



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

FRENCH IMMERSION CONSULTATION RESULTS

The plans of the mind belong to mortals, but the answer of the tongue is from the Lord. All one's ways may be pure in one's own eyes, but the Lord weighs the spirit. Commit your work to the Lord, and your plans will be established. Proverbs 16

Created, Draft	First Tabling	Review
November 27, 2017	December 7, 2017	Click here to enter a date.

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RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

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A. EXECUTIVE SUMMARY

On February 2, 2017 at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee of the Board, the report *Long-Term Program Plan - Results of Stakeholder Consultation for French Immersion sites* was approved and made recommendations to open French Immersion programs at various schools in 2017 and 2018.

In the spring of 2017, 5 new elementary French Immersion Programs opened at: Cardinal Leger, St Benedict, St Eugene, St Gerald, St Jerome and 1 new secondary program opened at Blessed Cardinal Newman.

This report presents community consultation, student enrolment, retention, recruitment and hiring data that informed further recommendations with regard to the implementation for French Immersion.

In addition, this report presents retention rates for French Immersion and Extended French; and identifies concerns related to recruitment of qualified French teachers.

This report recommends implementing French Immersion at St Alphonsus, St Brigid, St Louis and St Mary.

A subsequent report is being written about the consultation for French Immersion at St Rita, as the information was not available at the time of the submission of this report.

The cumulative staff time required to prepare this report was 110 hours

B. PURPOSE

1. This report presents the results of community consultations related to the implementation of French Immersion in the following communities:

Elementary: St Vincent de Paul, St Alphonsus, St Louis, St Mary, St Brigid, St Jane Frances;

Secondary: Bishop Marrocco/Thomas Merton and St Patrick.

C. BACKGROUND

1. The Long Term Program Plan consultation process was approved in principle by the Board on October 20, 2016.
2. A further report (**Long-Term Program Plan - Results of Stakeholder Consultation for French Immersion sites**) was approved at the February 2, 2017 Student Achievement and Well-Being, Catholic Education and Human Resources Committee of the Board. In this report there were recommendations about sites at which French Immersion programs would be opened for September 2017 and September 2018.
3. Consultations were held in each of the communities proposed to have French Immersion.
4. The elementary school consultation process entailed the following:
 - a. Members of the school community, and members of neighbouring TCDSB schools that do not have French Immersion, were invited to a consultation evening.
 - b. Information about the consultation evening was sent to all nearby childcare facilities.
 - c. Information about the consultation evening was sent to local parishes, to be included in parish bulletins.
 - d. A survey was given to each family in attendance at the consultation evening. Survey results were tracked based on whether the family had students currently enrolled at the school, or whether they were from the greater community. These surveys were administered to see if there was adequate interest in French Immersion from potential new students.
 - e. After the consultation evening, the same survey (one per family) was given to all members of the school community.
 - f. Collected data from each consultation was compiled by the research department staff and reviewed by senior staff in order to make recommendations.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Detailed results for the surveys from the consultation at each school are shown in Appendices A-G. To the left of each school name in Table 1, you will see the respective appendix (eg. St Jane Frances detailed results are in Appendix C).

2. Only the data from the local school surveys is shown in Table 1. The majority of the attendees at consultation evenings were parents of students attending the school. There were very few surveys completed by members of the greater community. Community data is shown in the individual school results in the appendices.
3. Table 1 below presents a summary of the results of the French Immersion consultation surveys collected from families in elementary schools:

TABLE 1: French Immersion Consultation Results					
School	# Families (1 survey per family)	Surveys Returned	Summary of Survey Results from School Community		
			In Favour	Against	No Response
A. St Alphonsus	190	93 (49%)	76 (82%)	13 (14%)	4 (4%)
B. St Brigid	481	141 (29%)	99 (70%)	42(30%)	0
C. St Jane Frances	558	342 (61%)	68 (20%)	272 (80%)	2 (0.6%)
D. St Louis	170	77 (45%)	68 (88%)	8 (10%)	1 (2%)
E. St Mary	310	126 (41%)	112 (89%)	12 (10%)	2 (2%)
F. St Vincent de Paul	310	136 (44%)	48 (35%)	83 (61%)	5 (4%)

4. The Bishop Marrocco / Thomas Merton community (parents from the school and parents from neighbouring elementary schools) were invited to attend a consultation on October 10, 2017.

Comments at the meeting were constructive regarding future programming possibilities for the school. Surveys were collected at the consultation evening: 15 surveys were submitted; parents from three elementary schools were present however all returned surveys were from parents at one elementary school.

In response to the question if in favour of French Immersion at Bishop Marrocco / Thomas Merton, of the 15 surveys returned: 8 were not in favour 3 were in favour and 4 did not respond.

Follow-up meetings were held at the school with key staff, the school Superintendent and the Associate Director. With regard to offering French Immersion as a specialty program for admission to Bishop Marrocco / Thomas Merton the recommendation is that it should be delayed until the registration process for 2019-2020. This would allow for the staff of Bishop Marrocco / Thomas Merton to promote and prepare for the French Immersion program and target specific elementary feeder schools. There were discussions with the local Trustee in regards to this recommendation.

5. St Patrick Catholic School Parent Council (CSPC) was consulted in the spring of 2017. The parent council and staff from the school indicated that they are already working on implementing a number of programs. A concern was raised regarding the impact on the implementation of French Immersion on existing programs. The views of the St Patrick CSPC were discussed with the local Trustee and no further consultation was sought.

RETENTION RATES

6. Table 2 shows enrolment data for the group of students who began Senior Kindergarten in 2005-2006. It shows the enrolment in each of the highlighted grades, tracked over time, including those students who were either demitted from the board, or were admitted to join this group as they went through the grades. The chart focuses on specific years for these reasons:
 - a. Senior Kindergarten: 2005-2006 – French Immersion began (prior to 2014-2015)
 - b. Grade 1: 2006-2007 –Core French begins
 - c. Grade 5: 2010-2011 –Extended French begins
 - d. Grade 8: 2013-2014 –Last year for students in elementary prior to attending secondary school
 - e. Grade 9: 2014-2015 –First year of high school, which allows us to track how many students remained in the TCDSB for secondary
 - f. Grade 12: 2017-2018 –Final year of secondary school, which allow us to track how many students remain in French in the TCDSB.

TABLE 2: ENROLMENT DATA OVER TIME - LISTED BY GRADE

All records in this chart relate to students who began SK in 2005-2006 and moved through the grades – including admissions and demissions throughout the years

	2005-2006 SK	2006-2007 Gr 1	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
# Students	5439	5757	6146	6437	7030	8909*
Core French		5518	5379	5773	5058	613
French Immersion	196	214	164	145	77	88
Extended French			541	474	306	211

*Some Gr 12 students remain for a fifth year

7. Tables 3 shows cohort data for the students that were in Senior Kindergarten French Immersion in 2005-2006. This table only tracks students that were in the program in year 1 and follows these students through to Grade 12 in the TCDSB. Students who were admitted from other schools or boards are not tracked in this table, only the original cohort is tracked.

In Table 3 you will note the following for this cohort of students:

- 52% of the original cohort of FI students was still in FI by the end of Gr 8 (102 of 196)
- 92% of Gr 8 French Immersion students chose TCDSB secondary schools (94 of 102, split as follows for Gr 9– 58 FI, 17 EF, 19 Core)
- 86% of Gr 9 FI students are still in FI by Gr 12 (50 of 58)
- 33% of the original cohort of FI students is still taking French this year in Gr 12 (64 of 196, split as follows for Gr 12 – 50 FI, 5 EF, 9 Core)

TABLE 3: COHORT DATA FOR 2005-2006 SK CLASS In FI

2005-2006 SK Cohort of French Immersion through to Gr 12 TCDSB French

Cohort data	2005-2006 SK	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
French Immersion (5 schools)	196	125	102	Immersion – 58 Extended- 17 Core – 19	Immersion- 50 Extended – 5 Core – 9
				Total still in French - 94	Total still in French - 64

8. Tables 4 shows cohort data for the students that were in Senior Kindergarten in 2005-2006 and entered the Extended French Program in Gr 5 in 2010-2011. This table only tracks students that were in the program in year 1 and follows these students through to Grade 12 in the TCDSB. Students who were admitted from other schools or boards are not tracked in this table, only the original cohort is tracked.

In Table 4 you will note the following for this cohort of students:

- 77% of the original cohort of EF students was still in FI by the end of Gr 8 (418 of 541)
- 82% of Gr 8 EF students chose TCDSB secondary schools (345 of 419, split as follows for Gr 9– 1 FI, 181 EF, 163 Core)
- 70% of Gr 9 EF students are still in EF by Gr 12 (126 of 181)
- 34% of the original cohort of EF students is still taking French this year in Gr 12 (183 of 345, split as follows for Gr 12 – 1 FI, 126 EF, 56 Core)

TABLE 4: COHORT DATA FOR 2005-2006 SK CLASS In EF in Gr 5					
2010-2011 Gr 5 Cohort of Extended French through to Gr 12 TCDSB French					
Cohort data	2005-2006 SK	2010-2011 Gr 5	2013-2014 Gr 8	2014-2015 Gr 9	2017-2018 Gr 12
Extended French (19 schools)	NA	541	419	Immersion – 1 Extended – 181 Core – 163	Immersion – 1 Extended – 126 Core – 56
				Total still in French - 345	Total still in French - 183

9. The following is true for the 2005-2006 cohort of SK students who chose French specialty programs, based on Table 2: Enrolment Data, Table 3: French Immersion and Table 4: Extended French:

- While the retention rate for French Immersion is low from SK to Gr 5 (52%), the retention rates of students in French specialty programs is high from Gr 5 to Gr 8. Evidence:
 - 77% of the original cohort of EF students in Gr 5 was still in the program in Gr 8 (102 of 105 students)
 - 82% of the students still in FI by Gr 5 wer still in FI by the end of Gr 8 (102 of 125 students)
- The retention rates of students in Gr 8 French specialty programs is high. Evidence:

- 92% of the Gr 8 FI students and 82% of the Gr 8 EF students chose TCDSB secondary schools (94 of 102, 345 of 419 students respectively)
- The retention rates of students in secondary school French courses by Gr 12 is higher for French specialty programs than for Core French. Evidence:
 - 86% of FI students in Gr 9 are still in FI by Gr 12
 - 70% of EF students in Gr 9 are still in EF by Gr 12
 - Approximately 12% of Gr 9 Core French students are still taking French course by Gr 12. Although we do not have specific cohort data for the 613 students in Gr 12 Core French this year, we know that there were 5058 students in Core French for Gr 9.

RECRUITMENT AND HIRING OF FRENCH QUALIFIED TEACHERS

1. The TCDSB will continue to experience recruitment demand pressures over the next several years for the following reasons:
 - In Ontario (and Canada) the demand for qualified French teachers continues to increase;
 - Since 2012 TCDSB has introduced ten new French Immersion programs at the following schools:
 - 2012 James Culnan
 - 2013 Blessed Pier Giorgio Frassati
 - 2015 Holy Rosary, St Leo
 - 2017 Cardinal Leger, St Benedict, St Eugene, St Gerald, St Jerome
Blessed Cardinal Newman
 - In order to meet implementation needs within these ten existing programs and proposed new French programs, the TCDSB will need to hire 25 new French teachers in the 2018-2019 and 24 new French teachers in the 2019-2020 academic year.
 - This report recommends the implementation of French Immersion at 4 additional sites: St Alphonsus, St Brigid, St Mary and St Louis. (Pending results from the St Rita community consultation). This will place additional pressure on recruitment efforts.

- In light of retirements, leaves and attrition, it is anticipated that Core French and Extended French programs may also require additional French teachers to be hired in the coming years.

2. Data related to recruitment of applicants for French positions in the TCDSB:

	Applicants	Interviews	Successful
2016-2017	137	112	68
2017-2018*	40	24**	17**

*This data only represents hiring from August until November

**8 candidates are still in the process of being interviewed so these numbers could change.

It is important to note that the TCDSB loses, on average, 20 of their yearly successful candidates to other school boards in light of less restrictive permanent hiring practices (impact of Regulation 274).

3. Data related to hiring teachers into permanent French open positions and long-term occasional (LTO) positions.

French Positions	Elementary		Secondary		Combined
	Open	LTO	Open	LTO	Total
2016-2017	20	18	11	11	60
2017-2018	30.7	30	3	11	74.7

Concern: There is a genuine concern related to our ability to staff all of our French Immersion programs as a result of the above-noted demand pressures for French Immersion programs and the challenge of attracting and retaining qualified French teachers. There is no requirement for French qualified teachers to remain in French positions. Additional risk exposure is present in light of a trend involving French teachers with one year teaching experience seeking a transfer into an English stream position.

4. The Recruitment plan for French teachers involves:

- an invitation in February to all candidates within provincial French Teacher Certification programs (Faculties of Education) to attend a recruitment information session at the Board Office;

- TCDSB recruitment staff attending local and out of province job fairs (if funding available);
- continuing strategic partnerships with local universities (including Glendon) to reach out to their teacher candidates before official job fairs;
- ongoing personal conversations between TCDSB recruitment staff and successful interview candidates in order to outline imminent job prospects in order to enhance retention rates;
- encouraging existing core French teachers to pursue FSL qualifications which would allow them to teach French Immersion.

E. STAFF RECOMMENDATIONS

Based on the data presented in this report from community consultations, student enrolment retention, recruitment and hiring staff recommend:

1. French Immersion programs be included in the registration process for 2018-2019 at St Alphonsus, St Brigid, St Louis, St Mary
2. French Immersion programs not be offered at St Jane Frances, St Vincent de Paul and St Patrick
3. French Immersion be included in the registration process for 2019-2020 at Bishop Marrocco / Thomas Merton
4. TCDSB not implement any additional French Immersion programs for elementary schools in the next five years.