

PROGRAM VIABILITY (ENGLISH AND FRENCH PROGRAM REVIEW)

RECOMMENDATION FOR FI DELIVERY

June 2016

PRIMARY ISSUES TO BE RESOLVED

- High Uptake into FI programs has resulted in significant growth and challenges finding qualified and high quality French teachers
- Imbalance between English and French program in Dual Track schools. Very small English cohorts are causing challenges maintaining viable classes

PROGRAM VIABILITY COMMITTEE

- Committee established to investigate the issues and bring forward recommendations
- Ongoing work from Mar 2015 – Apr 2016
- Extensive Stakeholder Consultation
- PVC identified preferred options
- One option recommended for implementation

STAKEHOLDER CONSULTATION

- Input and Feedback solicited from a variety of stakeholder groups
 - Public Questionnaire (*just under 3000 responses*)
 - Staff Questionnaire (*181 responses*)
 - Student Questionnaire (*Student Senate Response*)
 - SEAC Input
 - Parent Focus Groups (*15 Focus Groups*)
 - School Council Input (*approx 80% response rate*)

KEY STAKEHOLDER THEMES

- A general preference for status quo
- General support for early entry although SEAC was more supportive of mid entry
- Mixed responses on single vs dual track schools with staff having a slight preference for single track schools
- Strong voice for neighbourhood schools
- Lack of support for capping eg: lottery or first come, first served

OPTIONS CONSIDERED BY PVC

- 14 original options were developed by PVC
- Pared down to 4 options for stakeholder input to receive feedback on capping, intensity, entry point and school type
- 2 additional options added for PVC consideration to address issue of intensity
- Options narrowed to 3 for consideration for implementation

PREFERRED OPTIONS BY PVC

The Program Viability Committee favoured the following options as providing viability in English and French programs:

- Option 2: Single Track Grade 1 Entry
- Option 3: Dual Track Mid Entry (or Dual and Single Track hybrid)
- Option 6: Single and Dual Track Schools, Grade 2, High Intensity

SELECTED OPTION: OPTION 6

GRADE 2 ENTRY, 100% INTENSITY

- Grade 2 Entry into FI at both dual and single track schools with 100% intensity and reduced intensity after that as shown:
 - Gr 2 – 100%
 - Gr 3 – 80%
 - Gr 4 – 50%

RATIONALE

- Honours early reading research (e.g., significance of end of grade 1 reading targets)
- Increased exposure/intensity for 2 years increases French Language acquisition
- Earlier entry than other models considered
- Potential for boundary reviews much reduced – minimal disruption during implementation
- Parents have additional year to know their child as a “learner” and consult with grade 1 teacher
- Additional year to prepare for implementation

FINAL THOUGHTS

- Ideal solution vs best possible solution for HDSB context – growth, staffing model, mixture of school types, practical elements e.g. implementation
- French language acquisition is a priority
- Program viability for English program AND French program
- Informed decision making by families

QUESTIONS

