

# Program Viability of English and French Programming

## AGENDA FOR INFORMATION MEETING

1. Current Issues and Challenges
2. Role and Function of the  
Program Viability Committee (PVC)
3. Data: Quantitative and Qualitative
4. Addressing the Challenges
5. Next Steps

# Current Issues and Challenges



# Publicly Funded Ontario School Boards

## English Language Public Boards

- required to deliver program in English
- optional programs in French Immersion

## French Language Public Boards

- required to deliver program in French

## English Language Catholic Boards

- required to deliver program in English
- optional programs in French Immersion

## French Language Catholic Boards

- required to deliver program in French

# Program Viability of English and French Programming

## Current Issues and Challenges

- Impact on English program enrolment as a result of high French Immersion uptake
- Ability to recruit sufficient numbers of qualified and fluent elementary French teachers
- Ability to sufficiently recruit subject specialist staff with FSL qualifications for French Immersion in secondary schools

# Program Challenges

1. Implications to sustainability of quality French as a Second Language Program  
(French Immersion and Core French)
2. Implications to sustainability of English Program  
(small class sizes, often multiple grade classes)

# Recruitment and Hiring of French as a Second Language Teachers

- HDSB staff visiting university fairs across Ontario and Maritimes
- Pool of candidates is low:
  - exacerbated by impact of transition from one to two year teacher training in Ontario.

***“...good teaching makes a big difference to students’ learning...the quality of teaching is a key determinant of student schooling experience and attainment...”***

*OISE, February 2011*

# Role and Function of the PVC

Established by Board motion March 4, 2015

**The PVC was chaired by the Associate Director and composed of:**

Superintendent of Program	Superintendent of Student Success
System Principal of French Program	System Principal of School Program
Principals of Dual Track Elementary/Secondary Schools	Principals of Elementary Single Track English Schools
Principals of Elementary Single Track French Schools	Trustees



# Role and Function of the PVC

- To identify and determine the challenges and pressures that a high uptake in French Immersion has on the elementary English program
- To identify potential resolutions to challenges identified
- The PVC met a total of seven times over three months

# Program Viability of English and French Programming

## Data: Quantitative & Qualitative



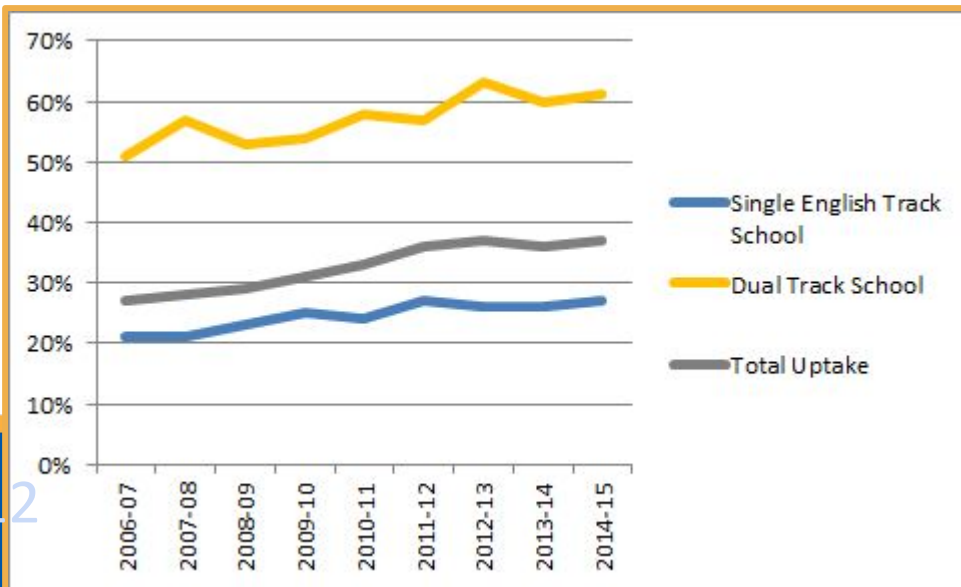
# Types of Elementary Schools in HDSB

	No. of Elementary Schools
<b>Single Track English</b>	<b>51</b>
<b>Dual Track with Gr. 1 FI</b>	<b>22</b>
<b>Dual Track without Gr. 1 FI *</b>	<b>7</b>
<b>Single Track FI **</b>	<b>6</b>
<b>Totals</b>	<b>86</b>

# SK to Gr. 1 FI Uptake

Percentage of students from SK to Grade 1 FI by school type:

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Single English track school	21%	21%	23%	25%	24%	27%	26%	26%	27%
Dual track school	51%	57%	53%	54%	58%	57%	63%	60%	61%
<b>Total Uptake</b>	<b>27%</b>	<b>28%</b>	<b>29%</b>	<b>31%</b>	<b>33%</b>	<b>36%</b>	<b>37%</b>	<b>36%</b>	<b>37%</b>



# Dual Track Schools in HDSB

# 22

dual track schools  
with Gr. 1 FI

Student enrolment by program,  
excluding Kindergarten:

42% English students

54% FI students

4% other students

Number of dual track schools in Halton that have...

	<b>Less than 40% enrolment</b>	<b>More than 60% enrolment</b>
<b>In English program</b>	13	3
<b>in French program</b>	4	12

# Types of Elementary Schools in HDSB

	No. of Elementary Schools	No. of Schools with under 15 Gr. 1 students in English program	Student Enrolment
Single Track English	51	1	23323
Dual Track with Gr. 1 FI	<b>22</b>	<b>12</b>	13803
Dual Track without Gr. 1 FI *	7	0	2843
Single Track FI **	6	0	4056
<b>Totals</b>	<b>86</b>	<b>13</b>	<b>44025</b>

# French (FSL) Teacher Staffing

Qualitative Data

## Principal Survey Data:

Issue in the ability of the Board to recruit sufficient numbers of qualified and fluent elementary French teachers

- 88%\* of surveyed principals are hiring up to three French teachers per year.
- 25% of our elementary schools must use supply teachers during the process of finding a French teacher to hire (note: some of whom are not French speaking)
- 40% of HDSB elementary schools continue to face challenges in hiring French teachers

## Principal Challenges Cont'd...:

- Over 80% of elementary principals report that it is difficult to find a French teacher in a timely manner
- When faced with French teacher interview candidates who lack in either French proficiency, or strong pedagogy, Principals are re-posting positions, exacerbating the situation
- Principals are devoting a significant amount of time to ensuring that they have enough quality French teachers to staff their schools - impacts their ability to do other tasks.



# Program Viability Committee (PVC)

## Addressing the Challenges

- The PVC reviewed research related to FI delivery challenges as well as literature concerning quality classroom instruction.
- Quality classroom instruction was identified as the lens through which we would examine the challenges.
- Quality classroom instruction is supported by the numbers of students in a given program and the make-up of those classes.

**As a result, the PVC established three objectives:**

- a. Maintain efficient and effective English and French Program Streams**
- b. Ensure students in both streams have equitable access to quality programming**
- c. Ensure the sustainability of both program streams**

# Program Viability Committee (PVC)

## Established Criteria:

In addition to a lens of quality instruction, the PVC established criteria to measure English and French program viability:

- Viable student enrolment in English and FI programs within each school and/or across the system
- Sufficient number of highly skilled teachers to staff elementary (and secondary) English and French programs across the system
- Distribution of overall enrolment across schools to maximize quality

# Program Viability Committee (PVC)

## Established Criteria:

- Accommodation of students in permanent school facilities and minimal use of portable classrooms for optimal learning experiences for all students
- Reduce need for triple-grading and/or split classes.
- Stable, long-term boundaries for schools and programs with sufficient resources to support learning for all students
- Fiscal responsibilities (e.g., transportation, program materials)
- Minimize the travel distance for students in English and French Immersion programs

# Program Viability Committee (PVC)

## Scenario Development

- Review of data/studies led to the development of approximately 14 various scenarios of French Immersion program delivery for elementary students.
- Secondary French Immersion program would be impacted by any of the scenarios that may ultimately be chosen, but at this time there is no recommendation to change delivery at the secondary level.
- The recommendations from the PVC are specific to both French Immersion and English program delivery.

## Program Viability Committee (PVC)

# The Impact of the Expansion of Primary Core French

- 2nd year of implementation.
- current feedback from parents, students and teachers is positive.
- it is not possible to reliably conclude whether the expansion of the Core French program is having an impact on the uptake in the FI program.

**The PVC examined 14 scenarios and narrowed to four options**

# Program Viability Committee (PVC)

## Four Options:

- Option 1: Grade 1 (early) French immersion remains a 50% French 50% English delivery model, but entry to FI will be capped. The method of capping would be determined at a later date.
- Option 2: Grade 1 (early) French Immersion model remains at 50% French and 50% English, however all FI programs will be delivered in single track FI schools. French Immersion will be phased out of dual track schools and no new dual track schools will be considered. The location of the single track schools will be determined at a later date.

# Program Viability Committee (PVC)

## Four Options

- Option 3: French Immersion will commence at a later entry point (mid entry); Grade 4. This will result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI will occur in dual track schools only.
- Option 4: French Immersion will commence at a later entry point (mid entry); Grade 4. This will result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI will occur in single track FI schools only.

# Considerations

## Option 1:

Grade 1 (early) French immersion remains a 50% French 50% English delivery model, but entry to FI will be capped. The method of capping would be determined at a later date.



# Options 1 - Considerations

- Two types of FI delivery models (dual track & single track)
- Impact on new families that move to the board that are not aware of the application deadline dates
- Access to program (e.g., potential loss of choice)
- Implementation in schools may not require boundary reviews in the short term
- Other Boards have implemented capping method - some existing examples of implementation
- What is the appropriate cap number or percentage?

# Considerations

## Option 2:

Grade 1 (early) French Immersion model remains at 50% French and 50% English, however all FI programs will be delivered in single track FI schools. French Immersion will be phased out of dual track schools and no new dual track schools will be considered. The location of the single track schools will be determined at a later date.

## Option 2 - Considerations

- One type of FI delivery model (single track)
- Clear registration/application dates
- Potential impact on families new to the area
- Boundary Reviews required immediately; Where will single track schools be located? Movement of large number of ENG students
- Possible increase in transportation of students out of local neighbourhoods
- Does this scenario involve natural capping based on school capacities?

# Considerations

## Option 3:

French Immersion will commence at a later entry point (mid entry); Grade 4. This will result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI will occur in dual track schools only.

# Option 3 - Considerations

- Boundary Reviews required -
  - FI program available at more (dual track) schools
  - Creation of new dual track schools
- Former single track FI schools will need to create ENG boundaries and will need to change FI boundaries
- In interim, there may be two FI Programs in our elementary schools.
- Consistent with the Core French program to grade 3, does this option allow parents to make a more informed choice?

# Considerations

## Option 4:

French Immersion will commence at a later entry point (mid entry); Grade 4. This will result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI will occur in single track FI schools only.

# Option 4 - Considerations

- Boundary Reviews required immediately.
- Possible increase in transportation of students out of local neighbourhoods
- In interim, there may be two FI Programs in our single track elementary FI schools (dual & single).
- Where will the single track FI schools be located? Does this scenario involve natural capping based on school capacities?

# Next Steps

Public consultation process:

- Feedback on 4 options
- Hybrids/New Options



# Timelines

Consultation Process <i>Phase 2</i>	November to March
Development of Recommendation to Board	March to May
Board Decision	June 2016
Proposed Implementation	September 2017

