



Date of Meeting: 2019 06 11

Item #: 7.0

<b>REPORT TO:</b>	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input checked="" type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
<b>TITLE OF REPORT:</b>	French Immersion Review Committee Update	
<b>PRESENTED BY:</b>	Sheila Builder, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement Kevin Auckland, Learning Supervisor, Languages Sarah Folino, Associate, Research & Assessment Christie Kent, Planner Kim Robertson, SOQP Practicum Candidate	
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice	
<b>Recommendation(s):</b>		
<b>Purpose:</b>	To return to the Board of Trustees with an update on the work of the French Immersion Review Committee following the May Program and School Services Advisory Committee meeting.	
<b>Content:</b>	The intent of the attached presentation is to provide responses to the questions from the Trustees at the Program and School Services Advisory Committee on May 7, 2019 and share our updated <i>Essential Agreements</i> which will be used to guide our decision-making over the summer, in preparation for our final report to the Board of Trustees at the October Board meeting.	
<b>Cost/Savings:</b>	N/A	
<b>Timeline:</b>	May 27, 2019: Administrative Council June 11, 2019: Planning and Priorities Advisory Committee	
<b>Communications:</b>	Administrative Council Planning and Priorities Advisory Committee	
<b>Appendices:</b>	PowerPoint Presentation	

**Strategic Priority Area(s):**

<b>Relationships:</b>	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
<b>Equity and Diversity:</b>	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
<b>Achievement and Well-Being:</b>	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018



# *French Immersion Review Committee Update*

June 2019

# From the May Program & School Services Meeting

As an update...

- share our updated *Essential Agreements* that will frame our decision-making process, in preparation for providing options in the fall of 2019
- follow up, with responses, to questions raised

# Call to Action:

Clarification of purpose of this  
review committee's work

**To review the delivery  
of French Immersion  
programs in TVDSB**

---

# Updated Essential Agreements

In TVDSB, we agree to:

1. Continue to provide French Immersion, as an optional program, for students in our Board
2. Continue to provide a high-quality French Immersion program for our students, that is staffed by educators who are qualified and proficient in French
3. **Provide sustainable recommendations that reflect available system resources (including, but not limited to, financial, staffing, facilities, etc.)**
4. **Support system-wide recommendations that allow for regional considerations based on need**
5. **Consider the impact on families for each of the recommendations**

# Questions from the May Program and School Services Advisory Meeting:

1. Clarification of the white section of map provided
2. Program offerings in coterminous board
3. Funding for FI students clarified
4. Public input/survey
5. Graduation FI certificate data (Extended and Early Immersion)
6. Dual track size of school
7. Providing scenarios for options in the fall
8. Self-identification in FI
9. Relocation of program(s)

## Question 1: Clarification of the white section on the map provided

- This section represents Oneida Nation of the Thames, Chippewas of the Thames First Nation, and Munsee-Delaware Nation communities.

## Question 2: Program offerings in our coterminous board

- French Immersion:
  - In the LDCSB, the French Immersion program begins in Kindergarten Year 2, with the exception of Woodstock (beginning in Kindergarten Year 1). Parents/guardians may register their child(ren) in Kindergarten Year 2 or Grade One in French Immersion elementary schools.
  - LDCSB does not offer an Extended French program.



## Question 3: Can you clarify the funding for French Immersion students?

French as a Second Language funding supports the additional costs of providing Core French and French Immersion programs.

		<b>Allocation per pupil</b>
Immersion, JK/SK, Grades 1 to 8	Average daily length: 150 minutes or more	\$385.73

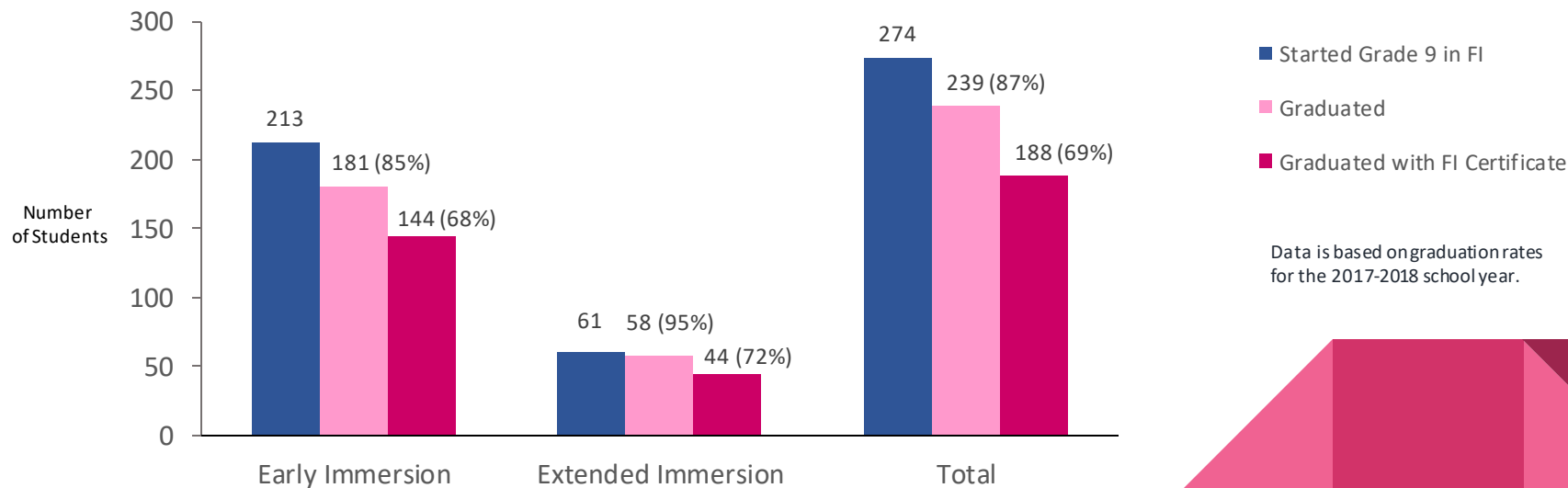
At the Secondary level, funding is determined according to credits as follows

<b>Grades</b>	<b>Allocation per-pupil credit – French as a subject</b>	<b>Allocation per-pupil credit – subjects other than French taught in French</b>
9 and 10	\$ 77.88	\$128.12
11 and 12	\$103.00	\$199.74

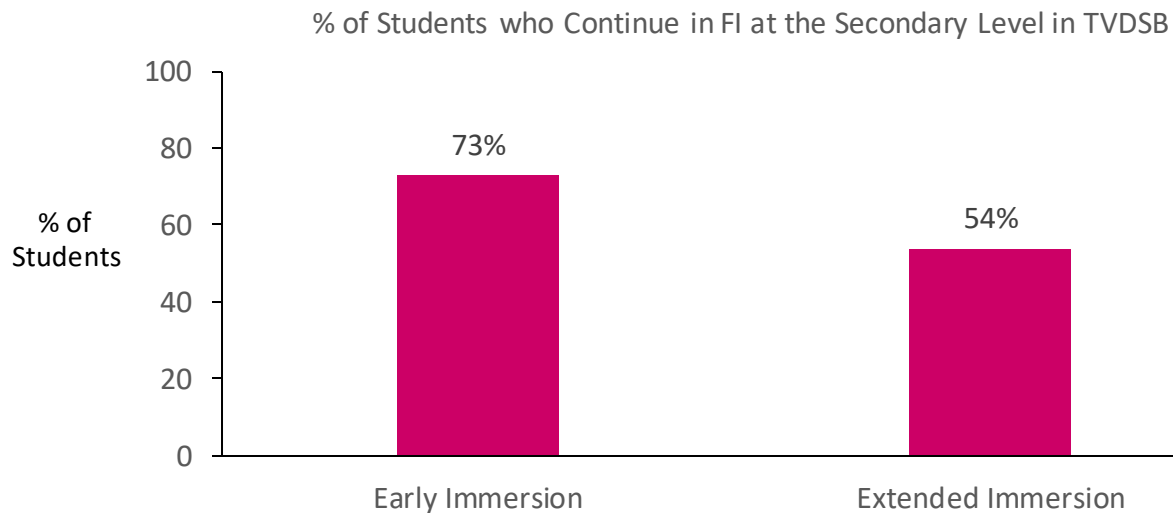
## Question 4: Will we be seeking public input?

- In order to adhere to the timeline, the process will be expedited to allow for public input. The committee plans to review the input over the summer.
- Parent Survey:
  - Open to all TVDSB parents/guardians for a two-week period in late June
  - Parents/guardians will receive an email invitation and link to survey will be posted on board website for anyone to respond
  - Will provide options to parents/guardians and ask for preferences

## Question 5: Can you provide graduation rate data for students finishing secondary school with a French Immersion certificate?



# Additional Data to Consider: Retention Rates from Elementary to Secondary FI for Early and Extended Immersion Students



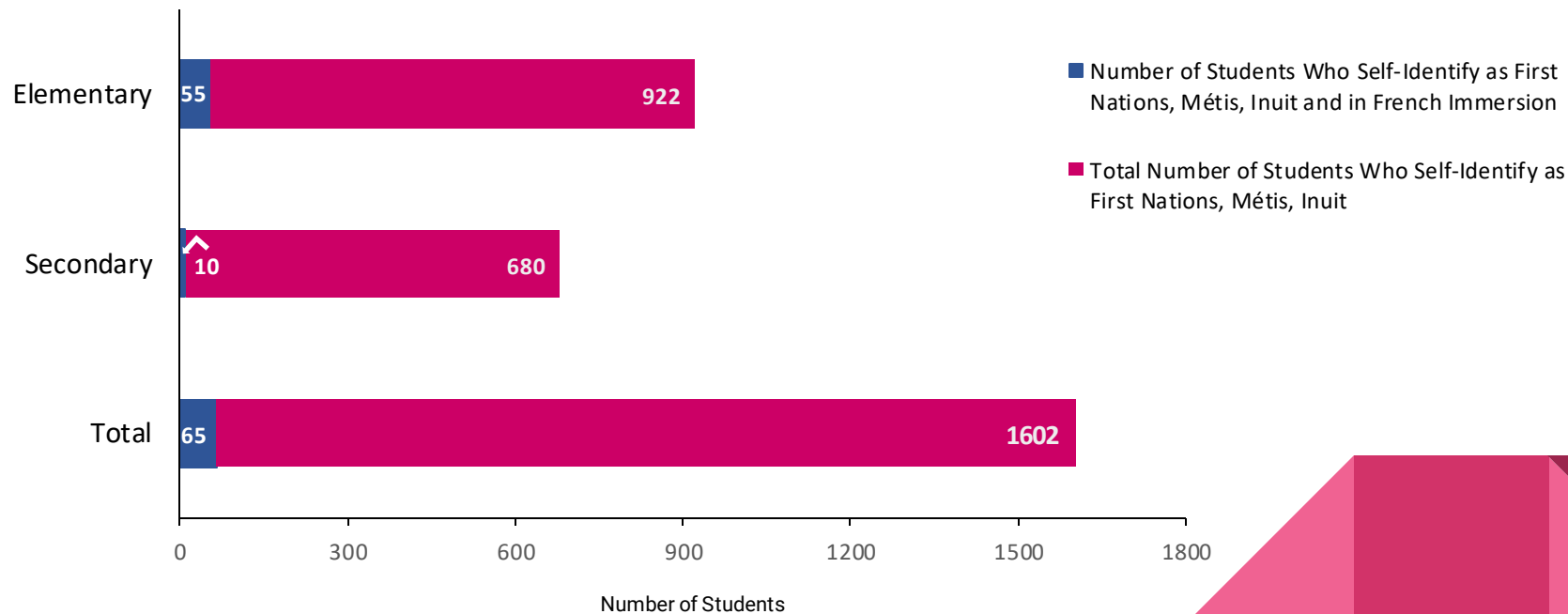
## Question 6: What is the ideal population of a dual track school?

- Need to consider each school and the on- the- ground (OTG) capacity
- One class or cohort (of approximately 20-25 students) per grade level of each language

## Question 7: Will you be providing scenarios for options in the fall?

- Options will be provided- informed by practice, research and input from the public

## Question 8: How many students self-identify as First Nations, Métis, Inuit in French Immersion?



## Question 9: Can a program be moved (e.g. Could an Extended Immersion FI program be provided in an English track school?)

- In accordance with TVDSB Procedure 4015c, an exemption from the Attendance Area Review Process may apply where a change to the location of an optional program has been approved by the Trustees, so long as TVDSB has consulted with parents and / or guardians of the students enrolled in that program in a manner which has been approved by the Trustees



# Updated Essential Agreements

In TVDSB, we agree to:

1. Continue to provide French Immersion, as an optional program, for students in our Board
2. Continue to provide a high-quality French Immersion program for our students, that is staffed by educators who are qualified and proficient in French
3. **Provide sustainable recommendations that reflect available system resources (including, but not limited to, financial, staffing, facilities, etc.)**
4. **Support system-wide recommendations that allow for regional considerations based on need**
5. **Consider the impact on families for each of the recommendations**

# Next steps...

- ❖ Review committee will continue to meet over the summer to review public input and narrow options based on the *Essential Agreements*
- ❖ Presentation of final options to the Board of Trustees in October 2019