

TORONTO DISTRICT SCHOOL BOARD

**EARLY FRENCH IMMERSION (SENIOR KINDERGARTEN) REGISTRATION:
IMPROVING STUDENT SUCCESS**

TO Program & School Services Committee 17 October 2007

RECOMMENDATION IT IS RECOMMENDED:

- 1. That the process for placement in Early French Immersion programs, as outlined in Appendix A, align with the Grade 4 process approved by Board 31 January 2007; and**
- 2. That staff present a report in the November cycle with recommendations for a protocol to determine placement of students in either the designated school or the additional site.**

RATIONALE

On 31 January 2007, the Board made decisions with respect to French Immersion/Extended French registration for the Grade 4 entry level. These decisions included the request that staff present a report on Senior Kindergarten admission for September 2008.

On 25 October 2000, the Board approved Directional Statements for the *Rationalization of Optional French Programs*. These included:

- *Rationalization of programs is predicated on the mission statement of the TDSB that all students have equity of access to learning opportunities;*
- *Optional French Program models must ensure the continuation of exemplary program delivery;*
- *Optional French be delivered through both single track and dual track models to meet community needs and, where appropriate, that new sites be established in different areas of the district to ensure room for growth.*

The alignment of Early French Immersion registration with the approved Grade 4 process will maintain a standardized protocol for admission to all French Immersion/Extended French programs. Based on the Board's decision to *accept every applicant, wherever possible, in his/her catchment area*, a sequence of four steps is presented to achieve that objective. These steps will result in the ex-

pansion and placement of Early French Immersion programs and should be guided by the criteria established in the Grade 4 registration process (Appendix E). Additional considerations are coordination with other system initiatives such as Program Revitalization, the Capital Plan and Asset Management, the impact of the primary class size cap, and Ministry directions such as the potential for Full Day Kindergarten (Appendix D).

To address equity of access across the system and to place every applicant, wherever possible, the following sequence of steps will be taken. (Implications for these steps are in Appendix B.)

Step 1: Adjustment of Staffing Model

Step 2: Additional Class(es)

Step 3: Additional Site in Geographic Area

Step 4: Local Feasibility Leading to a Program Area Review Team (PART)

Space constraints in some areas in the city will limit the ability to expand French Immersion programs in a school or catchment area. A designated school has an associated group of English feeder schools that determines the French catchment area; it does not provide exclusive access to the home school students. In order to provide equitable access to all applicant requests for a designated school, a standardized protocol should be developed to determine the most appropriate way to place students at the designated school or another program site:

- (i) Placement by proximity gives a priority placement to students living closest to a school and to students for whom the host school is also their home school. If students are admitted by proximity, however, transportation costs are reduced and the potential for double bussing is eliminated.
- (ii) Placement by lottery would not exclude students from the program but would determine which students are placed at the host school and which are placed at another site. This would ensure equitable access to the host school for all feeder schools. (NB: The French as a Second Language Advisory Committee advises that parents want the lottery eliminated and replaced with proximity to maintain the community school principle.)

RESOURCES The French Immersion Grant offsets the allocation for library and classroom materials. Transportation costs are dependent on program registrations. Additional certified French as a Second Language Teachers will be required. Additional Educational Assistants may be required as allocated through the 2008-2009 Budget process.

IMPLEMENTATION AND REVIEW

Jan 2008	Information Packages to all Junior Kindergarten students
Jan 2008	School Information Nights
Feb 2008	Registration
Mar 2008	Parents Notified of Acceptance

APPENDICES

Appendix A:	Registration Protocol Early French Immersion (Senior Kindergarten) September 2008
Appendix B:	Implications for Steps in the Protocol
Appendix C:	Waiting List and Early French Immersion Enrolments as of 30 May 2007 and 2006
Appendix D:	Impact of Full Day Kindergarten on the Expansion of Early French Immersion Programs
Appendix E:	Criteria for Consideration in the Expansion and Placement of Programs

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ROUTING

Executive Planning and Priorities Ctte	25 September 2007
Program & School Services Committee	17 October 2007
Board	30 October 2007

Appendix A

REGISTRATION PROTOCOL
Early French Immersion (Senior Kindergarten)
September 2008

Objective:

- That, wherever possible, every applicant to the Early French Immersion program be accepted in his/her French catchment area starting in September 2008.

Guidelines:

1. Students are eligible for access to an Early French Immersion program who are currently attending a Toronto District School Board (TDSB) Junior Kindergarten program or who are otherwise eligible to attend a Senior Kindergarten program in the TDSB. (Other applicants may be considered under *Protocols and Procedures for Late Admission to Early French Immersion Program*.)
2. Access to the program is based on the applicant's English school determined by the home address.
3. Catchment areas are determined for each Early French Immersion school.
4. Students will have the right to follow the pathway designated for that school to complete the program.
5. Priority placement is given to siblings of students currently enrolled in the program.
6. Transportation will be provided in accordance with the TDSB policy.
7. Students leaving the French Immersion program will be required to return to their local school for the English program as determined by home address or apply for Optional Attendance in any English program school.

Protocol:

Step One: Adjustment of Staffing Model

If the number of applications exceeds the number of designated classes and is less than a full class, the Principal in consultation with the staffing committee may adjust the Staffing Model to create combined classes, wherever possible. If it is not possible to adjust the Staffing Model/School Organization, students will be admitted to the host school subject to a system-wide procedure (proximity or lottery). The remaining students will be offered placement in the next closest French Immersion/Extended French school with space through a central placement process.

Step Two: Additional Class(es)

If there is more than a full class over the number of designated classes, the Superintendent of Education will examine the specified criteria (Appendix E of this Report) at the host school to determine if an additional class can be added. If all applicants cannot be accommodated in the additional class, students will be admitted to the host school subject to a system-wide

procedure (proximity or lottery). The remaining students will be offered placement in the next closest French Immersion/Extended French school with space through a central placement process.

Step Three: Additional Site in Geographic Area

If there is more than a full class over the number of designated classes and the school cannot accommodate an additional class, the Superintendent of Education will review the criteria (Appendix E of this Report) to determine the location of an additional site within the geographic area. If all students cannot be accommodated in the additional site, students will be admitted to the site subject to a system-wide procedure (proximity or lottery). The remaining students will be offered placement in the next closest French Immersion/Extended French school with space through a central placement process.

Step Four: Local Feasibility Leading to a PART

If there is no space in the host school or in the geographic area for additional classes to be created, the following options may be considered by a Local Feasibility Team which may recommend to the Board that a PART be convened:

- (i) Establishing a single track site, recognizing that enrolment would be drawn from existing dual track sites. This process would align with the Dual Track Policy (PR 577).
- (ii) Reconfiguring schools by grade or division, thereby consolidating resources. For example, Grade 6 classes could be relocated to the designated Grade 7 pathway school; Grade 4 classes could be moved to a neighbouring existing French Immersion site; another program (i.e. Grade 7 Extended French) could be relocated; secondary school space could be used for elementary programs.

Appendix B

Implications for Steps in the Protocol

Step 1: Adjustment of Staffing Model

- Sufficient enrolment in the in-take class is required to ensure healthy class sizes at all grade levels considering attrition rates in these programs.
- Long term program viability is supported by augmenting small programs with student registrations from over-subscribed areas.
- The increase of students at the SK entry must be accounted for on a long term basis as those students move through the grades; for example to add additional students in SK, the school will need to provide space and teachers at the entry level as well as through the entire pathway.

Step 2: Additional Class(es)

- Examination of the specified criteria (Appendix E) is essential in order to support long term program viability, the balance of English and French programs in a school and the placement of specialized programs such as Special Education and Music.
- Space constraints may limit the ability to expand the number of classes.
- Local decision-making may best serve the school and community.

Step 3: Additional Site in Geographic Area

- More students will have the opportunity for placement in a program.
- Resource costs are increased when programs are opened in new rather than existing sites.
- If the designated school is a single track French Immersion school, the new site location may be a dual track school; the French Immersion program is the same in both configurations.
- Additional transportation costs may be incurred.

Step 4: Local Feasibility Leading to a PART

- The Dual Track Policy (PR 577) provides guidelines to review program issues in Dual Track schools.
- Historic attendance patterns will be disrupted. Students in English and French programs would be redirected to neighbouring schools through the PART process.

Appendix C

Waiting List and Early French Immersion Enrolments as of 30 May 2007

School	No. of Applicants	Siblings	No. of Registrations	No. of Classes	Waitlist	Second Designation
Adam Beck	55	9	44	2	0	
Allenby	83	21	69	3	7	Glen Park
Beverly Glen	65	5	55	3	0	
Brian	32	6	29	2	0	
Brimwood	35	4	29	2	0	
Broadlands	111	23	100	5	0	
Brooks Road	66	0	41	2	0	
Brown	64	21	56	2	0	
Clairlea	95	13	62	3	0	
Cliffwood	36	5	29	1	0	
Dallington	40	7	40	2	0	
Derrydown	113	6	56	2	35	On-going
Dewson	89	14	75	4	0	
Dunlace	19	6	17	1	0	
Elmlea	120	12	80	4	0	
Gledhill	75	14	61	3	0	
Glen Park	42	4	41	2	0	
Howard	84	20	57	2	12	Dewson Runnymede
Humbercrest	86	25	80	3	0	
Jackman	82	15	69	3	11	Withrow R.H. McGregor
John English	34	9	24	1	6	Sir Adam Beck
John Fisher	108	26	86	4	13	Owen
Lester B. Pearson	60	5	44	3	0	
Millwood	48	11	45	2	0	
North Agincourt	31	9	19	1	0	
Northlea	80	32	72	3	7	R.H. McGregor
Owen	58	22	56	3	0	
Palmerston	52	13	45	2	0	
R. H. McGregor	60	10	57	3	0	
Rawlinson	47	11	34	2	0	
Regal Road	53	12	40	2	0	
Rosethorn	49	14	46	2	0	
Runnymede	79	27	68	3	0	
Sir Adam Beck	48	12	48	3	0	
Tumpane	90	9	54	2	16	On-going
William G. Miller	72	19	60	3	0	
William Tredway	91	5	61	3	0	
Williamson Rd	54	22	49	2	0	
Winchester	54	0	40	2	0	
Withrow	75	20	69	3	0	
Yorkview	67	5	54	2	0	
TOTAL	2702	523	2161	102	51	

Waiting List and Early French Immersion Enrolments as of 30 May 2006

School	Registrations	Classes	Waitlist	Available Spaces	Second Designation
Adam Beck	38	2	0	16	
Allenby	68	3	0	13	
Beverly Glen	53	3	0	28	
Brian	24	1	0	3	
Brimwood	15	1	0	12	
Broadlands	99	4	0	9	
Brooks Road	48	2	0	6	
Brown	49	2	0	5	
Clairlea	54	2	0	0	
Cliffwood	27	1	0	0	
Dallington	46	2	0	8	
Derrydown	56	2	0	0	
Dewson	73	3	0	8	
Dunlace	27	1	0	0	
Elmlea	86	4	0	22	
Gledhill	66	3	0	15	
Glen Park	38	2	0	16	
Howard	54	2	18		Dewson/Runnymede
Humbercrest	54	2	14		Runnymede
Jackman	54	2	25		Winchester
John English	29	1	0	0	
John Fisher	101	4	0	7	
Lester B Pearson	52	2	0	2	
Millwood	36	2	0	18	
North Agincourt	23	1	0	4	
Northlea	54	2	15		JohnFisher/Gledhill/ Broadlands
Owen	27	1	0	0	
Palmerston	52	2	0	2	
R H McGregor	54	2	16		Gledhill
Rawlinson	27	1	11		Regal Road
Regal Road	44	2	0	10	
Rosethorn	51	2	0	3	
Runnymede	44	2	0	10	
Sir Adam Beck	54	2	0	0	
Tumpane	54	2	14		Glen Park/Derrydown
William G Miller	57	3	0	24	
William Tredway	57	2	24		Wm G Miller
Williamson Rd	53	2	0	1	
Winchester	21	2	0	33	
Withrow	57	2	0	0	
Yorkview	54	2	8		Process not completed
TOTAL	1978	85	145	275	

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Appendix D

Impact of Full Day Kindergarten on the Expansion of Early French Immersion Programs

The potential introduction of Full Day Kindergarten will have a significant impact on all schools. Changes to the Senior Kindergarten (SK) registration process for French Immersion outlined in this report would be affected by the following:

Program:

There is no Ministry of Education curriculum guideline for SK French Immersion; the English document is adapted. A Full Day Kindergarten program for English and for French requires definition.

Staffing:

A qualified French as a Second Language Teacher generally teaches two half-day SK classes. Twice as many certified French as a Second Language Teachers would be required to staff Full Day SK French Immersion programs. In the past, one French speaking Educational Assistant has been assigned to each SK French Immersion class. Continuation of this would require twice as many qualified, French speaking Educational Assistants. Early Childhood Educators, if responsible for half the day's program, would need to be French speaking. Availability and cost are a concern.

Funding:

The present French Immersion Grant is \$323 per student. Will the funding double to support the required program and staffing resources?

Facilities:

Twice as many classrooms will be required for English and French programs. Historically, about 100 French Immersion classes per year are initiated. In 2007, 102 SK French Immersion classes necessitated 51 classrooms. SK expansion would require double the number of rooms, at a time when schools are struggling to address the Primary Class Size initiative. The potential for Full Day SK will further impact space availability for specialized programs (Special Education, Music, Continuing Education, etc.) Some French Immersion sites will have insufficient space to expand, resulting in program expansion to new sites and possible adjustment of catchment areas. Preliminary planning for Program Revitalization and School Accommodation initiatives may require reconsideration.

Appendix E

Criteria for Consideration in Expansion and Placement of Programs
(Approved by Board for Grade 4 French Immersion/Extended French Programs)

- continuation of exemplary program delivery and sustainability;
- sufficient enrolment in the Senior Kindergarten classes to ensure healthy class sizes at all grade levels, considering attrition rates;
- balance of English and French enrolment in Dual Track schools;
- the maintenance of viable English programs, characterized by the relative population of the English stream to the French stream;
- location of site within a catchment area;
- pathway to Intermediate and Secondary programs;
- transportation;
- existing French Immersion/Extended French programs within the school and area;
- other school programs (e.g. Special Education, Music, Child Care);
- pupil place capacity and space utilization rate (to admit students through Grades SK-12);
- projected enrolments over time; and
- portables as an option to accommodate additional students.

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