

TORONTO DISTRICT SCHOOL BOARD

FRENCH IMMERSION AND EXTENDED FRENCH ANNUAL REPORT

TO Program and School Services Committee 13 May 2009

RECOMMENDATION **IT IS RECOMMENDED that the report be received.**

CONTEXT On 28 November 2007, the Board approved that staff present an annual report on French Immersion and Extended French programs. Data has been collected with the cooperation of many departments including School Services, Employee Services, Facility Services and Business Services.

The accompanying appendices contain a snapshot of French Immersion and Extended French programs in the Board for the last three years. In some cases, information has been provided to date back to 2000 in order to provide a full picture of the enrolment data for elementary programs.

The following is the decision which directed staff to prepare this report:

“that staff present, beginning in the fall of 2008, an annual report providing details and insight, including comparatives with other school boards on the following:

- enrolment by grade and by program (French Immersion and Extended French);
- attrition rate by grade and by program;
- efforts to collect data on the reasons for attrition, including exit surveys;
- data on the number of Grade 8 transfers into secondary of potentially at-risk students;
- plans to ensure programs and supports in secondary schools are in place to improve the outcomes for those students at risk of failing and dropping the program;
- Instructional Leader staffing levels;
- data on the number of non-certified French-language teachers and the number of non-qualified French-language teachers

- employed who are serving on letters of recommendation;
- efforts to improve retention and recruitment of French teachers;
- professional development and French Immersion qualification efforts;
- ongoing challenges; and
- academic success comparisons, where possible.”

SUMMARY

- The Board offers Core French, French Immersion and Extended French programs that are supported by an excellent professional development program. The success of the program is evident since enrolment in the programs has increased despite a decline in regular school enrolment;
- Despite significant efforts in recruitment and support of staff, it is difficult to retain teachers who are willing to teach French. Expansion of the program has made it more difficult to retain sufficient staff for regular classroom and for occasional teaching;
- In comparison to other boards, the Toronto District School Board (TDSB) serves more students proportionately in Extended and Immersion French programs;
- Attrition rates in the French program vary from program to program. Detailed information is available in the body of the report; and
- This is the first Annual report. Over the next few years, expansion of the Grade 4 Extended and Immersion programs into secondary school as well as class size requirements may affect data that will be presented.

APPENDICES

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Appendix A

TOTAL ENROLMENT IN FRENCH IMMERSION AND EXTENDED FRENCH PROGRAMS 2000-2008

- The following chart is based on Head Count data drawn from October 31 annual reports. It is significant to note that enrolment in French Immersion and Extended French programs has increased, despite decreases in general enrolment in TDSB in both elementary and secondary schools.

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	11,000	1,457	*2,497	761	761
2003-4	11,176	1,660	2,097	**1,147	14,933
2004-5	11,235	1,746	2,271	1,245	16,497
2005-6	11,411	2,098	2,326	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,870	3,388	2,428	1,352	19,038
2008-9	12,311	3,705	2,435	1,294	19,745

* This was the double cohort year in which the last of the Grade 13 (OAC) programs was taught in secondary schools. There were fewer students in secondary French Immersion programs in the following year.

** More students appear to have selected Extended French programs in the first and later years after the double cohort. The compression of the secondary curriculum may have caused a change in the student course selection.

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Appendix B

FRENCH ENROLMENT AS PERCENTAGE OF TOTAL ENROLMENT IN COMPARISON WITH OTHER BOARDS

Elementary French Immersion and Extended French in Ontario School Boards

- The following chart illustrates information provided by other school boards about their enrolment in French Immersion and Extended French programs.
 - In most cases, total elementary enrolment in the boards dropped from 2007 through 2009.
 - In 2007-2009, French Immersion and Extended French increased despite shrinking enrolment.
 - There appears to be a continual increase in enrolment in French programs by parents of elementary school programs.
 - Reasons for this include:
 - Parents believe that bilingualism is an advantage in a country with two official languages.
 - Parental choice to have students in classes where there are fewer students who require additional assistance.
 - Parental choice of preferred schools.
- In TDSB, the enrolment in French Immersion and Extended French programs is at 9.3% and 9.9% of total elementary enrolment in 2007-2008 and 2008-2009 respectively.
- The average percentage of enrolment in these programs around the province is 6.1% and 6.7% for the same years.
- TDSB provides a higher percentage of programs than other boards in the province.
- The enrolment in the Ottawa area is very high. Some factors that account for this include the requirement of bilingualism in government employment and the proximity to Quebec.
- The chart includes both French Immersion and Extended French programs. It is important to note that in some boards there are no Extended programs and French is offered as Immersion only. In other circumstances, the boards were not able to provide the information in the format presented.

Boards with Average Participation Rates in Elementary Schools

Board	French Immersion 2007-8	%	Extended French 2007-8	%	French Immersion 2008-9	%	Extended French 2008-9	%	% of Total Enrolment 2007-8	% of Total Enrolment 2008-9
Toronto DSB	11,870	7.2	3,388	2.1	12,311	7.6	3,705	2.3	9.3	9.9
Toronto CDSB	1303	2.2	1919	3.3	1402	2.3	1959	3.2	5.6	5.5
Thames										

Valley DSB	*3,418	7.1			3,464	7.4	185	.4	7.1	7.8
Hamilton Wentworth DSB	1,546	4.3	-		1,796	5.1	-		4.3	5.1
Dufferin- Peel CDSB	N/A		2,168	3.9	46	.08	2,191	4.1	3.9	4.2
Peel DSB	6,167	5.8	631	.59	7,824	7.4	717	.68	6.39	8.08
Durham DSB	3,746	8	-		3,897	8.4	-		8	8.4
Durham CDSB	554	3.6	-		543	3.6	-		3.6	3.6
Average of Above									6.1	6.6

*Combined Enrolment Extended French and French Immersion

Boards with High Participation Rates in Elementary Schools

Board	French Immersion 2007-8	%	Extended French 2007-8	%	French Immersion 2008-9	%	Extended French 2008-9	%	% of Total Enrolment 2007-8	% of Total Enrolment 2008-9
Ottawa Carleton DSB	17,539	37.7	-		18,768	39.4	-		37.7	39.4
Ottawa CDSB	-		-		9,804	39	10,930	43.6	-	43.6

Secondary French Immersion and Extended French in Ontario School Boards

- The following chart illustrates information provided by other school boards about their enrolment in French Immersion and Extended French Programs.
- Total secondary enrolment does not follow the same decreasing trend as elementary.
- The increases and decreases in French Immersion and French Extended enrolment do not follow a consistent pattern, except that both increases and decreases are very small.
- In TDSB, the enrolment in French Immersion and Extended French programs is at 4.5% total secondary enrolment in 2007-2008 and 2008-2009.
- The average percentage of enrolment in these programs around the province is 2.9% and 2.8% for the same years.
- TDSB provides a slightly higher percentage of programs than boards in the province.
- As in elementary programs, both Ottawa boards have higher rates of Extended and Immersion French programming.
- The chart includes both French Immersion and Extended French programs. It is important to note that in some boards there are no Extended programs and French is offered as

Immersion only. In other circumstances, the boards were not able to provide the information in the format presented.

Boards with Average Participation Rates in Secondary Schools

Board	French Immersion 2007-8	%	Extended French 2007-8	%	French Immersion 2008-9	%	Extended French 2008-9	%	% of Total Enrolment 2007-8	% of Total Enrolment 2008-9
Toronto	2,428	2.9	1,352	1.6	2,435	2.9	1,294	1.6	4.5	4.5
Toronto CDSB	170	.6	759	2.5	184	.6	753	2.5	3.1	3.1
Thames Valley DSB	415	1.6	206	.78	375	1.4	162	.62	2.38	2.02
Hamilton Wentworth DSB	170	.9	-		208	1.1	-		.9	1.1
Dufferin-Peel CDSB	-		847	2.6	-		819	2.4	2.6	2.4
Peel DSB	743	1.7	357	.8	729	1.6	441	1	2.5	2.6
Durham DSB	923	3.7			761	3.1			3.7	3.1
Durham CDSB	325	3.6	-		347	4.1	-		3.6	4.1
Average of above									2.9	2.8

Boards with High Participation Rates in Secondary Schools

Board	French Immersion 2007-8	%	Extended French 2007-8	%	French Immersion 2008-9	%	Extended French 2008-9	%	% of Total Enrolment 2007-8	% of Total Enrolment 2008-9
Ottawa Carleton DSB	3,482	13.7	694	2.7	3,412	13.6	676	2.7	16.4	16.3
Ottawa CDSB					2,731	16.8	253	1.8		20.3

Appendix C

STUDENT ENROLMENT IN FRENCH AS A SECOND LANGUAGE BY GRADE AND PROGRAM

The following charts indicate the increases in enrolment in elementary French Immersion and Extended French over the past three years.

Elementary Enrolment

Grade	French Immersion			Extended French		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
SK	1,984	2,096	2,174			
1	1,659	1,713	1,871			
2	1,488	1,476	1,540			
3	1,308	1,376	1,351			
4*	1,190	1,344	1,358	618	846	676
5	1,160	1,107	1,236	341	526	738
6	1,019	1,074	1,029	191	343	488
7*	837	885	921	819	936	956
8	838	799	831	701	737	847
Total Head Count	11,483	11,870	12,311	2,670	3,388	3,705

* Extended French begins in Grade 4 and Grade 7. The Grade 7 numbers reflect total of both program entry points.

Secondary Enrolment

- The following chart illustrates that secondary enrolment in French Immersion and Extended French has remained fairly constant over three years, despite decreases in general secondary enrolment.
- Secondary schools enrolment is recorded by age, not by grade. The Ministry of Education requires school boards to collect the data in this format. In French Immersion and Extended French programs, the age and grade of the students will correlate. Most students under 15 will be in Grade 9, 15 year olds in Grade 10 and so on.

Age	French Immersion			Extended French		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Under 15	621	619	624	321	344	314

15	594	604	614	361	302	330
16	587	565	568	351	344	281
17	532	559	544	242	334	320
18	90	78	79	37	26	46
18+	3	3	6	2	2	3
Total	2427	2428	2435	1314	1352	1,294

Appendix D

HEADCOUNT ENROLMENT AND ATTRITION RATES

- The following data is based on submissions for annual Ministry Reports. The data is presented separately for elementary and secondary since elementary data is collected by grade and secondary data is collected by age of students

Table 1 – French Immersion Senior Kindergarten (SK) -8 Pathway

French Immersion									
SK Entry: SK-Grade 8 Pathway									
Year	SK Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2000	1423	1218	1081	984	818	747	702	591	519
2001	1430	1201	1015	959	839	729	679	622	552
2002	1297	1226	1006	869	808	750	645	606	583
2003	1393	1124	1041	872	740	730	648	573	566
2004	1376	1214	951	919	774	678	648	590	547
2005	1382	1242	1067	837	827	714	639	583	572
2006	1461	1183	1071	928	755	764	638	569	543
2007	1529	1248	1027	967	837	696	692	595	534
2008	1620	1351	1091	927	888	781	642	624	555
Average	1435	1223	1039	918	810	732	659	595	552

Year to Year Attrition Rate									
	SK Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	-15.6%	-16.7%	-11.3%	-14.7%	-10.9%	-9.1%	-11.4%	-6.6%	
	-14.3%	-16.2%	-14.4%	-15.7%	-10.6%	-11.5%	-10.8%	-6.3%	
	-13.3%	-15.1%	-13.3%	-14.8%	-9.7%	-13.6%	-11.2%	-6.6%	
	-12.8%	-15.4%	-11.7%	-11.2%	-8.4%	-11.2%	-9.0%	-4.5%	
	-9.7%	-12.1%	-12.0%	-10.0%	-7.8%	-5.8%	-10.0%	-3.1%	
	-14.4%	-13.8%	-13.0%	-9.8%	-7.6%	-10.6%	-11.0%	-6.9%	
	-14.6%	-13.2%	-9.7%	-9.8%	-7.8%	-9.4%	-6.7%	-6.2%	
	-11.6%	-12.6%	-9.7%	-8.2%	-6.7%	-7.8%	-9.8%	-6.7%	
Average	-13.3%	-14.4%	-11.9%	-11.8%	-8.7%	-9.9%	-10.0%	-5.8%	

Analysis

- There is an attrition rate of 61% from Senior Kindergarten through to Grade 8 in French Immersion from entry at 2000 to Grade 8.
- The largest losses are in primary grades. Some factors that enter into losses at primary grades include the following:
 - Larger rates of mobility of young families within and beyond the city.
 - Re-entry into English program. Some students may encounter difficulties in learning a second language and their parents may choose to transfer them to the English program. This may also happen with the advice of school staff and parental support.
 - Leaving for First Communion in the Catholic School system at Grade 2.
 - Entering other programs, such as a program for exceptional students or an alternative school.
- A small increase is found in Grade 6-7 attrition rates which may be the result of students in some schools moving to schools with a Grade 7-8 component. Parental choice may result in a different school and program than the catchment school for the French Immersion program.

- In 2003, TDSB began to offer additional Extended French programs. As a result, year on year attrition rates have declined, especially after that date. Parents may have chosen a later entry as an option.
- After 2004, enrolment at the entry level has increased despite significant decreases in board enrolment. There was increased parental communication with French since 2003 and this may have highlighted more effectively for parents the range of options available.
- Students who reach the junior grades at Grade 4 are more likely to continue the program to Grade 8. Total average attrition up to Grade 4 is 41%. From Grade 4 through Grade 8, the average attrition rate is 20%.

Table 2A - French Immersion SK-6 Pathway

SK Entry: SK-Grade 6 Pathway									Year to Year Attrition Rate								
Year	SK Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SK Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2000	445	405	358	333	307	289	268										
2001	473	413	365	332	305	282	285		-7.2%	-9.9%	-7.3%	-8.4%	-8.1%	-1.4%			
2002	465	432	386	334	295	288	271		-8.7%	-6.5%	-8.5%	-11.1%	-5.6%	-3.9%			
2003	471	445	390	361	298	277	288		-4.3%	-9.7%	-6.5%	-10.8%	-6.1%	0.0%			
2004	515	435	416	370	330	283	284		-7.6%	-6.5%	-5.1%	-8.6%	-5.0%	2.5%			
2005	527	465	408	389	336	308	278		-9.7%	-6.2%	-6.5%	-9.2%	-6.7%	-1.8%			
2006	529	494	429	388	356	316	304		-6.3%	-7.7%	-4.9%	-8.5%	-6.0%	-1.3%			
2007	546	489	459	415	353	341	308		-7.6%	-7.1%	-3.3%	-9.0%	-4.2%	-2.5%			
2008	541	530	460	429	377	328	326		-2.9%	-5.9%	-6.5%	-9.2%	-7.1%	-4.4%			
Average	501	456	408	372	329	301	290		-6.8%	-7.5%	-6.1%	-9.3%	-6.1%	-1.6%			

Table 2B - Grade 7 and 8 French Immersion from the SK-6 Pathway

- In the SK-6 French Immersion Pathway, students will attend the program as a cohort until Grade 6. At Grade 7, the French Immersion Grade 4 entry students blend with them in class.
- In the SK-6 program, the blending of Grade 4 entry students augments the program and the attrition rate is relatively smaller in Grades 7 and 8.

Year	Grade 6	Grade 7	Attrition From Grade 6-7	Grade 8	Attrition From Grade 7-8
2000	348	231	-33.6%	214	
2001	360	257	-28.6%	221	-4.3%
2002	349	263	-24.6%	249	-3.1%
2003	357	281	-21.3%	257	-2.3%
2004	386	256	-33.6%	266	-5.3%
2005	378	307	-22%	246	-3.9%
2006	382	272	-18.8%	299	-2.6%
2007	388	293	-24.4%	265	-2.6%
2008	388	296	-23.7%	274	-6.5%

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Avg.	371	273	-25.6%	255	-3.8%
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Table 3 – French Immersion Grade 4 Entry

Grade 4 Entry: Grade 4 to Grade 6 Pathway

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000					118	86	80		
2001					98	94	75		
2002					137	85	78		
2003					136	120	69		
2004					107	121	102		
2005					94	85	100		
2006					82	87	78		
2007					158	69	80		
2008					96	128	62		
Average					114	97	80		

Year to Year Attrition Rate

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2000										
2001										
2002										
2003										
2004										
2005										
2006										
2007										
2008										
Average							-15.0%	-13.4%		

- Grade 4 Entry programs have an average attrition rate of 28% from Grades 4 to 6.
- Some students change schools or programs at either Grade 6 or Grade 7 when they move onto a senior elementary setting.
- Some parents choose to send students to a different school than their French Immersion catchment school and students exit the program.

Table 4 – Extended French Grade 4 Entry

Extended French

Grade 4 Entry

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2000									
2001									
2002									
2003									
2004					185				
2005					391	157			
2006					607	327	128		
2007					845	516	265	121	
2008					662	723	403	234	117
Average					538	431	265	178	117

Year to Year Attrition Rate

Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2000										
2001										
2002										
2003										
2004										
2005										
2006										
2007										
2008										
Average							-15.2%	-19.8%	-8.6%	-3.3%

- Total attrition from Grades 4 to 6 in the Extended French Grade 4 Entry program is 33.6%. Some factors in the attrition rate in this program include:
 - Extended French program is a new program to TDSB (for five years now).
 - Some program challenges that have occurred because of the new program, the acquisition of staff or the availability of training and materials in the new sites selected.

Table 5 – Extended French Grade 7 Entry

Grade 7 Entry									Year to Year Attrition Rate										
Year	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SK	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
2000								693	728										
2001								708	606										-12.6%
2002								808	661										-6.6%
2003								747	696										-13.9%
2004								746	636										-14.9%
2005								751	630										-15.5%
2006								789	652										-13.2%
2007								773	706										-10.5%
2008								678	690										-10.7%
Average								744	667										-12.2%

- The attrition rate from Grade 7 through 8 is 12.2%.
- The rate is higher than attrition rates from Grade 7 to 8 for any other French program
 - SK-8 French Immersion program is 5.8%
 - Grade 7-8 continuation of the French Immersion SK-6 program and Grade 4 entry is 3.8 %
 - Grade 4 Extended French program attrition at Grade 8 is 3.3%.

Table 6 – Secondary Program Attrition

The following information is based on three years data only. Older students may leave the program for some of these reasons:

- Students elect programs that may provide different options for their futures.
- Students may have difficulty completing the mandatory 10 credits in four years.

French Immersion

Immersion	Under 15	15	16	17	18	19	20	21
2006-07	621	594	587	532	90	1	1	1
2007-08	619	604	565	559	78	3	0	0
2008-09	624	614	568	544	79	6	0	0

2006 Cohort attrition is 2.8% for one year, 6% for two years, and 8.5% for three years.

Extended French

Extended	Under 15	15	16	17	18	19	20
2006-07	321	361	351	242	37	2	0
2007-08	344	302	344	334	26	0	2

2008-09	314	330	281	320	46	2	0
2006 Cohort attrition is 5.9% for one year, 6.9% for two years, and 12.5% for three years.							

Appendix E

TEACHERS OF FRENCH AS A SECOND LANGUAGE (FSL), QUALIFICATIONS AND STAFF SUPPORT

Number of Teachers in French as a Second Language Program and Qualifications

As an English language school board, TDSB is required to hire teachers who are certified to teach in the English schools in Ontario and hold additional Qualifications in FSL.

- Teachers are permitted to teach French as a Second Language on a Letter of Approval if they do not hold the FSL additional qualification.
- Teachers are permitted to teach FSL on a Letter of Permission if they do not hold basic teaching certification.
- All school boards, both English and Francophone are experiencing difficulty hiring sufficient French program staff, despite increases in special permission to teach the program.

Hiring Practices

- Elementary teachers are hired into TDSB as pool hires or through interviews for an Eligible to Hire list. When vacancies occur, Principals access this list and interview candidates for the school-based position. At the secondary level, there is no pool hiring for French. Hiring is done by Principals specifically for their own schools.

Elementary	2006-07	2007-08	2008-09
New Hires	143	166	98
Pool Hired	30	39	22
Letter of Approval	101	123	73
Letter of Permission	5	6	5
Total Qualified	1,738	1,802	1,847
Total in Classroom	1,014	NA	1,244

Secondary	2006-07	2007-08	2008-09
New Hires	27	32	30
Letter of Approval	0	0	0
Letter of Permission	0	0	0
Total Qualified	485	521	530
Total in Classroom	NA	NA	NA

- TDSB has more teachers qualified to teach French as a Second Language than there are programs to teach.
- After an initial experience, teachers choose to teach in the regular program or other speciality programs and are no longer willing to teach in the French program.
- TDSB cannot compel teachers to teach in the French program, even if they are qualified. This was the result of a settlement of a grievance.
- In addition to staff that leave the program, other leaves of absence and reassignments to central positions, to administration or to secondments further diminish the number of teachers available for the French program.
- TDSB is continually in the position of finding new teachers to teach in an ever expanding program.
- Half-time teaching of French is a challenge in TDSB. This is especially noticeable in Senior Kindergarten where programs may be added one at a time. If programs are consolidated to have larger programs there is a chance to make better use of human resources.
- For teachers in Core French, about half do not have a classroom, but teach on a rotary basis from classroom to classroom, a phenomenon often referred to as *French a la carte* since teachers must move their materials from class to class. As a result, they are not able to establish classrooms that reflect a French speaking learning environment.
- Other accommodation issues arise with the placement of French Immersion and Extended French classes. If applications exceed enrolment in these programs, it is often difficult to find placements in schools where numbers exceed the rated capacity of the school.

Staff Support for Instruction

	2006-07	2007-08	2008-09
Instructional Leaders	4	6	6
New Teacher Coaches	n/a	4	6

- Instructional Leaders are centrally assigned teachers who assist with the implementation of the French as a Second Language programs. They assist new and experienced teachers,

provide workshops on proper methodology, assist with the placement process for students, and respond to community inquiries.

- There is a Program Coordinator as well as six Instructional Leaders to assist teachers of FSL.
- As part of the Ministry of Education's New Teacher Induction Program, six retired teachers are assigned as coaches to assist teachers new to FSL.
- Staff provides the following activities to support system needs, families of schools (FOS) and individual teachers.

Support for System, Families of Schools and Individual Teachers

French Immersion/Extended French	
<p>French Immersion/Extended Curriculum Leader/Assistant Curriculum Leader (CL/ACL) meetings</p> <ul style="list-style-type: none"> ▪ Provide professional development for teachers in FSL programs (Core, Extended and Immersion) to pursue professional development and develop an internal network for teacher mentoring. 	As needed
<p>Support for School/FOS Initiatives in French/Extended Immersion</p> <ul style="list-style-type: none"> ▪ Provide support for FOS initiatives such as: <ul style="list-style-type: none"> ➢ Ontario Focussed Intervention Partnership (OFIP) and initiatives determined by Literacy and Numeracy Secretariat (LNS) ➢ Teaching and Learning Pathways ➢ Professional Learning Communities 	As requested
<p>Direct Support to French Immersion/Extended Classroom Teachers</p>	As requested

Core French	
<p>Transition Meetings for Grade 8-9 Core French Teachers</p> <ul style="list-style-type: none"> ▪ Organize FOS Transition Meetings for Grade 8-9 Core French teachers and discuss student success strategies, program planning and sharing of resources. 	As requested
<p>Support for School/FOS Initiatives in Core French</p> <p>FSL Instructional Leaders support FSL teachers in initiatives determined by the FOS/school</p> <ul style="list-style-type: none"> ▪ OFIP and initiatives determined by LNS ▪ Professional Learning Communities ▪ Beginning teachers ▪ Literacy development 	As requested
<p>Direct Support to Core French Classroom Teachers</p>	As requested

Appendix F

RECRUITMENT INITIATIVES

- Some teachers are recruited to TDSB when staff visits universities throughout Canada. Additionally, recruitment opportunities are on the public website. There is continuous intake for teachers able to teach in FSL programs.
- TDSB has a partnership with York University to provide TDSB teachers with the mandatory Additional Qualification course of French as a Second Language Part 1. In the past three years 75 teachers have become qualified through this initiative.

Career Fair Visits

- Each year, TDSB staff participates in Career Fairs in universities across Canada in order to attract potential teachers with French qualifications to teach in Toronto. The following are the universities which TDSB has visited in past years.

ELEMENTARY CAREER VENUE	SECONDARY CAREER VENUE
BISHOPS UNIVERSITY Lennoxville, Quebec (outside Montreal)	
BROCK UNIVERSITY, St. Catharines, Ont.	BROCK UNIVERSITY, St. Catharines, Ont.
GLENDON COLLEGE, YORK UNIVERSITY (Bilingual Job Fair)	
LAKEHEAD UNIVERSITY Thunder Bay, Ontario	LAKEHEAD UNIVERSITY Thunder Bay, Ontario
LAURENTIAN UNIVERSITY	
McGILL UNIVERSITY	McGILL UNIVERSITY Montreal, Quebec
NIAGARA UNIVERSITY, CANISIUS, DAEMEN D'YOUVILLE, MEDAILLE COLLEGES, Canadian Teacher Career Fair, Niagara Falls, New York	NIAGARA UNIVERSITY, CANISIUS, DAEMAN 'YOUVILLE, MEDAILLE COLLEGES
NIPISSING UNIVERSITY North Bay, Ontario	NIPISSING UNIVERSITY North Bay, Ontario
OISE – UNIVERSITY OF TORONTO	OISE – UNIVERSITY OF TORONTO
QUEEN'S UNIVERSITY Kingston, Ontario	QUEEN'S UNIVERSITY Kingston, Ontario
TRENT UNIVERSITY Peterborough, Ontario	TRENT UNIVERSITY Peterborough, Ontario
UNIVERSITY of LAVAL, Quebec City, Quebec	
UNIVERSITY OF MONTREAL Montreal, Quebec	
UNIVERSITY OF ONTARIO Oshawa, Ontario	UNIVERSITY OF ONTARIO IT Oshawa, Ontario
UNIVERSITY OF OTTAWA Ottawa, Ontario	UNIVERSITY OF OTTAWA Ottawa, Ontario
UNIVERSITY OF QUEBEC AT	

ELEMENTARY CAREER VENUE	SECONDARY CAREER VENUE
MONTREAL	
UNIVERSITY OF QUEBEC (Rimouski) Rimouski, Quebec	
UNIVERSITY OF QUEBEC: TROIS-RIVIERES, Trois Rivieres, Quebec	
UNIVERSITY OF WESTERN ONTARIO London, Ontario	UNIVERSITY OF WESTERN ONTARIO London, Ontario
UNIVERSITY OF WINDSOR Windsor, Ontario	UNIVERSITY OF WINDSOR Windsor, Ontario
YORK UNIVERSITY	YORK UNIVERSITY

Other Initiatives

- In the past, TDSB was able to hire university students as monitors. They were paid to work five hours per week in schools to support language proficiency in French. This funding provided 18 monitors to TDSB, but is no longer part of Ministry funding initiatives for 2009-2010.
- The Teach in Ontario project supports internationally trained teachers to prepare for employment in Ontario's publicly funded schools. This is joint Ministry of Education and Skills for Change project. TDSB supports this program in secondary schools and seeks qualified French language teachers for it.
- TDSB and Glendon College have developed a pilot project to place university students in elementary schools for support. The university students then do their teaching practice in the school.

Appendix G

TRANSFERS, APPLICATIONS AND RETENTION

Reasons for Leaving French Immersion

- In consultation with research staff and the French as a Second Language Advisory Committee, a survey and process has been developed for the annual collection of exit data.
- In June 2008 a pilot project was implemented to collect exit data from students leaving the Grade 7-8 Extended French program. Seven of sixteen schools completed the surveys.
- The following chart contains the summary of reasons for leaving the program as provided by 212 students. Anecdotal comments were provided as well and these can be summarized in the four categories of school, subjects available, difficulty with the subject and students.

Reason	Number of Responses
Distance	46
Where program offered	14
Moved/Moving	17
Be with friends in another school	57
Enrol in another special program	63
Another school board	6
Program too difficult	44
No additional support at school	6
No extra support at home	34
Teacher recommended	9
Class size too large	6
Not happy with school	7
Not happy with program	21
Not happy with teacher	6
Not happy with students	13
Total (from 212 students)	350

New Students from Outside TDSB Applying to SK, Grade 4 and Grade 7 Programs

- Each year, students who have attended schools outside TDSB, but reside in Toronto apply to attend French Immersion (FI) or Extended French (EF) programs in TDSB. The

following is a summary of the number of students who were admitted from other boards or private institutions.

- The applicants to the regular program from outside TDSB are identified for comparison.

*Note that 2009-10 numbers are preliminary counts at April 16, 2009. All other numbers are based on October 31 reports.

Year	SK French Immersion	SK Regular Program	Grade 4 French Immersion	Grade 4 Extended French	Grade 4 Regular Program	Grade 7 Extended French	Grade 7 Regular Program
2005-6	344	NA	33	9	NA	20	NA
2006-7	321	NA	42	19	NA	20	NA
2007-8	361	NA	38	24	NA	18	NA
2008-9	346	2,152	33	15	1,213	21	1,150
*2009-10	173	265	1	5	14	4	13

Appendix H

PROFESSIONAL DEVELOPMENT AND FRENCH IMMERSION QUALIFICATIONS

TDSB provides a number of initiatives to enhance the teaching of French as a Second Language. The following is a summary of the initiatives in this area over the past year.

Professional Development Opportunities 2008-09

French Immersion/Extended French	Timelines
<p>Kindergarten Network</p> <ul style="list-style-type: none"> • Full-day in-service sessions for Senior Kindergarten and Grade 1 Teachers 	<p>November- May Four sessions for 43 schools</p>
<p>French Immersion PODS</p> <ul style="list-style-type: none"> • Early French Immersion schools have been organized into “pods” or clusters to allow for the development of learning communities within the Immersion program 	<p>October – June Three sessions for 43 schools</p>
<p>Diagnostic Assessment in French Immersion</p> <ul style="list-style-type: none"> • Provide professional development opportunities to enhance teachers’ understanding of diagnostic assessment tools for Reading in French Immersion classrooms 	<p>September/May Two sessions for 60 teachers</p>
<p>Performance Tasks – Intermediate/Senior French Immersion</p> <ul style="list-style-type: none"> • Provide Professional Development in Reading and Oral Communication 	<p>December/May Two sessions for 36 schools for Reading Two sessions for 22 school in Communication</p>
<p>Addressing the needs of Grade 4 Extended French Students</p> <ul style="list-style-type: none"> • Provide Professional Development for teachers of Grade 4 Extended French with a focus on effective program planning, timetabling 	<p>February/June Two sessions for 27 schools</p>
<p>Program Building in Grades 5 and 6 Extended French</p> <ul style="list-style-type: none"> • Provide Professional Development for teachers of Grades 5 and 6 Extended French to promote a language across the curriculum approach to developing reading skills 	<p>February/June Two sessions in 27 schools</p>
<p>Developing Writing Skills in Extended French – Intermediate/Senior</p> <ul style="list-style-type: none"> • Provide Professional Development for teachers of Grades 7, 8 and 9 Extended French to promote the development of non-fiction writing skills 	<p>April/May/June 12 schools</p>

Core French	Timelines
Core French Elementary Teachers General Meetings (East/West) <ul style="list-style-type: none"> School based workshops including in a variety of teaching and managements strategies. 	Monthly meetings
Core French Secondary Teachers and CL/ACL Meetings (per Quadrant) <ul style="list-style-type: none"> Topics include teaching strategies and resources. 	Six sessions
Reading Strategies in Junior Core French <ul style="list-style-type: none"> Professional Development for reading comprehension strategies through Shared Reading in the Core French classroom. 	January- March Four sessions for 100 teachers
Non-Fiction Writing in Secondary Core French Classrooms <ul style="list-style-type: none"> Provide Professional Development for teachers of secondary FSL programs to develop students' skills in non-fiction writing. 	April – June Two sessions
Performance Tasks – Intermediate/Senior Core French <ul style="list-style-type: none"> Provide Professional Development for Reading and Oral Communication. 	February to June Eight sessions

Programs and Supports to Improve Student Outcomes and Retention

Over the past several years, TDSB staff has initiated and supported programs to improve student outcomes. They include the following:

- In-school support from School Resource teachers for students in French Immersion and Extended French programs. In some instances, these teachers are able to support children in French
- Enhanced Vice-Principal allocation for schools with French Immersion and Extended French programs
- Enhanced staffing formula for Special Education support in schools
- Principal quadrant meetings and French Immersion/Extended French Principal program meetings each year
- Professional Development workshops on Differentiated Instruction
- Completion of Alpha Jeunes for use with students in elementary grades
- Development of Junior Diagnostic Assessment (French version of CASI)

Transfers of Grade 8 students in to Secondary Schools in French and Extended French Programs of Potentially At-risk Students

This data is not captured in the Trillium Student Administrative System.

Academic Success Comparisons

Staff is compiling this data and it will be presented in a later report.

Appendix I

FUNDING FOR FRENCH AS A SECOND LANGUAGE (FSL)

This funding, which is available to English-language boards only, provides for the additional costs of providing Core French, Extended French and French Immersion programs. Funding for FSL is based on the number of pupils enrolled in these programs and the average daily length of the program.

French as a Second Language - Elementary

At the elementary level, funding is provided for Core and Extended French based on enrolment in French programs for Grades 4 to 8. French Immersion programs, if offered by the board, are funded based on enrolment in French programs for Junior Kindergarten to Grade 8.

Average Daily Length of Program	Program/Grades	Allocation Per-Pupil Enrolled in the Program 2006-07	Allocation Per-Pupil Enrolled in the Program 2007-08	Allocation Per-Pupil Enrolled in the Program 2008-09
20 - 59 minutes	Core, Grades 4 to 8	\$258	\$264.71	\$272.90
60 - 149 minutes	Extended, Grades 4 to 8	\$294	\$301.59	\$310.92
150 minutes or more 75 minutes or more	Immersion, Grades 1 to 8 Immersion, JK and K	\$329	\$337.39	\$347.82

French as a Second Language - Secondary

The funding is provided for French as a Second Language in two ways. There is an allocation for French taught as a subject as well as for subjects which are taught in French. Examples of the latter will include mathématiques, études sociales or éducation physique.

Allocation Per-Pupil Credit - French as a Subject			
Grades	2006-07	2007-08	2008-09
9 and 10	\$66	\$67.51	\$69.71
11 and 12	\$87	\$89.28	\$92.17

Grades	Allocation Per-Pupil Credit -Subjects Other than French Taught in French 2006-07	Allocation Per-Pupil Credit -Subjects Other than French Taught in French 2007-08	Allocation Per-Pupil Credit -Subjects Other than French Taught in French 2008-09
9 and 10	\$108	\$111.06	\$114.68
11 and 12	\$169	\$173.13	\$178.78

Renewal of French as a Second Language Initiative, 2006-2009

In 2006, The Toronto District School Board (TDSB) applied for additional funding from the Ministry of Education for \$2,491,450 for the renewal of French as a Second Language programs.

Projects supported by this sweated funding include:

- The development of a local TDSB FSL Part 1 Additional Qualification Course to expand the number of qualified teachers. \$48,750
- The development of performance tasks and exemplars in reading, writing and oral language in a consortium of five school boards. \$710,640
- The provision of additional quality resources for classroom and library use in new and existing sites with Grade 4-Entry, French Immersion/Extended programs. \$857,240
- The provision of resources and professional development for primary teachers to use Diagnostic Assessment Tools for Primary French Immersion. \$524,200
- The provision of resources and professional development for Junior/Intermediate teachers to use Diagnostic Assessment Tools. \$350,620

Appendix J

PROGRAM APPLICATION AND REGISTRATION SYSTEM (PARS)

- PARS is an on-line application and registration system piloted in the 2007-2008 school year for Grade 4 only. For 2008-2009, Grade 4 applications were fully implemented and SK applications were piloted in five schools. Starting in 2009-2010, SK applications will be fully implemented as an on-line process.
- Parents can log on to www.tdsb.on.ca/pars beginning annually on November 15 to apply for admission to a French Immersion or Extended French program. For parents without easy access to a computer, school and central staff provide support for them.
- Since the on-line process is simple and fast, it saves time and eliminates the necessity to complete paper documents and deliver them to the school. Parents can track the status of their application from the beginning through to placement in a program.
- The centralized computerized system means that it is much easier to track applications and improves communication with parents. When placements are made, parents are notified electronically and they simply log on to accept the placement.

Appendix K

SUCSESSES AND CHALLENGES

Successes

- Excellent staff supporting the program both at the school and central level
- Completion of the System Review of French Immersion/Extended French Programs
- Successful application by TDSB staff for \$2.4 million Ministry grant for the renewal of French instruction
- Implementation of PARS, an on-line registration system for French Immersion and Extended French
- Glendon/TDSB joint pilot project for pre-service teachers
- Placement of all on time applicants in a program
- Elimination of waiting lists for Extended French Grade 4 enrolment
- Elimination of waiting lists for SK French Immersion
- Expansion of program at Grade 4 in schools since 2005
- Development of Policies and Procedures for French Immersion and Extended French
- Provision of a subsidised Additional Qualification in French as a Second Language course for TDSB teachers
- Development of New Teacher Coaches program
- Addition of two Instructional Leaders
- Development of Principals meetings and presentations at New Administrator Induction program
- Development of Alpha Jeunes in all primary divisions (French version of DRA) and exemplars for evaluation
- Development of diagnostic assessment tools (French version of CASI) for grades 4-8

Ongoing Challenges

- Retention of qualified new teachers in the French program
- Teachers cannot be required to teach French when they have the qualification
- Insufficient numbers of occasional teachers
- More support is required for students with Special Education needs
- Primary Class Size Cap has resulted in on-going organization problems. In the past, opening classes were larger to help accommodate attrition in the program.
- Expense of French materials
- Availability of communication materials for French Immersion and Extended French for families of English as a Second Language children
- Insufficient accommodation for new programs in some parts of the district

- Parents often have a school preference before a program preference
- In order to implement policies for new applicants, application timelines have moved earlier into the school year. Time is needed to respond to the number of applications in each year and to plan to open new programs or sites if spaces are not sufficient. As well, there is increased pressure to meet staff allocation timelines.