



Date of Meeting: 2019 November 26

Item #: 13.a

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input checked="" type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Elementary French Immersion Review Final Report
PRESENTED BY: (list ONLY those attending the meeting)	Riley Culhane, Associate Director, Learning Support Services Sheila Builder, Superintendent of Student Achievement
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s): (only required when presented for approval)	
Purpose:	To share the Elementary French Immersion Review Final Report with the Board of Trustees.
Content:	Senior Administration is pleased to share the plan that will include changes to the TVDSB Elementary French Immersion program, effective September 2020. Further to the implementation of this plan, continued monitoring of Elementary French Immersion enrolment and staffing challenges will occur.
Cost/Savings:	N/A
Timeline:	Board Meeting: November 26, 2019 Implementation of changes to Elementary French Immersion in TVDSB: September 2020
Communications:	Administrative Council Board of Trustees TVDSB Elementary French Immersion Communication Plan
Appendices:	Presentation

Strategic Priority Area(s):

Relationships:	<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 type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<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.
Achievement and Well-Being:	<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 June 2019



Elementary French Immersion Plan

Effective September 2020

Essential Agreements

Thames Valley commits to:

- ✓ Provide high-quality French Immersion programming delivered by qualified educators
- ✓ Provide equitable access to programming throughout the school district
- ✓ Provide sustainable programming based on available resources
- ✓ Acknowledge regional considerations
- ✓ Consider impacts on families

Challenges

Staffing

- National shortage of French Immersion teachers
- Limited French fluency among Early Childhood Educators

Enrolment

- High demand for French Immersion in most areas

Retention

- Less than half of Gr. 7 students (Extended Entry) continue to secondary French Immersion

Action:

Consolidate Early Entry to Gr. 1

- ✓ Provide solid foundation in English instruction in the 2-year Early Years (K) program
- ✓ Redeploy SK teachers to help address staffing challenges
- ✓ Research does not support differences in outcomes for SK and Grade 1 Entry
- ✓ Address lack of French fluency of Early Childhood Educators

Action:

Eliminate Gr. 7 Entry*

- ✓ Declining registration in most areas
- ✓ Data indicates fewer students continue to secondary French Immersion
- ✓ Reallocation of Extended Entry teachers
- ✓ Majority of school boards have single point of entry

* Over two years

Advantages for Students

- ✓ No enrolment cap
- ✓ More effective utilization of resources
- ✓ Redeployment of staff
- ✓ Equitable access across the district

In September 2020:

- ✓ Consistent, equitable access to high-quality Grade 1-8 French Immersion programming in all areas of the school district

Process to date

- ✓ Communication with employee groups re: staffing implications
- ✓ Communication with French Immersion principals
- ✓ Communication with impacted staff members

Next Steps

- ✓ Communication to all school principals
- ✓ Communication to parents/guardians
- ✓ Communication with child care operators
- ✓ Monitor impact of changes
- ✓ Consider further program changes to address enrolment pressures in specific areas of the board