

HALIFAX REGIONAL SCHOOL BOARD
Proposal of French Special Project Application (2013-2014)

PURPOSE: To request approval from the Halifax Regional School Board regarding the proposed French Special Project Application for the 2013-2014 school year. This funding helps defray the overall cost of French programming.

BACKGROUND: The Department of Education and Early Childhood Development, French Second Language Division, requests a French Special Project application from each school board annually. French Special Projects are funded on a cost-shared basis with the Federal Government funding 50% of total approved costs, the Department of Education and Early Childhood Development funding 25% of the total approved costs and the school board contributing 25% of the total approved costs. This application supports both French Immersion and Core French programming.

Proposals must fulfill the following criteria:

- **Continuation of approved programs** – projects may only represent the salary component of a French second language teaching position and be reflective of actual time spent teaching in French within the particular project.
- **Salary components for personnel responsible for French education** – this represents the salary components of French program consultant, literacy support and resource teachers that directly support schools and teachers with the delivery of Core and French Immersion program(s).
- **Projects for professional development** – for teachers of French second language programs (French Immersion and Core French). Funding is made available to assist boards in offsetting costs associated with the implementation of new curriculum and providing opportunities for teachers to stay abreast of new teaching methods. These projects represent the costs for substitute teachers, presenters and associated cost.

CONTENT: The proposal is comprised of the following sections:
A. Consultant/Leader / Teacher Support for French Education
B. Continuation of Program Initiatives (Lead Classes)
C. Professional Development

COST: For each section of the proposal the cost to the board is as follows:

A. Consultant/Leader/Teacher Support for French Education	\$ 65,000.00 (minimum)
B. Continuation of Program Initiatives (Lead Classes)	\$ 35,250.00 (minimum)
C. Professional Development	\$ 15,525.00

The projected cost to the board for 2013-2014 for French Special Project application is \$115,775.00

Implementation costs vary depending upon the enrolment, staffing and class configurations.

FUNDING:

BREAKDOWN FOR THE PROPOSAL OF FRENCH SPECIAL PROJECT APPLICATION	
50% Proposed Federal Funding	\$ 231,550.00
25% Proposed Provincial Funding	\$ 115,775.00
25% Proposed board Cost	\$115,775.00
100% Total Proposed Cost	\$ 463,100 .00

TIMELINE: For submission to the Department of Education and Early Childhood Development on May 30, 2013, and implementation during the 2013-2014 school year.

RECOMMENDATIONS:

It is recommended that the Halifax Regional School Board approve the proposal of French Special Project Application 2013-2014 for submission to the Department of Education and Early Childhood Development.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Geoff Cainen Kim Matheson	May 29, 2013
Department of Education and Early Childhood Development	Geoff Cainen Kim Matheson	May 29, 2013

From: For further information please contact Geoff Cainen, Director, Program, gcainen@hrsb.ca, or (902) 464-2000, ext. 2114; or Kim Matheson, Coordinator, Planning, Policy and Program kmatheson@hrsb.ca, ext. 2003.

To: Halifax Regional School Board - May 29, 2013

Senior Staff - May 13, 2013

Breakdown of Cost of French Special Project Funds 2013-2014

PROJECT TITLE	Total Projected	Approved cost to Board (25%)	Approved Provincial Contribution (25%)	Approved Federal Contribution (50%)	Total Prov. Fed. Funding
<i>Teachers' Salaries</i>					
1.0 Full-Time Equivalent for French Second Language Programs	\$ 60,000.00	\$ 15,000.00	\$ 15,000.00	\$ 30,000.00	\$ 45,000.00
2.0 Full-Time Equivalents for ERL support	\$ 120,000.00	\$ 30,000.00	\$ 30,000.00	\$ 60,000.00	\$ 90,000.00
1.0 Full-Time Equivalents for French Immersion resource teacher	\$ 80,000.00	\$ 20,000.00	\$ 20,000.00	\$ 40,000.00	\$ 60,000.00
Early French Immersion - Sunnyside Elementary - Bedford Junior High - Charles P. Allen (Gr.12)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
Early French Immersion - Gertrude Parker/Smokey Drive - Leslie Thomas Junior High - Sackville High (Gr.12)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
Early French Immersion - Bell Park Academic Centre - Graham Creighton Junior High - Auburn Drive High (Gr.11)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
Early French Immersion - Tantallon Elementary - Five Bridges - Sir John A. Macdonald (Gr. 11)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
Early French Immersion - Beechville Lakeside Timberlea - Ridgecliff Middle School - Sir John A. Macdonald (Gr. 11)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
Early French Immersion - Ash Lee Jefferson - Georges P. Vanier - Lockview High (Gr. 11)	\$ 23,500.00	\$ 5,875.00	\$ 5,875.00	\$ 11,750.00	\$ 17,625.00
<i>Professional Development</i>		\$ -	\$ -		
French Leadership and Networking	\$ 62,100.00	\$ 15,525.00	\$ 15,525.00	\$ 31,050.00	\$ 46,575.00
		\$ -	\$ -		
TOTAL	\$ 463,100.00	\$ 115,775.00	\$ 115,775.00	\$ 231,550.00	\$ 347,325.00

French Special Project Application 2013-2014

French Second Language Program Services
2021 Brunswick St., P.O. Box 578
Halifax, Nova Scotia B3J 2S9
Tel: 424-6646 – Fax: 424-3937

August 1, 2013 to July 31, 2014

1. School Board: *Halifax Regional School Board*

2. Project Coordinators: *Geoff Cainen – Director, Program*
Kim Matheson – Coordinator, Research, Planning and Program

3. Titles of Projects:

A) Consultant / Leader Support for French Education

B) Continuation of French Program Initiatives (Lead Classes)

C) Professional Development

4. Type of Projects:

A) Consultant / Leader / Teacher Support for French Education

- 4.1 – 1.0 FTE for French Second Language Programs
- 4.2 – 2.0 FTEs to support Provincial Early Literacy Initiative
- 4.3 – 1.0 FTE French Immersion Resource Teacher

B) Continuation of French Program Initiatives (Lead Classes)

- 4.4 – Early French Immersion – Sunnyside Elementary - Bedford Jr High – Charles P. Allen High - Grade 12
- 4.5 – Early French Immersion - Gertrude Parker/Smokey Drive - Leslie Thomas Jr High – Sackville High - Grade 12
- 4.6 – Early French Immersion - Bell Park Academic Centre – Graham Creighton Jr High – Auburn Dive – Grade 11
- 4.7 – Early French Immersion – Tantallon – Five Bridges Jr High – Sir John A. Macdonald High - Grade 11
- 4.8 – Early French Immersion – Beechville Lakeside Timberlea School – Ridgecliff Middle School – Sir John A. Macdonald High - Grade 11
- 4.9 – Early French Immersion - Ash Lee Jefferson – Georges P. Vanier - Lockview High School - Grade 11

C) Professional Development

- **4.10 - French Leadership and Networking (see Appendix)**

5. Attestation:

If approved, and to integrate this program as a regularly financed education program, the total cost of the project is \$463,100.00

The school board would agree to pay its share of the cost of the project \$115,775.50

Project Coordinators: Geoff Cainen and Kim Matheson _____

Acting Superintendent: Judy White _____

6. Type of Projects: Breakdown of Costs:

A) Consultant / Leader / Teacher Support for French Education

Description of Project	Length of Project	Outcomes	Performance Indicators	Costs	% of instruction in French
<p>4.1 – 1.0 Full Time Equivalent for FSL Programs</p> <p>4.2 – 2.0 FTEs to</p>	<p>1 year</p>	<p>Program support and professional development will be provided to elementary French Immersion teachers.</p> <p>Program support will respond to the second layer of intervention which is small group instruction</p>	<ul style="list-style-type: none"> • Provide leadership and implementation of provincial documents and initiatives during PD sessions. • Create and coordinate leadership teams to deliver professional development. • Onsite classroom support for teachers to promote professional goal setting aligned to improved student achievement. • Coordinate and provide professional development opportunities relative to teacher professional needs. • Support for ordering FSL resources aligned with teacher needs, data and planning for improvement goals. • Support French immersion assessments. • Provide and allocate support to schools based on data driven decisions. 	<p>\$60,000.00</p>	<p>100%</p>

Immersion resource teacher	1 year	<p>assistance through resources in French Second Language to French Immersion students in areas of need.</p> <ul style="list-style-type: none"> • To develop strategies to aid literacy, numeracy and concept learning within the French Immersion Program. • To establish the mind-set of acceptance for resource support as part of FSL learning. • To provide the same level and type of student services support to French Immersion students as those provided for students in the English program. • To assist students with individual program planning and inclusive practices. • To aid students with transition and provide assistive technology support. • To report programming decisions to teachers and parents/guardians. 	<ul style="list-style-type: none"> • Greater retention of students in the Immersion program. • Greater academic success experienced by students. • Articulated satisfaction from students, teachers and parents/guardians. 	\$80,000	100%
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B) Continuation of French Program Initiatives (Lead Classes)

Description of Project	Length of Project	Outcomes	Performance Indicators	Costs	% of instruction in French
4.4 – Early French Immersion – Sunnyside Elementary - Bedford Junior High – Charles P Allen High School - Grade 12	13 th year of 13	<ul style="list-style-type: none"> • Students will develop language and subject area skills as well as gain an insight and an appreciation for Canada’s other official language and culture. 	<ul style="list-style-type: none"> • Students will achieve the learning outcomes as outlined in the provincial documents and have a range of assessments that measure this growth. • Teachers will participate in professional development to support their professional planning for improvement goals. • Student, parent/guardian and community support will be evident and feedback will be collected from school sites. 	5.1.3 - \$23,500.00	50%
4.5 – Early French Immersion – Gertrude Parker/Smokey Drive - Leslie Thomas Junior High – Sackville High - Grade 12	13 th year of 13	<ul style="list-style-type: none"> • The schools will maintain the percentage of instructional time in French as recommended in the Program Policy for French Second Language Programs in Early and Late Immersion. 	<ul style="list-style-type: none"> • School administration will receive support for the French Immersion lead class. • Feedback will be collected to determine if school climate will be enhanced as French language is integrated and promoted. 	5.1.5 - \$23,500.00	50%
4.6 – Early French Immersion – Bell Park – Graham Creighton Junior High – Auburn Drive High Grade 11	12 th year of 13		<ul style="list-style-type: none"> • Resource materials will be infused in classrooms to support student achievement 	5.1.6 - \$23,500.00	50%

4.7 – Early French Immersion – Tantallon Elementary – Five Bridges – Sir John A. Macdonald High Grade 11	12 th year of 13			5.1.7 - \$23,500.00	50%
4.8 – Early French Immersion – Beechville Lakeside Timberlea - Ridgecliff Middle School – Sir John A. Macdonald High Grade 11	12 th year of 13			5.1.8 - \$23,500.00	50%
4.9 – Early French Immersion - Ash Lee Jefferson - Georges P. Vanier – Lockview High School - Grade 11	12 th year of 13			5.1.9 - \$23,500.00	50%
				Total: \$141,000	

C) Professional Development

Description of Project	Length of Project	Outcomes	Performance Indicators	Costs	% of instruction in French
4.10 French Leadership and Networking	1 year	<ul style="list-style-type: none"> • Professional development opportunities will be provided to Core French teachers to support the implementation of the Core French initiatives • Leadership teams will be created and organized to support professional development opportunities for Core French teachers • Mentoring and networking opportunities will be provided to French teachers. • Focused and intensive professional development to new French Immersion teachers in the area of numeracy and literacy 	<ul style="list-style-type: none"> • Core French teachers will set professional development goals and improve practice within their classrooms. Monitoring at PD sessions will occur to share how PD relates to improved student achievement. • Core and/or Immersion teachers will work together to gain a solid understanding of how curriculum alignment, literacy support and data driven decision making can improve student achievement within both literacy and math curricula. • New teachers will be provided support through networking and/or mentoring opportunities to further integrate "effective practices" in the classroom. 	\$62, 100 (see details on Appendix 1)	100%

Appendix 1 – Supporting Documents: Professional Development (4.10)

<p><u>Costs Associated with 2013-2014 Professional Development</u> <u>French Leadership and Networking</u></p>
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Immersion / Core French mentorship and networking: 245 days x \$185 = **\$45,325.00 + \$1975.00** (resources and printing)

Funding will be used to provide French Immersion and Core French teachers (Core 4-12 or Immersion P-12) with support relative to their needs and/or interests which is linked to Continuous School Improvement. These teachers may decide to visit exemplary classes, work with the French Immersion Literacy Coach or collaborate to network with other teachers to gain a solid understanding of how curriculum alignment and data driven decisions can improve student achievement within the French curriculum.

French Immersion Assessment Support - 80 days x \$185 = **\$14,800.00** (These days will support the administration and examination of the HRSB assessment results).

The assessment tool used for the grade 2 literacy assessment was developed by HRSB staff and is administered by FI classroom teachers, along with the classroom teachers, in a one to one interview format with each grade 2 student following the regular language arts curriculum in French Immersion. The French Immersion assessors gather valuable insights about the strengths of each student, and where they may need more support. They discuss those insights immediately following the assessment. The teachers can then use that information, along with their own ongoing classroom assessments of the students, to inform their teaching.

The release of student assessment data, when used in conjunction with other data, collected from provincial, board, school and classroom assessments, assists schools in creating a more comprehensive picture of student achievement. This data also allows the board to examine progress over time and present to parents/guardians another piece of information on student achievement.

FSL Grant Proposal

Core French Literacy Support Grades 4-9
2013-2014

Halifax Regional School Board
May 29, 2013

Core French Literacy Support Teacher: Grades 4-9

Request: The Halifax Regional School Board (HRSB) requests funds in the amount of \$80,000.00 to provide site-based support to teachers in Grades 4-9 in relation to improving literacy skills in Core French.

Proposed Usage: The Core French Literacy Support teacher (grade 4-9) will work in classrooms with teachers and students supporting literacy initiatives with the purpose of improving student achievement in the acquisition of French as a second language. The Core French Literacy Support teacher (grade 4-9) will provide leadership for professional development in the area of literacy and attend ongoing professional development through French Second Language Programs.

The Core French Literacy Support Teacher will be site-based with a 100% to provide leadership at various schools across the board (in a coaching role) as well as at the board and department level to promote and support literacy strategies within the Core French classroom.

Mechanism for Accessing: This 1 FTE will support teachers in developing early literacy strategies within their grades 4-9 classrooms and will also provide students with opportunities to further develop and acquire skills in French as a second language.

Name	Description	HRSB Grant Request	Proposed Model of Delivery	Proposed Time Frame
1 FTE – Core French Literacy Support	This allocation would be a 100% coaching position.	\$80,000	Site-based	August 1, 2013 – July 31, 2014

Respectfully submitted by:

Geoff Cainen
Director, Program

Jerry Thibeau
Facilitator, Curriculum Implementation

FSL Grant Proposal

**French Immersion Coach Grades 7-12
2013-2014**

**Halifax Regional School Board
May 29, 2013**

French Immersion Coach: Grades 7-12

Request: The Halifax Regional School Board (HRSB) requests funds in the amount of \$88,000.00 to provide site-based support to teachers in Grades 7-12 in relation to improving literacy skills in French Immersion.

Proposed Usage: The French Immersion Coach (grade 7-12) will work in classrooms with teachers and students supporting literacy based initiatives with the purpose of improving student achievement in the acquisition of French as a second language. The French Immersion Coach (grade 7-12) will provide leadership for professional development in various literacy based curriculum areas.

The French Immersion Coach will be site-based with a 100% assignment to provide leadership at various schools across the board (in a coaching role) as well as at the board and department level to promote and support strategies within the French immersion classroom.

Mechanism for Accessing: This 1 FTE will support teachers in developing literacy strategies within their grades 7-12 classrooms and will also provide students with opportunities to further develop and acquire skills in French as a second language.

Name	Description	HRSB Grant Request	Proposed Model of Delivery	Proposed Time Frame
1 FTE –French Immersion Coach	This allocation would be a 100% coaching position.	\$88,000	Site-based	August 1, 2013 – July 31, 2014

Respectfully submitted by:

Geoff Cainen
Director, Program

Jerry Thibeau
Facilitator, Curriculum Implementation