TORONTO DISTRICT SCHOOL BOARD

ANNUAL REPORT: ENROLMENT IN FRENCH PROGRAMS IN 2016-17 AND 2017-2018 AND SUCCESSES AND CHALLENGES OF FRENCH PROGRAMS IN 2017-18

TO Program and School Services Committee 8 June 2017

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

STRATEGIC DIRECTION Make every school an effective school.

CONTEXT The Early French Immersion program has been in Toronto schools since the early 1970's. It began in a handful of schools and has grown over the years. At amalgamation, there were 41 Early French Immersion entry sites in the TDSB. In 2009, PR597 came into effect which allows for the accommodation of all families who apply by a deadline in an Early French Immersion or Junior Extended French program and outlined a process for program growth. Since 2009, 30 new sites have opened to accommodate growing demand in the program. Similarly, the Junior Extended French program began in 2004 in 7 schools and has since grown to 35 sites. Today, there is a French Immersion and Extended French program to serve every address in the Toronto District School Board and transportation is provided for students who meet the distance criteria.

Each year staff is expected to provide an annual enrolment report in French programs. This year, the purpose of this report is to provide information about enrolment in French programs, as well as identify successes and challenges of French programs in 2017-18.

Aligned with the Vision for Learning and the Integrated Equity Framework, equity of access to French programs is a key priority. Through the Access & Secondary Program Review process, staff will undertake a review of French programs in the TDSB in order to ensure that we are meeting the needs of students and families across the district. In doing so, we will consult with students, staff, parents and community, including the French as Second Language Advisory Committee.

SUMMARY ENROLMENT: The total number of JK students in 2016 was 17,470 of which 3,785 applied to SK French Immersion and 3,207 (18%) accepted placement for September 2017. There are **71** SK FI sites, including four new sites for September 2017, all of which will be Full Day Kindergarten (FDK).
The total number of Grade 3 students in 2016 was 14,614 of which 1,567 applied to Grade 4 Junior Extended French and **1,232** (8%) accepted placement for September 2017. There are **35** Junior Extended French sites as of September 2017.

All on-time applicants (Early Immersion, Grade 4 Extended and Grade 7 Extended) were offered a placement in a program. There are no system wait lists. Guiding principles for redirection include: redirecting students as a group based on English home school and redirecting to closest French Immersion or Extended French site with capacity. When a fraction appears in the "Redirection" column, the denominator indicates the number of students who were redirected to a school other than the French program school currently associated to their designated English school as per PR597 – French Immersion/Extended French. The numerator indicates the number of accepted placements through redirection.

While the tables in appendices for each of the five programs show numbers at the entry point, the last table in this report shows the total enrolment in these programs from SK to Grade 12. There consistently has been an increase in participation in French programs since amalgamation.

Please note that, in the attached charts, *Accepted* refers to the number of students whose parents have accepted a registration in the program. *Extended French and French Immersion* are French-as-a-Second-Language (FSL) programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects**.**

In a *French Immersion program*, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. In an *Extended French program*, French must be the language of instruction for a minimum of 25 per cent of the total instruction time at every grade level.

SUCCESSES AND CHALLENGES: With over 90,000 students in Core French and another 28,000 students in French Immersion/Extended French programs come system successes and challenges. We are proud of the Board's successes in retention rate, inclusion of students with special education needs as well as accessibility and transportation. At the same time, challenges include multiple entry points, equity of access, and transportation. Appendix B lists some of those successes and challenges with potential considerations

As part of the Integrated Equity Framework and the information provided in this report combined with the concerns from many stakeholders about transportation, entry points, location of programs, staffing and equity of access, the Teaching and Learning staff will be conducting a review of French programs in the fall 2017. The last French review took place in 2009. The review will provide for consultation with parents, Trustees, staff, students and advisory committees. It will report to Board in the Spring 2018.

The report will be shared with the French as a Second Language Advisory Committee (FSLAC).

APPENDICES

Appendix A: ENROLMENT DATA IN FRENCH IMMERSION/EXTENDED FRENCH PROGRAMS 2017/2018 & CORE FRENCH PROGRAMS 2016/2017

Appendix B: TRANSPORTATION, SYSTEM TOTALS, FSL ENTRY POINTS & MODELS, FSL SYSTEMS SUCCESSES, FSL SYSTEM CHALLENGES

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ROUTING	Program and School Services Committee	8 June 2017
	Board	21 June 2017

ENROLMENT DATA
FRENCH IMMERSION & EXTENDED FRENCH
& CORE FRENCH PROGRAMS 2017-18

Early French Immersion (SK Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Adam Beck	43	12	31	42	2	JK-5	
Alexander Stirling	23	6	17	21	1	JK-8	
Allenby	67	23	44	56	2	JK-6	**7 – John Fisher** 2/7 – Allenby to John Fisher
Beverly Glen	38	12	26	33	2	JK-6	
Birch Cliff	42	0	42	25	1	JK-8	**9 - Clairlea** 6/9 – Warden to Clairlea
Blake Street	42	6	36	56	2	JK-6	
Bowmore	83	12	71	55	2	JK-8	**25 – Duke of Connaught** 9/14 – Norway to Duke 8/11 – Kew Beach to Duke
Brian	68	16	52	54	2	JK-6	**3 – Pauline Johnson 6- Broadlands** 2/3 – Fairglen to Pauline Johnson 5/6 – Roywood to Broadlands
Brimwood	36	9	27	35	2	JK-6	
Broadacres	20	5	15	19	1	JK-5	
Broadlands	106	26	80	64	2	SK-6	**34 – O'Connor** 5/6 – Grenoble to O'Connor 14/20 – Gateway to O'Connor 3/8 – O'Connor to O'Connor
Brown	56	13	43	56	2	JK-6	
Carleton Village	36	0	36	30	1	JK-8	
Chief Dan George	26	9	17	25	1	JK-8	
Clairlea	73	20	53	54	2	JK-8	**11 - Corvette** 6/11 – Danforth Gardens to Corvette
Cliffwood	40	15	25	48	2	JK-5	
Corvette	76	14	62	59	2	JK-6	**8 – General Crerar** 5/6 – Lord Roberts to General Crerar 1/2 – John McCrae to General Crerar
Dallington	81	14	67	57	2	JK-6	**16 - Ernest** 10/16 – Crestview to Ernest
Davisville	95	15	80	49	2	JK-6	**35 - Blake** 14/35 – Fraser Mustard to Blake
Derrydown	58	9	49	41	2	JK-5	**12 - Topcliff** 6/12 – Driftwood to Topcliff
Dewson	51	19	32	52	2	JK-6	
Duke of Connaught	39	13	26	55	2	JK-8	
Dundas	61	1	60	55	2	JK-5	
Dunlace	36	8	28	27	1	JK-6	
Earl Beatty	52	16	36	44	2	JK-8	
Earl Haig	41	7	34	30	1	JK-8	**9 – Earl Beatty** 3/9 – Earl Haig to Earl Beatty

Early French Immersion (SK Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Ellesmere-Statton*	0	0	0	34	2	JK-8	
Elmlea	53	15	38	48	2	JK-5	
Ernest*	16	0	16	24	1	JK-6	
Fern	43	16	27	43	2	JK-8	
General Crerar	73	6	67	30	1	JK-8	**46 – Ellesmere-Statton** 4/6 – Wexford, 3/4 – Buchanan, 5/7 – Maryvale, 2/4 – Manhattan Park, 2/4 – Dorsett Park, 2/3 – Ellesmere-Statton, 4/6 – Donwood Park, 5/8 – St. Andrews PS, 3/4 – Edgewood
George Syme	58	4	54	40	2	JK-5	
Gledhill	77	19	58	50	2	JK-6	**27 – Secord** 23/27 – Secord to Secord
Glen Park	60	8	52	45	2	JK-6	
Howard	50	16	34	50	2	JK-6	
Humbercrest	65	23	42	57	2	JK-8	**10 – George Syme** 5/10 – Warren Park to George Syme
Humewood	70	29	41	61	2	JK-8	**9 – Lord Lansdowne** 4/9 – Hillcrest to Lord Lansdowne
Islington	32	3	29	26	1	JK-8	
Jackman	61	28	33	45	2	JK-6	**15 – Blake** 6/15 – Jackman to Blake
John English	49	21	28	45	2	JK-8	
John Fisher	86	26	60	76	3	SK-6	
Lester B. Pearson	98	14	84	74	3	SK-8	**17 – Cliffwood** 8/17 – Steelesview to Cliffwood
Lord Lansdowne	82	15	67	67	3	SK-8	**10 – Dewson** 4/6 – Clinton Street to Dewson 2/4 – Charles G. Fraser to Dewson
Melody Village	47	8	39	38	2	JK-5	
Millwood	57	11	46	46	2	JK-5	**5 – Broadacres** 2/5 – Mill Valley to Broadacres
Morse	55	22	33	45	2	JK-6	
North Agincourt	35	6	29	30	1	JK-6	
Northlea	48	19	29	52	2	JK-8	
O'Connor*	0	0	0	22	1	JK-5	
Owen	53	9	44	48	2	JK-6	
Palmerston	50	18	32	49	2	JK-5	
Parkdale	53	7	46	38	2	JK-8	
Pauline Johnson	47	1	46	38	2	JK-6	
Perth	62	6	56	44	2	JK-6	**15 – Carlton Village** 4/15 – Indian Road to Carlton Village
RH McGregor	73	23	50	60	2	JK-5	**13 – Blake** 5/13 – RH McGregor to Blake
Rawlinson	78	17	61	62	2	JK-8	
Regal Road	53	8	45	48	2	JK-6	

Early French Immersion (SK Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Rockford	61	9	52	49	2	JK-6	
Rosethorn	40	12	28	37	2	JK-5	
Runnymede	66	23	43	53	2	JK-8	**12 – George Syme** 1/12 – Runnymede to George Syme
Second Street	38	0	38	27	1	JK-8	
Secord*	0	0	0	23	1	JK-5	
Sir Adam Beck	45	15	30	45	2	JK-5	
Topcliff	16	3	13	23	1	JK-5	
Tredway Woodsworth	68	9	59	50	2	JK-8	
Tumpane	42	7	35	39	2	JK-5	
William G. Miller	58	19	39	50	2	JK-8	
Williamson Rd	52	21	31	54	2	JK-6	
Winchester	92	17	75	75	3	SK-8	
Withrow	72	22	50	54	2	JK-6	**16 – Dundas** 3/8 – Withrow to Dundas 4/8 – Frankland to Dundas
Yorkview	62	14	48	51	2	JK-5	
TOTAL 2017-18	**3,785**	**869**	**2,916**	**3,207**	**131**		
TOTAL 2016-17	**3,905**	**852**	**3,053**	**3,321**	**129**		

Note: * Indicates a new SK French Immersion Site for September 2017.

ENROLMENT DATA
FRENCH IMMERSION & EXTENDED FRENCH
& CORE FRENCH PROGRAMS 2017-18

Junior Extended (Grade 4 Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non–sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Blaydon	20	0	20	24	1	JK-5	
Briarcrest	62	2	60	55	2	JK-5	
Cassandra	25	1	24	27	1	JK-5	
Cedarbrook	86	11	75	58	2	JK-8	**14 – Highland Creek, 6 – Hunter's Glen** 3/3 – Churchill Heights, 2/3 – George B. Little, 1/4 – Military Trail, 1/2 – Woburn, 2/2 – Meadowvale, 1/2 – Highland Creek to Highland Creek 6/6 – John McCrae - Hunter's Glen
Centennial Road	50	4	46	35	2	JK-6	**13 – Highland Creek** 3/3 – Highland Creek, 2/3 – JG Diefenbaker, 1/2 – Morrish, 4/5 – Rouge Valley to Highland Creek
Cherokee	40	0	40	27	1	JK-6	**8 – Highland Heights** 6/8 – Fairglen to Highland Heights
Chester	31	1	30	29	1	JK-5	
Cliffside	32	0	32	20	1	JK-8	
Cresthaven	68	1	67	75	3	JK-5	
Diefenbaker	27	1	26	27	1	JK-5	
Duke of Connaught	31	4	27	25	1	JK-8	
Dundas	35	2	33	31	1	JK-5	
Dunlace	54	1	53	27	1	JK-6	**17 – Rene Gordon** 1/6 – Rippleton to Rene Gordon 4/11 – Greenland/Norman Ingram to Rene Gordon
Eglinton	26	0	26	24	1	JK-6	
Emily Carr	46	1	45	30	1	JK-8	
Fern	46	2	44	40	2	JK-8	
Forest Hill	58	7	51	31	1	JK-8	**6 – Blaydon, 8 – Dundas, 6 - Chester** 0/2 – Ledbury to Blaydon, 1/4 – Glen Park to Blaydon 5/8 – Jesse Ketchum to Dundas 2/6 – Maurice Cody to Chester
Greenholme	18	0	18	12	1	JK-8	
Grenoble	66	3	63	52	2	JK-6	
Highland Creek*	0	0	0	25	1	JK-8	
Highland Heights	22	0	22	15	1	JK-6	
Hunter's Glen	53	3	50	46	2	JK-6	
John A. Leslie	41	5	36	28	1	JK-8	**7 – Cliffside** 3/7 – General Brock to Cliffside
North Agincourt	55	4	51	31	1	JK-6	**5 – Highland Heights, 19 – SS B. Steele** 0/5 – Agincourt to Highland Heights

School Name	Total # of Applicants	Sibling Applicants	Non–sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
							3/5 – Banting/Best, 8/11 – Macklin, 1/1 – Milken, 0/2 – Port Royal to Sir Samuel B. Steele
Pleasant	119	0	119	59	2	JK-6	**36 – Cresthaven, 9 – Blaydon** 8/10 – Finch, 12/13 – Lillian, 5/11 – McKee, 0/2 – Hollywood to Cresthaven 3/3 – Wilmington, 2/5 – Cameron, 0/1 – Summit Heights to Blaydon
Poplar Road	37	1	36	29	1	JK-6	**3 – Highland Creek** 3/3 – West Hill to Highland Creek
Presteign Heights	36	1	35	31	1	JK-5	
Rawlinson	46	2	44	34	1	JK-8	
Renee Gordon	61	0	61	50	2	JK-5	
Roselands	33	2	31	26	1	JK-6	
Second Street	44	2	42	51	2	JK-8	
Sir Samuel B. Steele	33	1	32	39	2	JK-6	
Stanley	30	2	28	24	1	JK-5	
Swansea	88	17	71	56	2	JK-8	**30 – Second Street** 6/9 – Warren Park, 2/5 – Keele St, 2/10 – Swansea, 1/3 – Runnymede, 0/1 – King George, 0/2 – Annette to Second Street
Wilkinson	48	5	43	39	2	JK-6	
TOTAL 2017-18	**1,567**	**86**	**1,481**	**1,232**	**49**		
TOTAL 2016-17	**1,468**	**91**	**1,377**	**1,134**	**44**		

Note: * Indicates a new Junior Extended Site for September 2017.

Middle Immersion (Grade 4 Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
John Ross Robertson	46	9	37	30	1	JK-6	None
Valleyfield	25	3	22	21	1	JK-6	None
TOTAL 2017-18	**71**	**12**	**59**	**51**	**2**		
TOTAL 2016-17	**150**	**11**	**139**	**87**	**3**		

ENROLMENT DATA
FRENCH IMMERSION & EXTENDED FRENCH
& CORE FRENCH PROGRAMS 2017-18

Intensive Extended (Grade 6 Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Cosburn Middle School	67	0	67	57	2	6-8	None
TOTAL 2017-18	**67**	**0**	**67**	**57**	**2**		
TOTAL 2016-17	**62**	**0**	**62**	**55**	**2**		

Extended French (Grade 7 Entry - September 2017) **Enrolment as of April 2017**

School Name	Total # of Applicants	Sibling Applicants	Non-Sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Bowmore	64	0	64	57	2	JK-8	None
Charles Gordon	59	2	57	59	2	7-8	None
Earl Grey	59	0	59	39	2	7-8	None
Glen Ames	67	0	67	61	2	7-8	None
Glenview	99	0	99	68	3	7-8	None
Henry Hudson	60	0	60	54	2	7-8	None
JB Tyrell	54	0	54	54	2	7-8	None
JR Wilcox	13	0	13	13	1	JK-8	None
King Edward	38	0	38	28	1	JK-8	None
Queen Alexandra	44	0	44	39	2	6-8	None
Sir Alexander Mackenzie	92	0	92	86	3	7-8	None
Sir Ernest McMillan	26	2	24	21	1	7-8	None
Swansea	47	1	46	25	1	JK-8	15 - Winona
Winona	47	2	45	62*	2	7-8	None
TOTAL 2017-18	**769**	**7**	**762**	**666**	**26**		
TOTAL 2016-17	**754**	**0**	**651**	**701**	**28**		

Note: * Hawthorne II Bilingual Alternative Junior School feeds into Winona in Gr. 6.

ENROLMENT DATA
FRENCH IMMERSION & EXTENDED FRENCH
& CORE FRENCH PROGRAMS 2017-18

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

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

Total Enrolment in Core French (G. 4 to12) **Enrolment as of October 2016**

Grade Level	Total # of Students CORE French
Grade 4	14,715
Grade 5	14,226
Grade 6	13,958
Grade 7	13,410
Grade 8	13,583
Grade 9	13,365
Grade10	3,616
Grade 11	2,137
Grade 12	1,365
2016-17	**90,375**

TRANSPORTATION, SYSTEM TOTALS, FSL ENTRY POINTS & MODELS, FSL SYSTEMS SUCCESSES, FSL SYSTEM CHALLENGES

Transportation **French Immersion & Extended (SK to 12)**

Grade Level	Total # of Students Transported by Bus	Grade Level	Total # of Students Provided TTC Tickets
SK	797	Grade 6	0
Grade 1	701	Grade 7	68
Grade 2	749	Grade 8	392
Grade 3	622	Grade 9	277
Grade 4	980	Grade 10	305
Grade 5	987	Grade 11	281
		Grade 12	311
Total 2016-17	**4,836**	**Total 2016-17**	**1,634**

System Total at Program Entry Points

Program	Accepted April 2017	No. of Classes	Waitlist 2016-17	Waitlist 2015-16	Waitlist 2014-15
Early Immersion (SK Entry)	3,207	131	0	0	0
Junior Extended (Grade 4 Entry)	1,232	49	0	0	0
Middle Immersion (Grade 4 Entry)	51	2	0	0	0
Intensive Extended (Grade 6 Entry)	57	1	0	0	0
Grade 7 Extended (Grade 7 Entry)	666	26	0	0	0
TOTAL 2017-18	**5,213**	**209**	0	0	0
TOTAL 2016-17	**5,243**	**204**	0	0	0

Appendix B

TRANSPORTATION, SYSTEM TOTALS, FSL ENTRY POINTS & MODELS, FSL SYSTEMS SUCCESSES, FSL SYSTEM CHALLENGES

FSL Entry Points and Delivery Models in various surrounding English Language School Boards (the following is used as a reference point)

English School Board NAME	Entry Point in FSL	Delivery Model	Transportation
Dufferin-Peel Catholic DSB	Core French: Gr. 4 Ext French: Gr. 5 FI: Gr. 1	40 mins/day, 200 mins/week 50% French Gr. 1: 90% French Gr. 2-3: 70% French Gr. 4-7: gradually increases Gr. 8: 50% French	 Yes
Durham DSB	Core French: Gr. 4 FI: Gr. 1	600 hours by the end of Gr. 8 Gr. 1-3: 100% French Gr. 4: 75% French Gr. 5-8: 50% French	 Yes
Durham Catholic DSB	Core French: Gr. 4 Ext French: Gr. 4 FI: Gr. 1	200 minutes per week Gr. 4-5: 70% French Gr. 6-7: 50% French Gr. 8: 40% French Gr. 1-3: 100% French Gr. 4-6: 75% French Gr. 7-8: 50% French	 Yes
Halton DSB	Core French: Gr. 4 FI: Gr. 1 OR Gr.7	Gr. 4 to 8: 200 minutes/week 50% French, 50% English	 Yes (early) No (late)
Halton Catholic DSB	Core French: Gr. 4 FI: Gr. 5	Gr. 4 to 8: 200 minutes/week 50% French, 50% English	 Yes
Hamilton-Wentworth DSB	Core French: Gr. 4 FI: Gr. 1	200 minutes French/week FI – Gr. 1: 100% Gr.2-3: Minimum of 225 minutes/week English instruction Gr. 4-5: Minimum of 300 minutes/week English instruction Middle School: 50% French, 50% English	Limited: transportation for students in Gr. 1-5, although location of bus stops may be far from the home. After Gr. 5, provides students with a bus pass for TTC
Hamilton-Wentworth Catholic DSB	Core French : Gr. 4 FI: JK/SK	200 minutes French/week 40 minutes per Day FI: JK/SK (FDK): a minimum of	 Yes – only for home school - Immersion

		50% French daily Gr. 1-8: 50% French, 50% English	school
Ottawa-Carleton DSB	Core French: JK/SK Early Immersion: Middle Immersion:	JK/SK: 100 minutes weekly Gr.1-8: 200 minutes weekly SK – Gr. 1: 100% French Gr. 2-3 students - 80 % French Gr. 4 -6 - 60 % French Gr. 7- 8 - 50 % French Gr. 4-6: 66 % French Gr. 7-8: 50 % French	Yes
Peel DSB	Core French: Gr. 4 FI: Gr. 1	600 hours by the end of Gr. 8 Gr.1-8: 50% French, 50% English (effective Sept. 2013)	 Yes
Toronto DSB	Core French: Gr. 4 FI: SK Ext French: Gr. 4 Middle Imm: Gr. 4 Ext French: Gr. 7	600 hours by the end of Gr. 8 SK-3: 100% French Gr. 4-5: gradually increase English Gr. 6-8: 50% French Gr. 4-8 50% English, 50% French Gr. 4-5 100% French, gradual increase of English Gr. 7-8 40% French 60% English	 Yes Yes
Toronto Catholic DSB	Core French: Gr. 1 FI: JK Ext French: Gr. 5	Gr. 1-8: 30 minutes a day FI: JK-2: 100% French FI: 3-4: 75% French FI: 5-8: 50% French Gr: 5-8 – 50% French	Yes
York Catholic DSB	Core French: Gr. 1 FI: Gr. 1	600 hours by the end of Gr. 8 Gr. 1-3: 85% French Gr. 4-8: 50% French	 Yes
York Region DSB	Core French: Gr. 4 FI: Gr. 1	600 hours by the end of Gr. 8 Gr. 1-3: 100% French Gr. 4-8: 50% French	 Yes

Appendix B

TRANSPORTATION, SYSTEM TOTALS, FSL ENTRY POINTS & MODELS, FSL SYSTEMS SUCCESSES, FSL SYSTEM CHALLENGES

French as a Second Language – System Successes

SUCCESSES	EVIDENCE/DATA
Cognitive Impact – Second Language Learning	➢ Learning another language is beneficial to language and development and facilitates learning other languages; strategies learning are transferrable to other subject areas ➢ Programs have been effective in promoting student achievement in both elementary and secondary levels as indicated by EQAO assessments and achievement grades **Consideration:** continue to collect data to support programs
Retention Rate higher	➢ Lower attrition rate ➢ Working to increase student retention in Core French beyond Grade 9 • Increase number of schools offering FSF 10 • Offer opportunity for Grade 12 students to challenge the DELF (Diplôme d'études de langue française) which is an internationally recognized certification that defines and signals 2nd language proficiency based on the Common European Framework of Reference for Languages **Consideration**: investigate reasons for students opting out of programs; increase capacity of qualified assessors to broaden offering of DELF
Inclusion – Supporting Student with Special Education Needs and English Language Learners	➢ Board supports students with Professional Learning around intervention strategies through Universal Design for Learning, the tiered approach and the effective implementation of IEPs ➢ Implementation of system role of Ministry documents – "Including Students with Special Education Needs in FSL Programs" and "Welcoming English Language Learners in FSL Programs" • Representation of students in Extended French with both parents born outside of Canada is similar to the TDSB in general • Representation of students with special education needs in FSL programs is improving **Consideration:** continue to provide professional learning to French teachers to sustain the inclusion of students in FSL programs with excellent classroom practice
Accessibility	➢ Opening of new sites has increased opportunities and, in many cases, improved distances for families ➢ Multi-pronged communication plan strives to ensure parents across the system are aware of the opportunities for French study in the TDSB **Consideration**: commitment to accessibility is strong; ensure that expansion of new sites meets the Integrated Equity Framework
Transportation	➢ Currently offered to all SK to Gr. 5 students who meet the system criteria **Consideration:** this does support equity of access, continue to monitor challenges around capacity for service, quality of service, TTC at Grade 6

Appendix B

TRANSPORTATION, SYSTEM TOTALS, FSL ENTRY POINTS & MODELS, FSL SYSTEMS SUCCESSES, FSL SYSTEM CHALLENGES

Current French as a Second Language System Challenges:

CHALLENGES	CURRENT SITUATION
Multiple Entry Points	➢ Inequity of access to certain French Programs ➢ Strain on human and material resources ➢ Strain on facility/school space to house multiple programs ➢ Higher attrition rates in some French programs **Consideration:** reviewing which programs best meet the needs of the students
Child Care	➢ Child care can only be verified as viable at FI location after acceptance and registration; parents would like reassurance for child care prior; current policy does not consider child care as factor for placement offer **Consideration:** follow up on the review to access of child care
Equity of Access	➢ Currently does not meet the Integrated Equity Framework ➢ Inequity of access to certain French Programs (i.e., only 2 Middle Immersion Programs, 1 Intensive Extended Program, 14 Gr. 7 Extended French) **Consideration:** review to meet the Integrated Equity Framework
Program Viability	➢ Some sites are very undersubscribed and some sites are very oversubscribed ➢ Gr. 7program faltering; high attrition rate; equity of access **Consideration:** review viability of programs
Clustering of Schools	➢ Some areas have become over-served at the expense of others ➢ (Ward 15, 16, 13, 7, 9 vs. Ward 1, 4, 21, 22) as expansion is in response to oversubscription in certain areas **Consideration:** ensure equitable expansion in currently less well served areas to improve equity of access and to meet the Integrated Equity Framework
Policy – PR597	➢ waitlist for FI - SK remains active until the last day of school in December of the SK year; waitlist for Junior Extended French only active until the end of September of Gr. 4. It is seen as very equitable and accommodating, allows us to expand **Consideration:** alignment of the two deadlines; provide clearer/stronger language around moving from FI to Extended French; harmonize FI policy with Optional Attendance policy or be very explicit where they diverge and which one overrides; review language pertaining to childcare to be clear of expectations; review space constraints in schools ➢ Some areas have become over-served at the expense of others **Consideration:** review location of expansion to provide greater equity of access
Transportation	➢ Distance can be challenging for some ➢ Challenge of travelling by TTC by Gr. 6 ➢ Quality of service; lack of supervision **Consideration:** recognize the positive impact of transportation on accessibility questions while considering what is possible. Look at possibility of transportation for Grade 6 (TTC tickets at Grade 7) or a differentiated approach based on availability of routes in different neighbourhoods
Staffing Implications	➢ High turnaround of qualified French Teachers ➢ Enrolment pressures place strain on human resources **Consideration:** work in collaboration with Employee Services to expand recruitment strategy; consider focusing human resources on system programs; consider impact of undersubscribed sites on staffing issues