A staff person be appointed, for a period of 2 years to provide leadership including
 - To the team developing the action plan
 - By conducting exit interviews with all families who withdraw from Extended French or French Immersion Program
 - By collecting other relevant data to build a data bank for French Immersion and Extended French programs
 - By managing issues resulting from the lottery, in the short term
 - Building support for the program with system leaders
 - Work with the Human Resources Department to identify new strategies for attracting, retaining and training teachers, both full time and supply staff.
 - In developing strategies for all curriculum departments to ensure that materials are available, in their subject area, for staff and students in both languages of instruction
 - In developing professional development materials using research on gender differences in learning for use in schools
 - In the development, with the French as a Second Language Department, of additional materials for parents, including Highlights of Recent Research in Second Language Learning and How Parents can Help at Home
 - In working with the Communications Department to develop additional strategies to ensure information about the programs is widely available to the public
7. The line responsibility for French as a Second Language be consolidated.
8. In 2006, the board offer, and assume the full cost for, French as a Second Language Part 1 Qualification Course for Teachers and that the teachers eligible to attend be those

currently on staff who speak French but are not teaching in French Immersion or Extended French programs due to the lack of the required provincial qualification

9. In recognition of the work required, the program growth and change, the number of instructional leaders in the French as a Second Language Department be increased by two (2) in the spring, 2006 staffing process
10. Use of the word 'Optional' (in Optional French Programs) be discontinued and that the programs be called French Immersion Program and/or Extended French Program.
11. A review of models for support to students in Extended French/French Immersion be undertaken and additional materials on classroom strategies for assisting students in both Extended French and French Immersion be developed for teachers.
12. System wide initiatives, (example Literacy Initiatives) be designed to include students and teachers in Extended French/French Immersion programs
13. Staff investigate the possibility of a pilot program at the Grade 4 level that is half time Extended French and half time Special Education, Gifted.
14. Opportunities for additional French Immersion Centres be identified by Planning and Program staff and that childcare be provided, where possible in any new French Immersion Centres.
15. As the Office of the Commissioner of Official Languages, in cooperation with Canadian Heritage and the Privy Council Office have set the ambitious goal of doubling the proportion of secondary school graduates with a functional knowledge of their second official language by 2013 as policy of the Government of Canada, the Board pursue funding opportunities through partnerships with the Federal Government. As the TDSB provides the Canada's largest French as a second language program in the country, a partnership is pre-requisite to achieving the national goal.