

AVON MAITLAND DISTRICT SCHOOL BOARD

- We Will: *Create Positive, Inclusive Learning Environments*
- We Will: *Maximize Student Outcomes*
- By Valuing: *Our students, Our Staff, Our Families, Our Communities*
- Using Principles of: *Character, Equity, Sustainability*

DIRECTOR'S INFORMATION REPORT

TO: C/W, Closed Session C/W, Open Session Board

TUESDAY, SEPTEMBER 22, 2015

AGENDA ITEM 6.3 a)

SUBJECT: French as a Second Language (FSL) Instruction

1.0 Background

- 1.1 This report on French as a Second Language (FSL) Instruction has been generated by staff as a result of the request of the AMDSB Board of Trustees on June 9, 2015. This request came following a delegation requesting the expansion of French Immersion within the Board.
- 1.2 The municipality of Huron East passed a resolution to “encourage the Avon Maitland District School Board to consider the provision of French Immersion services and classes to the residents of Huron County and, that the position of Council be expressed to Ted Doherty, Director of Education of the Avon Maitland District School Board; and further that this resolution be forwarded to all lower tier municipalities in Huron County for their endorsement and support”. To date the municipalities of Central Huron, Goderich, North Huron and Ashfield-Colborne-Wawanosh have passed resolutions in support of the Huron East resolution. Notice of these resolutions were received in the Director’s Office during the summer.
- 1.3 The Board of Trustees has asked for this report to review the existing FSL program delivery models and to explore opportunities and implications of possible alternatives to the existing models.
- 1.4 The Board has also asked for an example of a survey. Attached as Appendix A is the survey that was used most recently.
- 1.5 In AMDSB students can attend FSL programming in either the Core FSL or the French Immersion FSL pathway. The French Immersion FSL pathway, while available to all students, is only offered at Anne Hathaway PS, Bedford PS and Stratford Central Secondary School.
- 1.6 The decision to offer French Immersion FSL programming was made by the Board of Trustees, following consultation and District wide viability surveying, in December 1999. The program began as a Grade 1 entry program at Bedford PS. Since the implementation of the program, there have been seven Information Reports to the Board regarding FSL French Immersion, including analysis of the results of the re-administration of the viability surveys across the District. The most recent Board Information Report was related to the boundary adjustments in the city of Stratford and the Board’s subsequent decision to expand the program into Anne Hathaway PS.

2.0 FSL Instructional Options

- 2.1 As one of Canada's two official languages, FSL is taught in Ontario's English-language school boards. Students have significant advantages when they speak more than one language.

Learning another language helps students:

- strengthen their problem-solving, reasoning and creative thinking skills
- develop their understanding and appreciation of diverse cultures
- increase their competitiveness in an increasingly global job market
- enhance their first-language and overall literacy skills

In addition to providing a foundation for the learning of additional languages and the potential for more opportunities to participate in an increasingly globalized economy, learning FSL helps Ontario students to understand Canada's history and to develop an appreciation of French culture

- 2.2 The Ministry's Goals for FSL in Ontario (<http://edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>)

Goal 1 Increase student confidence, proficiency, and achievement in FSL.

Goal 2 Increase the percentage of students studying FSL until graduation.

Goal 3 Increase student, educator, parent, and community engagement in FSL

- 2.3 Program Delivery Models

- **Core French** – Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.
- **Extended French** – Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, at least 25 per cent of all instruction is provided in French. At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.
- **French Immersion** – Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, at least 50 per cent of all instruction is provided in French. At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.

www.edu.gov.on.ca

3.0 FSL in Avon Maitland District School Board

- 3.1 In accordance with the Ministry of Education's requirement, all students from Grades 4 to 8 are expected to be enrolled in FSL programming. All students are also expected to obtain one secondary FSL credit. Some students in AMDSB choose to take FSL programming in secondary school beyond Grade 9, but these courses are optional programming choices.
- 3.2 School boards have the option of offering Extended French and French Immersion FSL programs. Decisions to establish these programs and the structure, are made by the local school board. Students in these programs are not in the Core FSL program.

- 3.3 In AMDSB students can attend FSL programming in either the Core FSL or the French Immersion FSL pathway, however, the French Immersion FSL pathway, while available to all students, is only offered at Anne Hathaway PS, Bedford PS and Stratford Central Secondary School. Students who live outside of Stratford, but who are on existing bus routes into the City can access the Huron Perth Student transportation system, but any other family wishing to access from outside of the City must provide their own transportation to the sites, or meet at a designated location within the attendance boundary. All students wishing to enter FI programming must enter in Grade 1. Brochures, social media announcements and newsletter statements are provided for schools in December of each year, as the intent to register for Grade 1 is completed the following January. In addition, both AHPS and Bedford PS host January Information Nights for parents interested in the French Immersion FSL pathway. The French Immersion FSL pathway for students in Grades 1 to 8 In AMDSB offers students 50% of their daily program in French language instruction. In secondary schools, students in the FI pathway can take bundles of 7 to 10 credits so as to obtain either an Extended French or French Immersion certificate upon graduation.
- 3.4 *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* was released in February 2013, as an overarching strategic document that serves as a call to action and a guide to strengthen FSL programming throughout the province. Each District submits an annual report regarding FSL programming, and is required to review the needs of the District in relation to the Ministry's goals, and to articulate measurable programming goals and related strategies. The AMDSB FSL Framework report from 2014-15 is linked here...
<https://eforms.amdsb.ca/index.php/769178/lang-en>
- 3.5 The AMDSB FSL goals for 2014 – 2017, set in 2014 are as follows:
- To increase the number of schools having students challenge the DELF from four in Spring 2013 to seven in Spring 2017.
 - To increase the number of students challenging the *Diplôme d'études en langue française* (DELF) in AMDSB from 30% in Spring 2013 to 37% by Spring 2017.
 - To align assessment and evaluation practices in FSL with Growing Success, the AMDSB Assessment, Evaluation and Reporting document and with the revised FSL curriculum
 - To decrease the attrition rate from grade 9 to grade 10 Core French from 81% to 74% by June 2017.
- 3.6 We have worked diligently in AMDSB to ensure that all French teachers are supported in their professional learning and that all students are afforded the opportunity to become confident and proficient with French. To that end all FSL teachers have opportunities to become certified DELF correcteurs/correctrices, and all students have the opportunity, in Grade 12, to challenge the DELF certification. The Diplome d'Etudes en Langue Francaise (DELF) affords students in AMDSB with internationally recognized certification of French proficiency. It is based on the Common European Framework of Reference (CEFR) which defines language proficiency along six global levels, A1, A2, B1, B2, C1 and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. Successful candidates are awarded a diploma from the French Ministry of National Education. Since 2011, we have had almost 200 students challenge for the certification and over two dozen of our FSL teachers hold certification as correctrices. It should be noted that the majority of the students who have challenged for DELF certification have come from our FSL Core pathway, and in last Spring's administration, these students represented eight of our nine high schools.

4.0 Existing Enrolment Boundaries

- 4.1 The current FI attendance boundary for Anne Hathaway includes students within the Anne Hathaway school boundary. Students within this boundary and over 1.6 km from the school are eligible for transportation.
- 4.2 Students, within the city of Stratford (not resident within the Bedford catchment area) and over 1.6 km from their designated Home school, are eligible for transportation to Anne Hathaway FI from designated locations throughout the city. Students living within the city of Stratford, but not within the Bedford ward, attend Anne Hathaway PS for FI programming, and can access busing from their home school. In addition, those living 1.6 km from their home school are eligible for transportation from designated locations throughout the city.
- 4.3 The current boundary for French Immersion at Bedford includes the Bedford catchment area in the city of Stratford plus all areas within Huron and Perth Counties outside of the City of Stratford municipal boundaries.
- 4.4 Within the Bedford ward, students who live over 1.6 km from the school are eligible for transportation. There is limited transportation for eligible students beyond the City of Stratford municipal boundaries and within the shared attendance areas of SNWSS and SCSS from designated pick-up locations. We have however, attempted to cover all quadrants of the secondary attendance area.
- 4.5 We have maintained shared am and pm bus service between Bedford and the South Easthope Township area and the Milverton area.
- 4.6 For the rest of the area, we have designated safe, group pick-up locations for FI pick-up in a number of rural areas based on need. This would include the Sebringville Community Centre which serves student from the areas around Sebringville. Students living in the Fields area and East of Stratford are covered through a dedicated FI bus.
- 4.7 In addition, since the advent of Avon Maitland's French Immersion program in Stratford, some parents have travelled from the Goderich, Tavistock, Kitchener, St. Marys and London areas to have their students attend French Immersion.

5.0 Staffing

- 5.1 Over the past few years, there has been increasing concern about the ability to staff French and French Immersion classrooms with effective, qualified teachers. Human Resources increased participation at recruitment fairs in an attempt to attract teachers, particularly those qualified in French, to our area. This is challenging because every school board in Ontario is also looking for qualified French teachers, so many teachers who may appear interested initially, either decide not to move to the area or are hired by a school board closer to their home or in an area of the province where they choose to live. In 2014, we attended recruitment fairs at Universities of Toronto and Western. There was little interest or follow up from candidates as a result of our participation at these fairs. In 2015, we participated in recruitment fairs with Western and Nippissing. There was some interest from both Western and Nippissing, but we tend to draw mostly from teachers who live in or grew up in our area.
- 5.2 AMDSB pulls all teacher applicants from Apply to Education, an online application portal. The limited number of people who contact us directly are told to apply through Apply to Education (online).

- 5.3 Between September 2013 and April 2015, 43 candidates with French qualifications were interviewed. Interviews are handled by French qualified administrators who assess the candidate's readiness as an educator in addition to his or her proficiency in French. A number of the interviewees withdrew their application, some were not recommended by the team, and of the hires, some of the group have resigned from our Board and are presumably working elsewhere.
- 5.4 There are 23 French qualified teachers on the Occasional Teacher Roster. (14 elementary, 5 secondary, 4 on both elementary and secondary). Of these 23, 9 were determined to have certification and French language skills that would enable them to teach in the FSL French Immersion pathway. Five candidates of these 9 have already been placed in contract positions in AMDSB. There is no one qualified at elementary on the Long Term Occasional (LTO) list (candidate would have to have taught 20 days in a 10 month period in the past 5 years in the AMDSB as per Regulation 274) and only 1 teacher on the secondary LTO list.
- 5.5 Comparison to teachers with other qualifications:
264 candidates were interviewed between 2013 and April 2015. Of the 264, 6 were not recommended, 30 resigned or were terminated, 28 were called for an interview and then withdrew their application.
- 5.6 Of 264, 148 were hired to the Elementary Occasional Teacher Roster and 53 were hired to the Secondary Roster. We currently have over 500 teachers on our OT Rosters, of which over 200 are on the LTO lists.
- 5.7 In addition to the availability of qualified teachers, staffing dual track elementary schools presents a challenge. It has the effect of staffing two smaller schools which creates incremental staffing expenses. For 2015/2016 this resulted in an additional 3.0 teachers in our elementary dual track sites.
- 5.8 The challenges of hiring French candidates are even greater in secondary schools. Teachers are required to deliver courses other than French language courses and as a result Principals are required to look for a variety of subject qualifications along with a candidate's French qualifications when filling vacancies.

6.0 Transportation and Facilities

- 6.1 Transportation
Ministry staff has confirmed that boards are not eligible for any additional funding for any program-related (eg FI) or school consolidation decisions which add transportation costs. The only circumstance where boards are eligible for additional funds is true enrolment growth as documented through ONSIS and EFIS.
- 6.2 Facilities
As discussed with Trustees last spring, the Ministry has confirmed that there is no Capital funding available to boards for any program-related decisions and therefore boards need not apply under the Capital Priorities Funding submissions for same. What this means is that any decisions on program-related options for the Board must be supported and sustained within existing Transportation and Facilities funding.

7.0 French Language Funding for Avon Maitland District School Board

- 7.1 In addition to the base per-pupil grants provided for all students enrolled with a board, the Ministry of Education (Ministry) also provides funding for specific education priorities ⁽¹⁾. The French as a Second Language Grant falls within this category. This grant is available to English-language boards and is based on French language instruction provided to students.

(1) Ministry of Education, *2015-16 Education Funding – A Guide to the Grants for Students Needs* (<http://www.edu.gov.on.ca/eng/funding/1516/2015GSNGuideEN.pdf>), Queen's Printer for Ontario, 2015

- 7.2 In the **Elementary** division, a grant amount is provided per student enrolment depending on where the student fits into the daily program length. The following chart summarizes the per-pupil allocation amounts provided for the French as a Second Language – Elementary grant. This information can be found in the Ministry's Education Funding Technical Paper 2015-16 ⁽²⁾.

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$291.06
60 – 149 minutes	Extended, Grades 4 to 8	\$331.61
150 minutes or more	Immersion, JK and K, Grades 1 to 8	\$370.97

(2) Ministry of Education, *Education Funding Technical Paper 2015-16, Spring 2015* (<http://www.edu.gov.on.ca/eng/funding/1516/2015TechnicalPaperEN.pdf>), Ministry of Education, Spring 2015

- 7.3 In the **Secondary** division, a grant amount is provided per student enrolment depending on a per-credit enrolment model. The following chart summarizes the per-pupil allocation amounts provided for the French as a Second Language – Secondary grant. This information can be found in the Ministry's Education Funding Technical Paper 2015-16 ⁽³⁾.

Grades	Allocation per-pupil Credit – French as a subject	Allocation per-pupil credit – subjects other than French taught in French
9 and 10	\$74.71	\$122.89
11 and 12	\$98.80	\$191.59

³ Ministry of Education, *Education Funding Technical Paper 2015-16, Spring 2015* (<http://www.edu.gov.on.ca/eng/funding/1516/2015TechnicalPaperEN.pdf>), Ministry of Education, Spring 2015

7.4 Based on the projected enrolment for the 2015/2016 school year, Avon Maitland DSB expects to receive a total of \$1,663,518 in funding under the French language grants. In order to compare the funding to the expenses related to French Immersion program delivery, we should consider which components of the French Language grants are incremental due to Immersion program delivery. A summary of the total allocation by division along with a review of the incremental nature of the allocation is as follows:

French as a Second Language Grant – Elementary	Projected Enrolment for Oct 31, 2015	Per Pupil amount granted by Ministry	Calculated Allocation per 2015-16 Estimates	Incremental Allocation due to Immersion?
20 – 59 minutes: Core, Grades 4 to 8	4,795	\$291.06	\$1,395,633	No – Core French for grades 4 to 8 is a Ministry requirement
60 – 149 minutes: Extended, Grades 4 to 8	0	\$331.61	0	Not applicable
150 minutes or more: Immersion, JK and K, Grades 1 to 8	378	\$370.97	\$140,227	Yes – however not fully incremental for grade 4 to 8 students, who would receive the core French Allocation not the Immersion allocation
Total FSL Elementary			\$1,535,860	

French as a Second Language Grant – Secondary	Projected Pupil Credits for Oct 31, 2015	Per Pupil amount granted by Ministry	Calculated Allocation per 2015-16 Estimates	Incremental Allocation due to Immersion?
Subject of French (grade 9 and 10)	1,214	\$74.71	\$90,698	No – Core French for grades 9 is a Ministry requirement
Subject of French (grade 11 and 12)	210	\$98.80	\$20,748	No – if Immersion was not offered, we would still offer Core French for grades 11 and 12
Subject other than French taught in French (grade 9 and 10)	68	\$122.89	\$8,357	Yes – fully incremental
Subject other than French taught in French (grade 9 and 10)	41	\$191.59	\$7,855	Yes – fully incremental
Total FSL Secondary			\$127,658	

The calculations of the incremental portion of the French Language allocations are detailed here:

	Projected Pupil Enrolment or Credits for Oct 31, 2015	Incremental Per Pupil amount granted by Ministry	Total Incremental Per Pupil amount granted by Ministry
Elementary: 150 minutes or more: Immersion, Grades 1 to 3 ONLY	170	\$370.97	\$63,065
Elementary: 150 minutes or more: Immersion, Grades 4 to 8 ONLY	208	\$79.91 (= \$370.97 – 291.06)	\$16,621
Secondary: Subject other than French taught in French (grade 9 and 10)	68	\$122.89	\$8,357
Secondary: Subject other than French taught in French (grade 9 and 10)	41	\$191.59	\$7,855
Total Incremental French Language allocations:			\$95,898

7.5 Spending Related to French Immersion

Avon Maitland DSB incurs some incremental expense to offer French Immersion programs including staffing costs as noted in section 5.7. The estimated annual transportation costs to transport students to the French Immersion sites are \$69,500. As well, the French Immersion classrooms require additional program delivery materials. The following is a history of the expenses incurred to purchase the appropriate classroom resources:

- Approximately \$3,000 per new classroom has been provided for curriculum resources for each new grade as the French Immersion program grew to full implementation in 2012.
- The additional grade seven start-up costs were supported centrally with an additional allocation of \$7,000 in 2007.
- When Anne Hathaway PS was added as a new site in 2013, the Avon Maitland DSB Senior Staff allocated an additional \$40,000 for a one-time allocation to curriculum resources.
- In previous years, we have applied for, and received over \$25,000 in additional resource funding from the Ministry to support curriculum resources for FSL French Immersion classrooms. This funding is part of an annual application process.
- In addition to the above supports, the annual budget includes approximately \$7,000 for ongoing French Language resources

These amounts are over and above the per pupil school budget allotment provided to each school annually. It should be noted that curriculum resources that are published in French are significantly more expensive than those same resources published in English.

Despite these centrally allocated budgets, school staffs at the existing sites report significant need for additional funds to support programming, and portions of their school generated funds are allocated to curricular support of their FSL French Immersion program.

8.0 French Immersion Enrolment from 2000 to 2014

8.1 In AMDSB, students enter the FSL French Immersion pathway in Grade 1. The table below demonstrates the enrollment numbers of Grade 1 students in this pathway and then indicates the number of students in FSL French Immersion (FIF) courses at each grade of secondary for that same cohort of students. The use of the FIF courses provides the best possible representation of the numbers of students in the FI pathway in each grade level, as it is the one required course for the FSL French Immersion programme. It should be noted that the enrolment numbers from 2000-2005 are numbers provided by Bedford PS, as AMDSB records are only maintained for ten years. Furthermore, it should be noted that this table reflects overall numbers, not actual cohort tracking, so individual student movement into and out of the program has not been reflected.

Year of Grade 1 Enrolment in FI	Grade 1	Grade 9 (FIF1D)	Grade 10 (FIF2D)	Grade 11 (FIF3U)	Grade 12 (FIF4U)
June 2000	45	15	15	11	11
June 2001	32	23	17	14	13
June 2002	30	18	17	15	11
June 2003	26	25	21	19	
June 2004	32	20	19		
June 2005	31	25	17		
June 2006	31	24			
June 2007	55				
June 2008	42				
June 2009	49				
June 2010	43				
June 2011	56				
June 2012	44				
June 2013	58				
June 2014	59				

9.0 Alignment with Ministry of Education and Board Priorities

9.1 The Ministry of Education has established clear programming priorities for the province. These include an emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM). As a parallel point of emphasis, the Ministry is leading the evolution toward a 21st Century Learning model, guided by The 6 Cs (Collaboration, Creativity and Imagination, Character Education, Citizenship, Communication, Critical Thinking and Problem-Solving).

- 9.2 The Avon Maitland District School Board has a Strategic Plan with very similar components. Our two priorities are:
*We will create positive, inclusive learning environments, and
We will maximize student outcomes*
- 9.3 Our work on creating positive, inclusive learning environments has focused on the creation of a quality education system for all students. A point of emphasis has been, whenever possible, to keep students together in heterogeneous groupings.
- 9.4 Maximizing student outcomes speaks to having our students prepared for whatever destination they choose. Like the Ministry's 6 Cs, we have focused on the competencies of communication, collaboration, critical thinking, creativity and problem solving. Our work centres around providing opportunities for students to demonstrate and improve on all of these competencies on a daily basis.
- 9.5 In our secondary schools, it has become increasingly difficult to offer a full breadth of courses as our enrolment continues to decline significantly. As we help students prepare for a variety of pathways, trade-offs naturally occur as a result of reduced credit offerings. Schools are forced to offer certain courses at the expense of others. The introduction of a new stream of students would likely exacerbate this issue.
- 9.6 One strategy to mitigate reduced credit offerings has been to promote interdisciplinary courses in all of our secondary schools. These courses combine expectations from a variety of other courses and allow teachers to create something new that focuses on the 4Cs and 1P. This flexibility allows students from different pathways and with different interests to be in the same class.

10.0 Possible Alternatives and Implications

- 10.1 A list of possible options for French Language instruction in our District includes the following, which will be discussed in turn.
- I. Status Quo
 - II. Expand French Activities and Opportunities for all students
 - III. Begin FSL core programming earlier than Grade 4
 - IV. Maintain Bedford as the district elementary FI school for students outside of Stratford and formally expand access.
 - V. Expand French Immersion by dividing the District into three catchment areas (see Appendix B).
- 10.2 Discussion of Options with Cost Considerations and Operational Change Implications
- I. Status Quo:
This option maintains existing FSL pathways and supports for French language instruction across the district. While there are no additional costs or operational changes required as a result of the status quo, of note is the fact that facilities funding continues to decrease as enrolment continues to decrease. While transportation funding has decreased with declining enrolment in the past, for the last 2 years the Ministry has implemented a 'fail safe' provision to hold funding static despite declining enrolment. The Ministry reassesses this position annually, so funding could revert to a decrease with enrolment decline in any given year.

- II. Expand French Activities and Opportunities for all students:
This option includes continued and expanded opportunities for students to participate in the DELF. In addition, this option speaks to increasing the opportunity for students to apply their French language skills and cultural understandings in authentic situations. These opportunities would support our revised curriculum and are aligned with goal #2 in the FSL three-year plan. Avon Maitland has provided these opportunities in the past and has accessed grants which are available to support them, so additional costs for this option would likely be minimal.
- III. Begin FSL core programming earlier than Grade 4 for all students:
There are several challenges with this option. The Ministry begins funding Core French programming at grade 4, so all costs of offering this programming in earlier grades would be solely borne by the Board. There is no curriculum for FSL below Grade 4 so we would be required to purchase or create our own. There would also be significant staff related issues because schools would need to hire French qualified teachers to replace existing teachers who cover prep time.
- IV. Maintain Bedford as the District FI elementary school for students outside of Stratford and formally expand access:
Since people from across the district have been, or are currently, driving their students to Bedford for FI, the idea of one district FI school is not unreasonable. From a transportation perspective, 'express' bus(es) from designated regional pick-up locations would be required. These regional pick-up locations would likely be a small number of defined schools. Staff have looked at the financial implications of this option and the transportation costs are significant. There would be increased revenue for any new enrolment and increased incremental revenue for existing students (see Section 7 above) but the number of new FI students needed to offset the cost is very large. Obviously, if a significant number of students took advantage of this option, the Board would need to look at accommodation issues in Stratford.
- V. Expand French Immersion by dividing the District into three catchment areas:
This option could provide an enhanced model of 'equitable' access to program for resident students across the District.

The key criteria used to determine the three areas for this option were to balance enrolments across the district, maintain viability of all secondary schools, align new FI boundaries with secondary boundaries as much as possible, utilize existing space in schools first, manage and control the additional transportation costs and manage maximum ride times as much as possible within current ride time guidelines. There are some obvious implications as most schools are largely full, meaning any changes are likely to require reconfiguration of grades in schools, and accommodation reviews being triggered. This option has a number of logistical considerations embedded as well, including

- utilizing existing transportation routes and expanding the sharing of Huron-Perth buses, to the degree possible,
- all timing considerations, including bell time changes in both systems,
- bus loading times for the volume of students involved,
- and available physical space at schools for actual bus loading on the number of buses required.

The three areas, east, central-north and west are outlined in the attached map, each organized around a feeder elementary school, Bedford Public School, Clinton Public School and the new North Perth school.

Staff have looked at the financial implications of this option and the transportation costs are very high. There would be increased revenue for any new enrolment and increased incremental revenue for existing students (see Section 7 above) but the number of new FSL students needed to offset the cost is very large. Obviously, if a significant number of students took advantage of this option, the Board would need to look at accommodation issues in the CHSS and LDSS families of schools.

11.0 Summary

This report presents background to French language instruction in the Avon Maitland District School Board. It outlines our current situation and presents some possible options for the future that Trustees may want to explore further.

Ted Doherty
Superintendent of Education and
Secretary of the Board



Ted Doherty, Director of Education and Secretary of the Board

French Immersion Interest Survey

The Avon Maitland District School Board is exploring the possibility of expanding its current elementary school French Immersion program into other areas of the Board.

The program would be offered in sites where sufficient numbers of students exist for both the start-up of the program, and to guarantee the long-term viability of the program.

In addition, costs associated with transportation, staffing, and start-up, as well as funding and space availability, would be considered prior to the Board making a decision to expand the program.

I am a parent interested in enrolling my child(ren) in French Immersion at these entry points:

French Immersion Grade 1 in Fall 2016 _____ 2017 _____ 2018 _____
 Grade 2 in Fall 2016 _____

Designated Home School: _____

I have _____ children currently attending this school.

Please select the site you would be interested in your child(ren) attending:

Goderich Wingham Clinton Exeter St. Marys Listowel

I will require transportation for my child(ren) to attend French Immersion at this site Yes No

I am willing to provide transportation for my child(ren) Yes No

I am willing to anticipate a bus ride for my child(ren) that is 20 – 30 minutes one way _____
 30 – 45 minutes one way _____
 45 – 60 minutes one way _____

(Please Print Clearly) 45 - 60 minutes one way _____

Name: _____

Home Address: _____

Postal Code: _____

Phone Number: _____

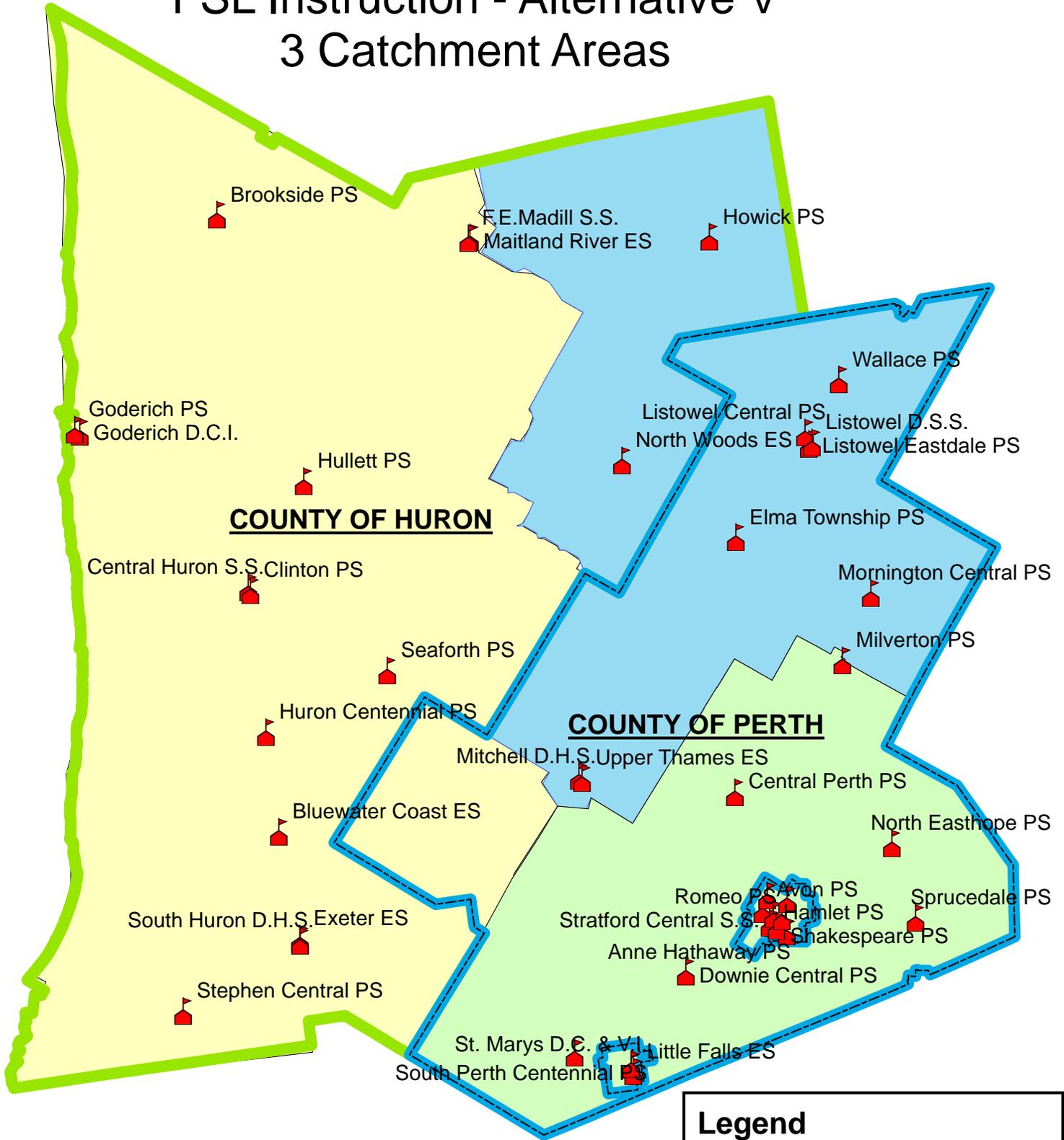
Current Bus Stop (if applicable) _____

Please return the completed survey to your child's school by Monday, ????

Personal information on this form is collected under the authority of the Education Act and will be used for the purpose of evaluating interest in a French Immersion program. Questions about this collection should be directed to the school principal or the Superintendent of Education (Program),

FSL Instruction - Alternative V

3 Catchment Areas



Legend

- AMDSB Schools
- COUNTY OF HURON
- COUNTY OF PERTH
- FI East Study Area
- FI West Study Area
- FI North-Central Study Area