



Date of Meeting: 2019 05 07

Item #: 5 . 0

REPORT TO:	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	French Immersion Enrolment Pressures Review Committee Update	
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement Kevin Auckland, Learning Supervisor, Languages Sarah Folino, Associate, Research & Assessment Christie Kent, Planner Kim Robertson, SOQP Practicum Candidate	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To provide information, by way of an update, from the French Immersion Enrolment Pressures Review Committee and seek input from the Board of Trustees.	
Content:	The attached presentation will be presented to the Board of Trustees as an opportunity to provide an update on the committee's work and current options being considered. The committee representatives will also be seeking input from the Board of Trustees at this point in our review process; this input will help to inform our work in May and June, and throughout the summer, in preparation for our final report to the Board of Trustees at the October Board meeting.	
Cost/Savings:	N/A	
Timeline:	April 23, 2019: Administrative Council May 7, 2019: Program & School Services Advisory Committee September: Administrative Council October Board meeting	
Communications:	Administrative Council Program & School Services Advisory Committee	
Appendices:	PowerPoint Presentation	

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners.
	<input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
	<input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students.
	<input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported.
	<input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
	<input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices.
	<input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018

French Immersion Enrolment Pressures Review Committee Update 2018-2019

Purpose: To share initial options, as prepared by the committee, to address enrolment pressures and staffing challenges with respect to French Immersion programming in TVDSB and seek input from the Board of Trustees on other possible options to consider.

Brief Background

At the December 2018 Board meeting, it was determined that a committee would be created to review the enrolment pressures that exist in the Thames Valley District School Board's Elementary French Immersion schools.

- ▶ The committee is comprised of:
 - ▶ 2 Superintendents
 - ▶ 1 Learning Supervisor- Languages Portfolio
 - ▶ 11 Principals - both elementary and secondary Principals of French Immersion schools
 - ▶ 2 FSL Learning Coordinators

- ▶ Representatives also include staff from the following system-level departments:
 - ▶ Human Resources
 - ▶ Facilities Services
 - ▶ Research & Assessment

Essential Agreements

- ▶ When reviewing the current situation in our Elementary TVDSB French Immersion schools, and in preparation to share recommendations for options to address enrolment pressures and staffing challenges, the committee developed ***Essential Agreements*** to guide the discussions and drive the decision-making for the recommendations:

Essential Agreements

In TVDSB, we agree to:

- ▶ Continue providing French Immersion, as an optional program, for students in our board;
- ▶ Continue to provide a high-quality French Immersion program for our students, that is staffed by educators who are qualified and proficient in French.

The committee has explored and reviewed four options to date:

1. Establish Grade 1 as the entry point for all elementary FI schools in the board
2. Eliminate Extended Immersion in grades 7 and 8
3. Create dual track schools in high pressure enrolment areas*
4. Cap enrolment for all elementary FI schools (based on a school's OTG capacity)

Note:

- In addition to looking at enrolment issues, we are also reviewing and revisiting FI programming; for example, the 80/20 rule for French instruction is also being considered in order to address staffing pressures.
- The committee recognizes that dual track schools may be required to deal with enrolment pressures and staffing challenges in some areas of TVDSB.

Option 1: Establish Grade 1 as the entry point for all elementary FI schools in the board

☑ Enrolment pressure

☑ Staffing pressure

☑ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Honours the Kindergarten program as a two year program• Less students in FI schools to accommodate purpose-built spaces• Requires fewer qualified French staff (ECE and teacher)• Transportation costs may decrease	<ul style="list-style-type: none">• Delays the students' entry/ access to the second language environment• Kindergarten FI teachers will need to be placed or reassigned	<ul style="list-style-type: none">• No precedent in TVDSB for this• Other boards have entry at K1 and grade 1	<ul style="list-style-type: none">• Approximately 16 boards allow initial entry at grade 1• The Full-Day Early Learning Kindergarten Program was developed as a two year program^{1,2}• Previous research suggested that a critical period exists for acquiring a second language³. More recent studies have shown that this period lasts much longer than previously indicated^{4,5}.

Option 2: Eliminate Extended Immersion in Grades 7 and 8

☑ Enrolment pressure

☑ Staffing pressure

☑ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Based on 2019-2020 numbers, 11 French qualified teachers in elementary would be available for other positions in FI schools• Reduces enrolment in the schools offering the program• The program is often a grade 7/8 split which is challenging for students who are new and those who have attended for one year• Student data show a large number of Extended students not staying in FI in grade 8 and beyond	<ul style="list-style-type: none">• Students will only have ONE opportunity to access the program (grade one); this is the case in some boards	<ul style="list-style-type: none">• In TVDSB, the extended program is being offered in fewer FI schools than in the past - currently 7 of 11 FI schools offer the program• It has been challenging to start this program in certain areas of the board due to low registration numbers/ interest	<ul style="list-style-type: none">• Approximately 54% of extended students enrol in a French Immersion program in secondary school (compared to 71%-74% of FI students from K2/gr.1 entry)• 5 / 17 public boards surveyed offer the extended French Immersion program at some point• Research suggests that in some areas, students in extended do not attain the same level of French achievement as their Early Immersion peers^{6,7}.• Language proficiency correlates with age of onset⁸ suggesting that starting FI earlier is more beneficial

Option 3: Create dual track schools in high pressure enrolment areas

☒ Enrolment pressure

☐ Staffing pressure

☒ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Fills the empty pupil places in English track schools• Reduces the enrolment pressures in overcrowded FI schools• Transportation costs may decrease (not bussing as many students to FI schools)• Creates greater opportunity to offer students and staff access to French Immersion in their community school	<ul style="list-style-type: none">• Does not allow for a fully immersive environment• Still have to staff the same FI positions - just in different buildings	<ul style="list-style-type: none">• Historically, TVDSB moved away from offering dual track schools in the past, with our recent enrolment increases due to migration/immigration, this is not sustainable with the increased enrolment in certain areas of the board; this has required us to rethink more flexible program offerings for FI	<ul style="list-style-type: none">• Research has shown that students in single-track schools may be exposed to more French but show no differences in their use of the language or in their satisfaction with the program compared to students in dual-track schools⁹• Other research suggests higher achievement in some areas for students in single track schools¹⁰

Option 4: Capping Enrolment based on a school's OTG capacity

☒ Enrolment pressure

☐ Staffing pressure

☒ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Will address the enrolment pressure in all FI schools (proactive measure as many schools are over 100% capacity)• Not paying to transport as many students to FI schools often with larger catchment areas	<ul style="list-style-type: none">• Requires a lottery (or similar) system to determine which students are “allowed” to attend the FI school - Equity issue• Different schools have different OTGs - inequitable• How to address siblings in this model could be a challenge	<ul style="list-style-type: none">• No precedent for this in TVDSB, with the exception of Lester B. Pearson, as an optional program school	<ul style="list-style-type: none">• Within the province of Ontario, some boards use a lottery (or similar system) to register students in the program

Timeline

- ▶ Share with Administrative Council for input/ advice (April 2019)
- ▶ Share with Program & School Services Advisory Committee for input/ advice (May 2019)
- ▶ Continue to explore recommended options (May-September 2019)
- ▶ Final report of recommendations to Administrative Council (September 2019)
- ▶ Final report of recommendations to Board of Trustees (October 2019)
- ▶ Preparation and planning for changes in 2020-2021 (November 2019-June 2020)
- ▶ Recommended changes implemented (September 2020)

Questions?

References

- ¹Pascal, C. (2009). With our best future in mind: Implementing early learning in Ontario. Retrieved April 16, 2019, from https://www.oise.utoronto.ca/atkinson/UserFiles/File/Resources_Topics/With_Our_Best_Future_In_Mind_-_Charles_Pascal.pdf
- ²Ministry of Education (2016). The Kindergarten program. Retrieved April 16, 2019, from https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_oct7.pdf
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- ⁴Dekeyser, R., Alfi-Shabtay, I., & Ravid, D. (2010). Cross-linguistic evidence for the nature of age effects in second language acquisition. *Applied Psycholinguistics*, 31(3), 413-438.
- ⁵Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, 177, 263-277.
- ⁶Day, E. M., & Shapson, S. (1988). A comparison study of early and late French immersion programs in British Columbia. *Canadian Journal of Education*, 13(2), 290-305.
- ⁷Genesee, F., & Jared, D. (2008). Literacy development in early French immersion programs. *Canadian Psychology/Psychologie Canadienne*, 49(2), 140-147.
- ⁸Hakuta, K., Bialystok, E., & Wiley, E. (2003). Critical evidence: A test of the critical-period hypothesis for second-language acquisition. *Psychological Science*, 14(1), 31-38.
- ⁹Kissau, S. P. (2003). The relationship between school environment and effectiveness in French immersion. *Canadian Journal of Applied Linguistics/Revue Canadienne De Linguistique Appliquee*, 6(1), 87-104.
- ¹⁰Guimont, G. (2003). French immersion in different settings: A comparative study of student achievement and exemplary practices in immersion centres versus dual- and multi-track schools. Available from ProQuest Dissertations & Theses Global (305292038).
- Thames Valley District School Board (2015). French Immersion program review. Retrieved April 16, 2019, from <https://calendar.tvdsb.ca/board/Detail/2015-02-24-1900-Board-Meeting/650a1634-a386-4ce8-a18c-a85f00fbcd09>