



Annual Enrolment in Immersion/Extended French Program 2020-2021 & Core French Program 2019-2020

To: Program and School Services Committee

Date: 6 May, 2020

Report No.: 05-20-3873

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the report regarding Annual Enrolment in Immersion/Extended French Programs 2020-21 and Core French Program 2019-20 be received for information.

Context

Aligned with the Vision for Learning, the Multi-Year Strategic Plan and the French as a Second Language Recommendations, equity of access to Intensive French programs is a key priority.

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 39 sites. Today, there is a French Immersion and Extended French program to serve every residential address in the Toronto District School Board. Core French is mandatory in Ontario from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and

must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. There is one mandatory Core French credit required in Gr. 9.

ENROLMENT: The total number of JK students in 2019 was 16,923 of which 4,018 applied to SK French Immersion and 3,300 accepted (i.e. reserved) placements for September 2020. The number of students whose placement was accepted for 2020 was 20% of those in JK in 2019. For September 2020, there are 70 SK French Immersion sites, all of which are Full Day Kindergarten (FDK).

The total number of Grade 3 students in 2019 was 14,619 of which 1,669 applied to Grade 4 Junior Extended French and 1,254 accepted (i.e. reserved) placements for September 2020. The number of students whose placement was accepted for 2020 was 9% of those in Grade 3 in 2019. For September 2020, there are 39 Junior Extended French sites.

All on-time applicants (Early French Immersion and Grade 4 Junior Extended French) are offered a placement in a program. There are no system wait-lists. While every effort is made to place students in the school identified as their area Early French Immersion or Junior Extended school, this is not always possible. In cases where the number of applications in a given area is greater than the number of allotted program spaces in the school, redirection is the process by which applicants are accommodated. Guiding principles for redirection include: redirecting students as a group based on English home school and redirecting to closest Early French Immersion or Junior Extended French site with available program space. When a fraction appears in the “Redirection” column of Appendix A, 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. Please note that, in the attached charts, “*Accepted*” refers to the number of students whose parents/guardians have reserved a placement 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.

Action Plan and Associated Timeline

This current annual report will be shared at Program and School Services Committee on May 6 as well as with the French as a Second Language Community Advisory Committee (FSLCAC), and Board on May 27, 2020.

Over the next several years, the TDSB will phase in changes and enhancements to French as a Second Language Programs that were approved by the Board of Trustees in June 2019 which are all aimed at improving equity of access for students.

Resource Implications

Not applicable at this time.

Communications Considerations

Not applicable at this time.

Board Policy and Procedure Reference(s)

PR597: French Immersion/Extended French

P080: French as a Second Language

Appendices

- Appendix A: Enrolment Data in French Immersion/Extended French Programs 2020-2021 & Core French Programs 2019-2020

From

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