

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

STUDENT SUCCESS & PATHWAYS COMMITTEE MEETING

Monday, November 6, 2017

Catholic Education Centre

Board Room

6:30 P.M.

Page #

1. OPENING PRAYER
M. Marchese
2. ROLL CALL
3. APPROVAL OF THE AGENDA
M. Marchese
4. APPROVAL OF THE PREVIOUS MINUTES:
a) April 3, 2017 S.S. & P. Committee Meeting
M. Marchese 2
5. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING
6. PRESENTATION(S):
a) Student Assessment and School Improvement Planning Overview
D. Murgaski / D. Clapham / M. McShine-Quao
7. ACTION ITEMS: N/A
8. DISCUSSION/INFORMATION ITEMS:
a) 2018-2019 Registration Process for St. Theresa of Lisieux CHS J. Sarna
Under separate Cover
b) Secondary Level III Field Trips and Excursions *Under separate Cover* J. Sarna
c) Policy 320: Regional French Immersion Program F. Bagley 5
d) Elementary Enrolment: : FI Students and English Track in FI Schools
D. Murgaski 18
e) St. Br. Andre CHS French Immersion Enrolment (Verbal) D. Murgaski
f) Curriculum Night (Overview of Formats) *To Be Distributed* M. Fedrigoni
g) Elementary Music Program Update D. Murgaski 28
9. NOTICES OF MOTION
10. FUTURE AGENDA ITEM(S):
a) E-Learn Program Update
b) Review of the English as a Second Language and English Literacy Development Program
c) Renewed Math Strategy
d) Individual Pathways Plan
11. ADJOURNMENT

Trustee Committee Members: T. Ciaravella, E. Crowe, C. Ferlisi, M. Marchese, M. Mogado

Lord, by the light of the Holy Spirit You have taught the hearts of Your faithful.
In the same Spirit, help us to relish what is right and always rejoice in Your consolation.
We ask this through Christ our Lord.
Amen

MINUTES

STUDENT SUCCESS & PATHWAYS COMMITTEE

Monday, April 3, 2017

Attending:

Trustee Committee Members: E. Crowe, M. Marchese, M. Mogado

Other Trustees: C. Cotton, A. Stong

Absent with Notice: T. Ciaravella, C. Ferlisi

Administration: F. Bagley, A. Buccioni, R. Campitelli, D. Clapham, A. D'Addese,
T. D'Acunto, A. DiPrima, D. Murgaski, L. Paonessa, J. Porter, Y. Sztorc

Recording: S. Greco

Presiding: D. Murgaski, Superintendent of Curriculum & Assessment
(Preceding Student Success & Pathways Elections)

1. OPENING PRAYER

2. ROLL CALL:

Trustees T. Ciaravella and C. Ferlisi absent with notice.

3. ELECTION OF OFFICERS FOR 2016-2017:

M. Marchese - Chair
M. Mogado - Vice Chair

PRESIDING: M. Marchese, Committee Chair

4. CALL TO ORDER

Committee Chair, M. Marchese called the meeting to order at 6:35 pm.

5. APPROVAL OF THE AGENDA DECLARATION OF CONFLICT OF INTEREST – FROM PREVIOUS MEETING

E. Crowe requested Item 11b (Draft Regional FI Policy & Procedures) be addressed prior to #9
THAT the agenda be approved as presented. No Declarations of Conflict of Interest.

MOTION: Cotton/Stong
CARRIED

6. REVIEW OF THE TERMS OF REFERENCE

Minor revisions were suggested to the Purpose/Mandate section to include Board Improvement Plan and Well-Being, the Use of Technology and EQAO. In future all EQAO data and/or presentations will be addressed at this Committee rather than the Regular Board Meeting. D. Murgaski will revise the Terms of Reference accordingly. A revised copy will be shared with the Committee at the April 19th Executive Committee for review prior to inclusion in the April 25th Board Agenda. With the above changes, the Terms of Reference for 2017 were approved.

MOTION: Crowe/Stong

THAT the Board approve the Terms of Reference for 2017 for the Student Success & Pathways Committee.
CARRIED

7. APPROVAL OF THE PREVIOUS MINUTES

THAT the Program Committee Minutes of September 12, 2016 be approved.

MOTION: Crowe/Cotton

CARRIED

8. BUSINESS ARISING FROM MINUTS OF PREVIOUS MEETING: NIL

9. DISCUSSION

a) Draft Regional French Immersion Policy #320 & Procedures

F. Bagley presented a (new) draft Regional French Immersion Policy #320. It is the intent of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario curriculum expectations, for students beginning in Gr 1and extending to Gr 12. The targeted date for implementation of the new Regional French Immersion Policy will be in 2018. Discussion ensued. The committee agreed that advanced communication to the community advertising French immersion programs is necessary to gain and capture students from outside our board. A newsletter insert, parish insert and the use of our website were suggested as an avenue. F. Bagley advised procedures will be written that align with the Parameters to further support this new Policy. The Student Success & Pathway Committee endorsed the policy with suggested changes. The Draft Regional French Immersion Policy will be presented at the next Policy Review Committee

MOTION: Cotton/Stong

THAT the Student Success & Pathways Committee endorse the new Regional French Immersion Policy #320.

CARRIED

Further discussion occurred with regards to the Guidelines and Procedures. Changes were suggested.

Vice-Chair E. Crowe left the meeting at 7:45 pm.

ACTION ITEMS: NIL

10. PRESENTATION(S):

a) Financial Literacy

R. Campitelli, Coordinator: Secondary Programs provided an overview of the Financial Literacy information available to teachers in our system. Financial Literacy is embedded in all subject areas in the curriculum so students can develop an understanding of how to make informed responsible financial decisions. Students in Grades 4 to 12 learn basic skills that can apply to everyday decisions. Financial Literacy is incorporated into other subject areas e.g. Math, Geography, Media Literacy to address problem-solving and critical thinking. The Ministry of Education recently announced that they are currently piloting a Financial Literacy module to the Grade 10 career studies course in 29 schools. The Ministry of Education “Financial Literacy” documents can be found at www.edugains.ca

b) Ontario’s Renewed Math Strategy

A. DiPrima, Principal, Board Leadership Development Strategy presented key message and highlighted the Board’s Renewed Math Strategy for the secondary panel. The goal of the Secondary Renewed Math Strategy is to increase the percentage of students achieving the provincial standard in Grade 9 applied math, increase school success in meeting the mandates of achieving excellence in applied course, increase Math and Core Resource teacher knowledge and application, increase administrator’s knowledge of effective mathematics pedagogy and to impact students’ self-perception of their math ability and well-being and parent engagement.

A. D’Addese, Elementary Program Coordinator presented key messages and highlighted the Board’s Renewed Math Strategy for the elementary panel. The four key objectives of the Elementary Renewed Math Strategy is to increase student achievement, well-being and engagement in mathematics, increase educator’s math knowledge and pedagogical expertise, increase leader use of knowledge of effective mathematics pedagogy, and increase parent engagement in their children’s math learning.

The Student Success & Pathways Committee emphasized the importance of engaging parents/guardians in supporting their student in math. The Committee requested a summary for Trustees to share with parents the “top 25 ways you can help your students succeed in math”. It was suggested that translation for this summary might be necessary. Websites will also be added as they include active links with videos to assist parents.

c) Kindergarten Communication of Learning

A. D'Addese, Elementary Program Coordinator presented information on the changes in the Kindergarten reporting procedures as the new provincial kindergarten report card was implemented in February 2017. The new "Communication of Learning Template" replaces the board's current reporting template and aligns with Growing Success, Grades 1 to 8 reporting periods. The "Communication of Learning Template" is based on achievement of program expectations, is a two-year program and reporting focus is on individual children's learning based on overall expectations. An example of the new template was shared. All Kindergarten Teachers and Early Childhood Educators have been trained.

11. ACTION: NIL

12. DISCUSSION/INFORMATION ITEMS

a) Motion: Financial Literacy (T. Ciaravella)
Deferred

b) Elementary ORFF Music Program

D. Murgaski, Superintendent of Curriculum & Assessment presented information on the current status of the Elementary Orff Music Program and the next steps.

13. FUTURE TOPICS: NIL

14. NOTICE OF MOTION: NIL

15. FUTURE AGENDA ITEM(S): NIL

16. ADJOURNMENT

THAT the Student Success & Pathways Committee meeting adjourns at 9:35 pm

MOTION: Mogado/Stong
CARRIED

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Curriculum	<i>Policy Number</i> 320
<i>Former Policy #:</i>	<i>Page</i> 1 of 7
<i>Original Approved Date:</i>	<i>Subsequent Approval Dates:</i>
xxx 2017	

POLICY TITLE: REGIONAL FRENCH IMMERSION PROGRAM

SECTION A

1. PURPOSE

French is one of Canada's two official languages and one of Ontario's two official languages of instruction. Research shows that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning, problem-solving, as well as creative-thinking skills. For these reasons, the York Catholic District School Board offers, along with the Core French program currently provided in our schools, French Immersion as a regional program of choice in which students receive instruction in French for a variety of subjects.

French Immersion programs are designed to provide non-francophone students with a high degree of proficiency in the French language. There is no expectation that the Parents/Guardians of a French Immersion student read or write French. While the Board recognizes that any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure.

2. POLICY STATEMENT

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, it is the policy of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario Curriculum expectations, for students beginning in Grade 1 and extending to Grade 12, effective September 2020.

3. PARAMETERS

3.1 Participation in the Regional French Immersion program shall be open to all eligible students as per Board procedures outlined in the addendum to this policy

3.1.1 Admission into the Regional French Immersion program for Grade 1 shall be by a **three (3) tiered** lottery, as outlined in the procedures, an addendum to this policy. Acceptance into the program through the lottery is a family acceptance, which entitles younger siblings the option of attending a Regional French Immersion program, when age appropriate for Grade 1. **(Moved from 3.20)**

- 3.2 The elementary Regional French Immersion program shall be available to students beginning in Grade 1 at selected school locations approved by the Board **and as posted on the Board's website.**
- 3.3 French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religion & Family Life and Physical Education taught in English.
- 3.4 In Regional French Immersion elementary schools where International Language is offered, the instructional minutes **in the school day** are extended to accommodate the International Language program.
- 3.5 In Grades 4-8, French instruction shall average 150 minutes per week. The minutes of instructional time shall be shared between French and English with some subjects including, Religion & Family Life, English Language, Math and Music taught in English.
- 3.6 Locations of Secondary School Regional French Immersion programs shall be posted on the Board's website.
- 3.7 French Immersion Certificate Requirements shall include ten (10) core Courses taught in the French language over four (4) years with an option available for French Advanced Placement course credit. At a minimum, these courses shall be offered at all Regional French Immersion Secondary Schools:
Gr. 9 Courses – French Language, **Religion**, Geography
Gr. 10 Courses – French Language, **Religion**, History
Gr. 11 Courses – French Language, **Religion**
Gr. 12 Courses – French Language, **Religion**
- 3.8 Student enrolment and average class size requirements are determined by the Ministry of Education and local collective agreements. (Moved 3.18 and deleted old 3.8)**
- 3.9 Single Track French Immersion schools shall not offer Kindergarten since the French Immersion program commences in Grade 1.
- 3.10 The Board shall provide English as a Second Language (ESL) direct support to students in the Regional French Immersion program, beginning in Gr. 4, in accordance with Board procedures for ESL support for Elementary students. Therefore, except in special circumstances in the primary grades, the ESL/ELD teacher monitors students' needs and provides consultative support to the classroom teacher.
- 3.11 The Board shall provide Core Resource support to students in the Regional French Immersion program in English.
- 3.12 The Regional French Immersion program shall be based on *The Ontario Curriculum* expectations.
- 3.13 Students shall be assessed and evaluated against curriculum expectations in accordance with the YCDSB's *Guidelines and Procedures for the Implementation of*

Ministry Policy: Growing Success Assessment, Evaluation and Reporting in Ontario Schools, with the exception of Gr. 1 and 2. Grade 1 and 2 students are beginning a second language acquisition program and assessment of literacy-based expectations, will reflect this.

- 3.14 Student participation in standardized assessments [i.e., Canadian Test of Basic Skills (CTBS), Education Quality and Assessment Office (EQAO) or Ontario Secondary School Literacy Test (OSSLT)] shall be determined by the Board upon recommendation from the Director of Education in consultation with the Superintendent of Education overseeing Curriculum and Assessment and the Superintendent of Education overseeing Student Services.
- 3.15 Communication to Parents/Guardians shall be in English, including, but not limited to, report cards, newsletters, parent-teacher interviews and general school communication.
- 3.16 Program locations for the implementation and delivery of the Regional French Immersion program shall be subject to approval by the Board upon recommendation from the Director of Education.
- 3.17 The Board maintains, at all times, the right to manage and make accommodation decisions related to Regional French Immersion program locations and/or relocations based on need, enrolment pressures, small class sizes, boundary reviews and/or pupil accommodation reviews.
- 3.18 Board Staff shall review dual track schools when a significant programming, staffing or accommodation issue affects the Board's ability to effectively **allocate** ~~use its~~ resources **and/or to offer equitable opportunities for all students**. Such a review may lead to a boundary review (**insert policy/procedure name**) or a pupil accommodation review (*Policy 713*) which may result in the relocation of either the French or English track to another location.
- 3.19 Provision for transportation of students attending the Regional French Immersion program shall be in accordance with the policies and procedures of the Board's Student Transportation Services Policy.

Note: Home School Advantage needs to be discussed. Data collection based on current enrolment will assist with the understanding of the impact that home school advantage has on the FI program.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To receive, review and approve requests for the location and possible relocation of Regional French Immersion school locations.
- 4.1.2 To effectively **allocate** Board resources to approve the location(s) of Regional French Immersion Programs that may be subject to change based on significant programming, staffing or accommodation issues, boundary reviews or pupil accommodation reviews.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Regional French Immersion Program policy and procedures.
- 4.2.2 To recommend regional program locations to the Board for consideration and approval.

4.3 Superintendent of Curriculum and Assessment

- 4.3.1 To review Regional French Immersion attendance areas and recommend regional program locations to the Director of Education.
- 4.3.2 To select and communicate the dates of the Parent/Guardian information sessions and the Regional French Immersion registration period as appropriate.
- 4.3.3 To review subject and/or course designations for Regional French Immersion programs.
- 4.3.4 To allocate resources to support the implementation of elementary and secondary Ontario French Immersion Curriculum.
- 4.3.5 To administer the process for the admission and demission of students from a Regional French Immersion program.

4.4 Coordinating Manager of Planning & Operations

- 4.4.1 To support the Superintendent of Curriculum and Assessment in reviewing and determining Regional French Immersion program locations and associated boundaries.

4.5 Human Resources

- 4.5.1 To hire, select and allocate staff to support the Regional French Immersion program in accordance with Board policies and staffing procedures.

4.6 All Principals

- 4.6.1 To adhere to the Board's Regional French Immersion policy and procedures.
- 4.6.2 To ensure that French is the language of instruction in all subjects designated by the Board to be taught in French.
- 4.6.3 To provide leadership and support to teachers in implementing appropriate supports for students.
- 4.6.4 To ensure the Student Record of Accumulated Instruction in French is recorded on an annual basis and filed in the student's Ontario Student Record.

4.7 Secondary Principals

- 4.7.1 To ensure the most appropriate Core French placement for students who graduate from the Grade 8 Regional French Immersion program but do not continue with French Immersion in Secondary School.
- 4.7.2 To ensure that all required courses are available to students enrolled in the Regional French Immersion program in order to satisfy the requirements of the French Immersion Certificate.
- 4.7.3 To ensure that students who have obtained at least 10 French Immersion credits receive the Certificate of Bilingual Studies in French Immersion upon graduation.

4.8 Teachers

- 4.8.1 To recognize that the Regional French Immersion program operates similarly to the program offered in English, and that all curriculum expectations and

relevant Board policies and procedures for the implementation of French Immersion are applied.

- 4.8.2 To apply consistent assessment and evaluation strategies in accordance with YCDSB's *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success Assessment, Evaluation and reporting in Ontario Schools* (Revised Spring 2017) with particular reference to the section about French Immersion.
- 4.8.3 To use French as the language of instruction for subjects designated to be taught in French.
- 4.8.4 To encourage students use of French at all times in subjects designated to be taught in French.
- 4.8.5 To foster, model and encourage the use of French outside of the classroom.
- 4.8.6 To provide the necessary program accommodations and/or adaptations for English Language Learners and students with identified exceptional learning needs.
- 4.8.7 To record, on an annual basis, the number of instructional hours taught in French on the Student Record of Accumulated Instruction filed in the student's Ontario Student Record.

4.9 Parents/Guardians

- 4.9.1 To register their child for the Regional French Immersion program in accordance with Board policies and procedures.
- 4.9.2 To communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with appropriate school staff.
- 4.9.3 To understand that learning materials will be in French, including, but not limited to, homework assignments, assessment criteria and learning goals for the subjects designated to be taught in French.
- 4.9.4 To understand that school boundaries and regional program locations are subject to accommodation and/or boundary reviews, and may be revised or changed subject to approval by the Board upon recommendation from the Director of Education and in consultation with Senior Administration.

4.10 Students

- 4.10.1 To attend school and classes each day, as required.
- 4.10.2 To use French to the best of their abilities in all subjects designated to be taught in French.

5. DEFINITIONS

5.1 Core French

Core French is the study of the subject French. Core French is mandatory for English-language schools from Grades 4-8 at the elementary level. York Catholic District School Board offers Core French commencing in Grade 1. One French as a Second Language (FSL) credit is compulsory for obtaining the high school diploma.

(Under special circumstances a Principal may approve a substitution.)

5.2 Regional French Immersion Program

An optional second-language program where French is not only taught as a subject but is also the language of instruction in one or more than one other subject. French

Immersion replaces the need for Core French instruction for students enrolled in the program.

5.3 Regional French Immersion Program: Dual Track School

A school which offers programming in English as well as the French Immersion and Core French programs.

5.4 Regional French Immersion Program: Single Track School

A school which offers only French Immersion programming, but which includes subjects taught in French and English.

6. CROSS REFERENCES

YCDSB Policy 203 Student Transportation Services
YCDSB Policy 309 Assessment and Evaluation of Student Achievement
YCDSB Policy 713 Pupil Accommodation Review of Schools
YCDSB Boundary Review Procedures
Education Act
Ontario Regulation 298 – Operation of Schools
YCDSB French Immersion Program Procedure: An Addendum to Policy 320 French Immersion Program

7. RELATED FORMS (TBD IF REQUIRED)

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

1. Admission Process

- 1.1 Eligibility Criteria and Application Process
- 1.2 Lottery Process: Structure, Parameters
- 1.3 Registration Process; General, Internal Applicants, External Applicants, Wait Lists
- 1.4 Request for a Sibling to Attend
- 1.5 Delayed Entry

2. Demission from French Immersion

- 2.1 Elementary School: Re-entry to Regular English Track Program
- 2.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program



York Catholic District School Board

PROCEDURE: REGIONAL FRENCH IMMERSION PROGRAM

Addendum to Policy 320: Regional French Immersion Program

Effective: xxx 2017

PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying procedures are necessary for effective management and governance.

These procedures are developed to address the “intent” of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations as they relate to the establishment of a regional French Immersion program.

RATIONALE

These procedures will guide the development, review, revision and implementation of the regional French Immersion Program.

1. ADMISSION PROCESS

1.1 Eligibility Criteria and Application Process

Elementary

- i) Year 2 Kindergarten students (SK), eligible for Catholic education, as per the Board's Admission policy and procedures, can apply.
- ii) The process of entry into the Regional French Immersion program is through an on-line application process.
- iii) A parent information evening precedes the opening of the online application process.
- iv) All students, even those who live in the English home school boundary of the Regional French Immersion Program School **or have siblings in French Immersion**, must apply online. The online application process for the Grade 1 Regional French Immersion Program opens in November of each school year and remains open until the approved application date, as determined annually by Administration and posted on the Board's website.
- v) Following the close of online applications the lottery process will begin at each specific Regional French Immersion location.
- vi) Students who apply after the lottery process has closed are placed on the end of the appropriate “tier” waitlist as defined in Section 1.2.1.

Secondary

- i) Elementary French Immersion program or equivalent prerequisites as itemized on the Application for Admission to the Secondary Regional French Immersion Program using Equivalency Criteria.

1.2 Parameters

1.2.1 Priority Placement candidates

The following students are not included in the lottery:

- Year 2 Kindergarten siblings of current Regional French Immersion students
- Students whose home address is within the home school English boundary **in specific dual track Regional French Immersion schools as determined by the board. (To be discussed Stouffville at Student Success & Pathways Committee meeting.)**

1.2.2 Lottery Process

i) Structure

The structure of the lottery process is tiered, with three potential sequenced lotteries at each Regional French Immersion program site, as follows:

- i) **First tier:** Students living within the boundary of the Regional French Immersion site.
- ii) **Second tier:** Students living in York Region, outside the boundary of Regional French Immersion site.

- iii) **Third tier:** Students living outside of York Region, i.e.: Toronto, Peel, Durham, Simcoe
- i) **Twins/Triplets**
For multiple siblings in the lottery, the selection of one name shall ensure a place for all siblings. School staff will indicate on each sibling's lottery entry the number of siblings in the lottery. If one sibling's name is drawn, a number must then be assigned to each sibling in the draw. **To be discussed at Student Success & Pathways Committee meeting (2 students, 2 ballots?)**
- ii) **Outside of the Regional French Immersion Program Boundary**
All students, regardless of whether their home or child care address is outside of the Regional French Immersion Program boundary, may apply to any or all Regional French Immersion Program school(s) if they meet the application process timelines. However, it is important to inform these applicants, those defined in Section 2.2.1 (ii) and (iii), that transportation will not be provided.
- iii) **Day of the Lottery**
Regional French Immersion Program Principals are asked to:
- i) Invite participants to the library, gym or other suitable location;
 - ii) Welcome all and begin with a prayer;
 - iii) Following the guidelines, explain the lottery process to those present;
 - iv) Record each applicant's name on a separate piece of paper and place into the relevant "tier" labeled boxes [refer to 2.2.1];
 - v) Draw a name, one at a time, from the relevant "tier" labeled box, read the name aloud, and assign a number beginning with #1;
 - vi) Request a volunteer to record the number on the piece of paper selected;
 - vii) Volunteer will transcribe this number in the "Status" column on the spreadsheet provide;
 - viii) Continue the process until all names in the relevant "tier" labeled box have been assigned a number;
 - ix) Keep all written lottery entries and spreadsheet for reference.
- iv) **Following the Lottery**
Regional French Immersion Program Principals are asked to:
- i) Ensure that all lottery data is entered electronically into the Regional French Immersion Program database;
 - ii) French Immersion classes can be filled to 23 students with the exception of one class being filled initially to 21 students. If the school has only one grade 1 French Immersion class, that class is filled to 21 students. (This enables the school to confirm that no siblings have been missed in the initial process. The last two spots in this class will be filled 3 weeks after the registration process begins)
 - iii) Choose the appropriate Synvoice message from the 3 message text that are found in the principal's French Immersion instructions.
 - iv) Mail and email (if possible) the appropriate follow-up letter to each applicant:
 - Internal Candidates – Purple Transfer Form and White S2 form
 - External Candidates - a Registration Package
 - Unsuccessful Candidates – a letter with a waitlist number
 - v) Review the "Regional French Immersion Program Registration Process" checklist for registration details and waitlist procedures.
 - vi) **Continue to add names to the Regional French Immersion program wait list even if classes are full.**

1.3 REGISTRATION PROCESS

1.3.1 General

- i) Families have been notified by the French Immersion School on the status of their application.
- ii) Families will have up to the specified date, designated in their letter.
- iii) Confirmation from the parent/ guardian must be received (preferably in writing), indicating acceptance or refusal of the placement prior to the placement being offered to the next waitlisted student.
- iv) Waitlisted students who are offered a spot will have a **5 business day timeline** to register. If they decline, the spot is to be offered to the next child on the waitlist, with a similar timeline for registration.
- v) School continues to accept applications at the school, recording the date and time of application, after the online application has closed.
- vi) School Staff shall:
 - Document the date of the parent's/guardian's acceptance
 - Document the date if parents/guardians decline the spot and record the reason for data collection purposes.
- vii) Maintain and update the database as families register or decline placements.
- viii) When families decline a placement, record the reason/rationale provided for the decline.
- ix) Provide database updates to the board as requested.

1.3.2 Internal Applicants (Currently registered in a YCDSB school within the FI Regional Boundary)

- i) Parents/guardians complete a Purple French Immersion Transfer Form and a White S2 *Emergency Procedures and Consent Form* (Please note that the forms must be colour coded to identify FI process)
- ii) Parents/guardians return completed forms to their **current** home school
- iii) The home school Principal shall:
 1. Sign the transfer form;
 2. Provide a copy to the parent;
 3. File a copy in the OSR and;
 4. Send the original transfer form and S2 to the Regional French Immersion school by the date designated.
- iv) The home school transfers/inactivates the student's information from Maplewood to the Regional French Immersion school.
- v) The Regional French Immersion school sends the OSR transfer request to the home school in June.

1.3.3 Internal Applicants (Currently registered in a YCDSB school living outside regional FI boundary)

- i) Follow all steps above in 2.3.2
- ii) TCH 19 is required
- iii) No Transportation is provided

1.3.4 External Applicants (not registered in YCDSB; Out of Region Residence)

(Suggestion from PRC Cmte was to delete this section. To be discussed at the Student Success & Pathways Committee meeting.)

- i) Parents/guardians complete a full registration package (S1) with original documentation as per admission policy (include TCH19 if applicable)
- ii) The Regional French Immersion school shall enter registration information into Maplewood.
- iii) The Regional French Immersion School will send an OSR transfer request to the home school in June.

1.3.5 Waitlists

The School shall:

Please Note: Before offering the placement to the next waitlisted candidate, ensure that the previous candidate's parent has declined.

- i) Contact wait list applicants in numerical order within the appropriate tier, beginning with tier 1, until all placements are full.
- ii) Update the Regional French Immersion database as parents/guardians accept or decline.
- iii) Issue wait list letters to internal and external applicants to welcome new registrants.
- iv) Provide external applicants with a full registration package for completion.
- v) Provide external applicants with a transfer form (TCH19) for completion and have forms signed by the home school Principal who then forwards it to the appropriate Regional French Immersion School.
- vi) Continue to add names, with detailed contact information, to the waitlist within the appropriate tier, as new applicants call to inquire about the program and new openings may occur prior to November.
- vii) Enter registration information into Maplewood.

1.4 Request for a Sibling to attend the Regional French Immersion Program School

1.4.1 Process Steps for Registering Siblings of French Immersion Students presently at YCDSB:

- i) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- ii) If the school accepts the TCH19 application, the student will be transferred.
- iii) The current home school is requested to provide all documentation eg. Birth, Baptismal, certificate, S1 (*Registration Form*), S4 (*Pupil Eligibility for ESL/Literacy Development Funding*) or other immigration documents in the OSR. **No new registration package is required.**

1.4.2 Process Steps for Siblings of French Immersion Students not presently registered in YCDSB:

- i) If a sibling is not registered in the YCDSB, a complete Registration package must be completed at the home school.
- ii) Parent completes a TCH19 application to have the sibling attend the Regional French Immersion Program school.
- iii) If the school accepts the TCH19 application, the student will be transferred.

1.5 Delayed Entry

1.5.1 A late entry to the grade one class of the Regional French Immersion Program will be considered under most circumstances until December 1st. Special circumstances are addressed by the school Principal, Superintendent and Superintendent of Curriculum and Assessment. i.e.; French speaking parent(s) or student.

1.5.2 The following parameters need to be assessed when considering delayed entry:

- i) Child's interest in French Language acquisition.
- ii) Mid-term report checklist of learning skills.
- iii) Parental support for transition to the Regional French Immersion Program.

For entry into grades later than Gr. 1, students must be leaving a French Immersion program in another school or school board, or equivalent French language instruction and be eligible to meet the requirements for the YCDSB FI certificate.

2. DEMISSION FROM A REGIONAL FRENCH IMMERSION PROGRAM

2.1 Re-entry to Regular English Track Program

- i) Prior to consideration of withdrawal, accommodations for learning needs supported by the School Based Resource Team at the Elementary level or the Student Success Team and Guidance Counsellor at the Secondary level, should be developed and implemented in consultation with Administration and the parents/guardians.
- ii) When a student is being considered for withdrawal an appropriate meeting will be arranged between school staff and parents/guardians to discuss the needs of the student.
- iii) When parents/guardians have indicated that they wish to have their child returned to their home school, a re-entry meeting will be held and an appropriate transition plan will be developed and implemented.
- iv) The student will return to their home school unless parents/guardians wish to pursue a TCH 19 application without transportation at the Regional French Immersion program location.

York Catholic District School Board

REPORT

Report To: Student Success & Pathways Committee
From: Administration
Date: November 6, 2017
Report: **Elementary Enrolment:**
French Immersion Students and English Track in French Immersion Schools

The following information is a breakdown of the French Immersion Students and English Track students in French Immersion Schools.

Encl.

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Rev: June 30, 2017

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**FRENCH IMMERSION / ENGLISH STUDENTS
SEPTEMBER 2009 - 2017**

Rev: June 30, 2017

		Strand	Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Total	
School	Year		1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	8	8	By Strand	
Our Lady Of Fatima	2017 - 2018	FI	13	15					20	19				16	4	22						24					16																149	
		EN	20					7	12	20						21	20					27				11	16				21	6	27					26	24			20	21	
	2016 - 2017	FI	19	18					22							20						15																					94	
		EN	21						8	10	20				5	15	22					23				13	8	24					29	28				21	23			32	31	31
	2015 - 2016	FI	23						21							15																											59	
		EN	22						12	8	21				6	14	23					30					27	28			24	22				30	31			17	18	18	351	
	2014 - 2015	FI	21						18																																		39	
		EN							10	9	20																																39	
	2013 - 2014	FI	19																																									19
		EN	20						6	10																																	36	
St. John XXIII	2017 - 2018	FI	23						22						22						14																						81	
		EN						6	8										6	8					13				20					16				18				95		
	2016 - 2017	FI	23						19				4	16																												62		
		EN						8	8										7	15					18				15				19				22				112			
	2015 - 2016	FI	22						14																																		36	
		EN						8	6						16								23	4			12	16					24				14					123		
	2014 - 2015	FI	16																																								16	
		EN							5	16																																21		
St. Francis Xavier	2017 - 2018	FI	23						19						18						14																						74	
		EN	18						20						18						24				31			23				17					17					168		
	2016 - 2017	FI	22						20						17																											59		
		EN	18										15	4	17						29			4	23			20				17				18					165			
	2015 - 2016	FI	21						17																																	38		
		EN							16	6					14	6	23				22				20			18				15				27					167			
	2014 - 2015	FI	21																																								21	
		EN							15	4																																19		

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**FRENCH IMMERSION / ENGLISH STUDENTS
SEPTEMBER 2009 - 2017**

Rev: June 30, 2017

School	Year	Strand	Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Split		Grade				Total	
			1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	6	6	6	6	6	7	7	7	7	8	8	8	8	8	8	8
Blessed Trinity	2017 - 2018	FI			16	16					20	20				14	14					28			20			11	7			18			14					18			216	
		EN	20	20	20				19	19				10	6	19	20	20				24	25			23	23			30	29				32	32			29	29	29	478		
	2016 - 2017	FI																																								0		
		EN																																								0		
		FI																																										0
		EN																																								0		
		FI																																									0	
		EN																																								0		

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DATA	
2017 - 2018	Based on TCH 25 - October 31, 2017
2017 - 2018	Based on TCH 25 - Sept 2017
2016 - 2017	Based on TCH 25 - Sept. 13, 2016
2015 - 2016	Based on TCH 25 - September 24, 2015
2014 - 2015	Based on TCH 25 - October 31, 2014
2013 - 2014	Based on TCH 25 - September 6, 2013
2012 - 2013	Based on TCH 25 - September 21, 2012
2011 - 2012	Based on TCH 25 - October 28, 2011
2010 - 2011	Based on TCH 25 - October 29, 2010
2009 - 2010	Based on TCH 25 - October 30, 2009
French	
English	3-Nov-17

York Catholic District School Board

REPORT

Report To: Student Success & Pathways Committee
From: Administration
Date: November 6, 2017
Report: **Elementary Music Program Update**

The following information is a summary of the implementation of the Elementary Music Program in our schools by year. As well as, the year that sound attenuation work was completed.

Encl.

Prepared and Submitted by: D. Murgaski, Superintendent of Curriculum & Assessment

	School Name	ORFF Instrument Year	Sound Attenuation Year
1	Fr John Kelly CES	2014-15	2017-18
2	Guardian Angels CES	2014-15	
3	Holy Jubilee CES	2014-15	
4	Light Of Christ CES	2014-15	
5	Mother Teresa CES	2014-15	
6	Our Lady Of The Rosary CES	2014-15	
7	San Lorenzo Ruiz CES	2014-15	
8	St Agnes Of Assisi CES	2014-15	
9	St Anne CES	2014-15	
10	St Benedict CES	2014-15	
11	St Cecilia CES	2014-15	2016-17
12	St Charles Garnier CES	2014-15	
13	St Elizabeth Seton CES	2014-15	
14	St Emily CES	2014-15	
15	St John Chrysostom CES	2014-15	
16	St Joseph CES - Aurora	2014-15	
17	St Joseph CES - Markham	2014-15	2018-19
18	St Joseph CES - RH	2014-15	
19	St Mark CES	2014-15	
20	St Michael Academy	2014-15	
21	St Matthew CES	2014-15	
22	St Paul CES	2014-15	
23	St Stephen CES	2014-15	
24	St Vincent De Paul CES	2014-15	
1	All Saints CES	2015-16	
2	Blessed Trinity CES	2015-16	
3	Corpus Christi CES	2015-16	
4	Divine Mercy CES	2015-16	
5	Fr Frederick McGinn CES	2015-16	
6	Fr Henri Nouwen CES	2015-16	
7	Holy Spirit CES	2015-16	
8	Our Lady Of Fatima CES	2015-16	
9	Prince Of Peace CES	2015-16	
10	Sir Richard W. Scott CES	2015-16	
11	St Andrew CES	2015-16	
12	St Angela Merici CES	2015-16	
13	St Bernadette CES	2015-16	
14	St Francis Xavier CES	2015-16	
15	St Gregory the Great Academy	2015-16	
16	St Jerome CES	2015-16	
17	St John Bosco CES	2015-16	2017-18
18	St John XXIII CES	2015-16	
19	St Joseph the Worker CES	2015-16	2016-17
20	St Mary Immaculate CES	2015-16	
21	St Patrick CES - Schomberg	2015-16	
22	St Veronica CES	2015-16	

	School Name	ORFF Implement ation Year	Sound Attenuation Year
1	Blessed Scalabrini CES	2016-17	
2	Good Shepherd CES	2016-17	
3	St. Clare CES	2016-17	
4	Our Lady Of Grace CES	2016-17	
5	San Marco CES	2016-17	
6	St David CES	2016-17	
7	St Michael the Archangel CES	2016-17	
8	St Marguerite d'Youville CES	2016-17	
9	St Nicholas CES	2016-17	
10	St Julia Billiard CES	2016-17	
11	Pope Francis CES	2016-17	
12	Our Lady Help of Christians CES	2016-17	
1	Our Lady of the Annunciation	2017-18	
2	St. Edward	2017-18	
3	St. Margaret Mary	2017-18	
4	St. Padre Pio	2017-18	
5	St. Thomas Aquinas CES	2017-18	2016-17
6	St. Mary of the Angels CES	2017-18	
7	St Raphael the Archangel CES	2017-18	
8	St Monica CES	2017-18	
9	Our Lady Of Good Counsel CES	2017-18	
10	St. Clement CES	2017-18	
11	St. John Paul CES	2017-18	
12	St Peter CES	2017-18	
	Phase in 2018-19, 2019-10		
	St Gabriel the Archangel CES		
	Immaculate Conception CES		
	St Brendan CES		
	St Catherine Of Siena CES		
	St Clement CES		
	St Edward CES		
	St James CES		
	St John Paul II CES		
	St Justin Martyr CES		
	St Kateri Tekakwitha CES		
	St Margaret Mary CES		
	St Mary CES		
	St Mary of the Angels CES		
	Canadian Martyrs CES		
	St Patrick CES - Markham		
	St Peter CES		
	St Raphael the Archangel CES		
	St Rene Goupil-St. Luke CES		
	Christ the King CES		
		19	