

## Q&A

### “Restructuring 2010”

Date updated: February 17th, 2010

#### Introduction

The following questions and answers have been prepared to assist parents and the community in understanding the spring consultation processes that will consider:

1. Potential closure and consolidation of a limited number of elementary schools.
2. Potential consolidation of alternate programs through reconfiguration and possible relocation and closure.
3. Preliminary research into the potential restructuring of elementary French Immersion.

The February 3<sup>rd</sup>, 2010 public meeting provided many additional questions to be answered. We are committed to working through these questions, and those that continue to come in through the [restructuring2010@nvsd44.bc.ca](mailto:restructuring2010@nvsd44.bc.ca) mailbox. The homepage of the NVSD website will post a link to the most up to date Q&A available. New questions in each update will be added at the *beginning* of each section.

Questions that appear here may have been edited for length and clarity, and condensed where repetition has occurred.

## Q&A

### General process

#### ***Why is the Windsor PAC not represented on the elementary discussion group as part of the Family of Schools east of Seymour?***

The focus for the Working Groups is on the elementary schools and the potential for the relocation of students to neighbouring elementary schools will be one focus of discussion. The Working Group representatives for each of the elementary schools are expected to receive input from other parents and should be able to serve as effective liaisons for the Windsor PAC.

#### ***What weight will trustees give to the reports from the Working Groups?***

The Board will consider all input received including that from the working groups, Restructuring 2010 correspondence, and the report from staff. There is no specific 'weighting' applied to the various sources of information that the Board will consider.



***Why was the meeting on February 3rd not a consultation?***

The intent, design and advertising of the February 3rd meeting clearly stated in advance as a “Public Information Meeting”. It’s important that the public have good quality information regarding the complex budget and restructuring decisions the Board is facing at this time. The opportunity for broad public consultation was facilitated through the "Budget Challenge 2010" series of meetings in the Fall of 2009. Further consultation will be facilitated through the representative Working Groups.

***What is the construct of each Working Group? How will representatives be chosen? Do they have to attend all meetings?***

Representatives will be identified by the executive of our partner groups (PACs, NVPAC, NVTA, CUPE) and by our municipal and local partners. Representatives may be assigned by their executive or selected from members who indicate their interest to their partner group executive. Representatives will represent their constituents, attend all consultation meetings, receive input, serve as contacts, liaisons and spokespersons, and report back to their constituents after each meeting of the Working Groups.

Working group members will be confirmed by February 19th and a contact list will be posted to the website to facilitate written submissions to the respective representatives.

***What is the schedule of meetings for the Working Groups?***

Working Groups will meet March 4, 18, and April 1<sup>st</sup> from 7:00 to 9:00 pm. Their findings will be finalized on April 1st for submission to the Board of Education. The Board will follow with direction and decisions related to the findings on April 20th.

***What is the process each Working Group will follow?***

Working Groups will:

- receive written input through representatives;
- identify, consider, and respond to potential alternatives, including community use;
- analyze alternatives;
- consider the implications of closures and reconfigurations and
- consider transition processes that would best address identified concerns.

Observations and input: will be gathered and recorded at each workshop, culminating in the development of findings for consideration.

**Q&A**

**Potential closure and consolidation of a limited number of elementary schools**

***New development is planned for Lynn Valley, aren't you going to need more space in elementary schools?***

Even considering new development, the population of elementary school age children is expected to remain considerably below the current capacity available in the schools in the Lynn Valley area.

***Have you considered creating K-4 schools and an intermediate school in a Family of Schools? Would this be a better use of space?***



This concept has been considered in prior consultations and received limited support. A number of challenges have been identified with this model. One of the drawbacks is the introduction of an additional transition for students moving from school to school.

***Please explain what "specialty instructional spaces" refers to.***

A specialty instructional space refers to rooms within the school that have been built for specialty purposes, or to a higher standard than the majority of facilities. Good examples are multi-purpose rooms that have extra volume and acoustical treatment to support music instruction, or activity rooms that are supplementary to the gymnasium.

***Will there be a public consultation process to shape the future uses of closed schools or property?***

Most land use changes in the City and District require that the community be informed. Consultation may or may not be required, but the School District will provide information and updates on possible changes that may impact local communities.

***The 2007 Matrix Report recommends closing Seymour Heights, not Plymouth. What's changed?***

The Matrix Report provided preliminary recommendations for the consideration of the Board of Education in 2007. In the development of the Board's Capital Plan, a more detailed study and analysis was conducted that indicated a replacement school at Seymour Heights (and a future partial replacement at Lynnmour) would address the future enrolment in this area of the School District presently served by Blueridge, Plymouth, Seymour Heights and Lynnmour. The Project Identification Report submitted in support of the Capital Plan approved by the Board of Education, identified Seymour Heights as the most suitable location for a new school to be built.

***Will the School District provide transportation for elementary school age children who will have to move to schools outside their neighborhoods?***

Generally, no transportation is provided for elementary students attending schools outside of their catchment area. The Working Groups will discuss the impact of possible closure and how transportation concerns may be addressed. The Board may provide transportation assistance during a period of transition related to a school closure.

***What is the plan to accommodate children with special needs, if schools are consolidated?***

All North Vancouver schools accommodate special needs students and support services provided are assigned based on a school's composite of students.

***How many children with special needs are going to be allowed per classroom?***

School District administrators are required to consult with staff if there are more than three students with a special needs designation in a single class. This procedure allows for flexibility in assigning numbers, depending on the level of support a student requires, in evaluating what is reasonable for a single class and teacher to accommodate.

***Will siblings be separated if a family has more than one child in the school that is closed?***

It's a priority of the School District to keep siblings at the same school, and this is reflected in our priority registration process.

Priority 1 – In Catchment area

Priority 2 – Out of Catchment area with sibling already attending same school/program

Priority 3 – Out of Catchment

Priority 4 – Out of District

***If students attend Boundary due to a closure and Boundary is later reassigned to the Sutherland Family of Schools, will these students be able to attend Argyle?***

There are no suggested changes to the assignment of elementary families of schools to their Secondary School. When catchment area changes have been introduced in the past, the changes have been implemented for new students registering with the school district.

***Why are you considering school closures when you will have space issues in implementing Full Day Kindergarten?***

The majority of our schools do have capacity to accommodate Full Day classes. However, we continue to have surplus space in a number of schools, which in some cases makes them inefficient and costly to operate.

***Will before and after school care be provided at Seymour Heights?***

The School District does not provide before and after school care but does offer space to child care providers for the deliver this service. It is anticipated that a larger school is likely to have an increased need for child care services and we will continue to work with the provincial government to incorporate Neighbourhoods of Learning space in the new school which would be able to accommodate the delivery of child care services.

***What if a receiving school cannot accommodate the number of students that apply for places following a closure?***

Once a school is considered for possible closure, parents are surveyed to indicate their preferred school for the subsequent school year in the event that the decision is reached to close the school. As part of the consultation process a form will be provided to the parents to indicate their preference. This information is critical in the consultation process regarding potential school closures and to assist in planning the required space to accommodate students, should there be a decision to proceed with closure. In the event that there are more requests for a school than there are spaces available then the school district would have to proceed on the basis of residence and with the reconfiguration of catchment areas.

***Why is the deadline for Kindergarten registration before closure decisions are to be made? Can this date be extended?***

The current deadline of March 5, 2010 for priority Kindergarten registration allows us to begin our planning work and cannot be extended. The information gained from the process allows us to plan for available space in all schools. If a school closure is announced, parents of affected students have an opportunity to indicate their preference for a receiving school and that will be considered as Priority 1 for placement.

***Do you consider the socio economic implications to a community when you decide to close a school?***

Yes, one of the criteria in assessing recommendations for closure or consolidation are levels of vulnerability in the community being served, and current and future community use of the facility.

***If Plymouth closes and students go to Seymour Heights, where will they go to school when Seymour Heights is under construction?***

The options for the accommodation of students during construction would be considered during the capital project planning process. One option would be to accommodate students at the neighbouring schools. Another option would be to accommodate the students at one or more schools through the use of portable



classrooms, or a modular building. These options will likely be considered at a preliminary level by the Working Groups.

***What is the cost of implementing Full Day Kindergarten?***

The Ministry of Education's initiative to have 50% of kindergarten students in All-Day Kindergarten in the 2010/10 fiscal year and 100% by 2011/12 will place additional cost pressures on the School District. It is anticipated that the School District will have to contribute approximately \$150,000 to implement the program, in addition to Ministry per pupil funding. As well, the \$50,000 in net revenue from the current Inspirations 44 program will no longer be available. Combined, these amount to cost pressures of an additional \$200,000 which will have to be covered annually.

***What is the long term plan for the Fromme building, if the school is closed?***

As Fromme is still operational, a long-term use plan for the site has not been developed. Should the Board decide to close Fromme, the School District will consult with the District of North Vancouver and other interested partners to determine possibilities for the future use of the site. The Board may choose to issue an RFP to identify potential lease opportunities, or reuse the school for District purposes. The Board has generated revenue through the lease of a number of closed schools.

***If Fromme is empty in 2010/11 what are the costs related to maintaining it as an empty building? Have these costs been subtracted from the estimated savings?***

These costs would be minimal and would be primarily related to providing minimal heating and security. We estimate about \$12,000 annually to maintain an empty school of this size. With this amount included, the savings estimate from closing the building is approximately \$400,000. The Board would expect to generate additional revenue through a lease agreement.

***Why move students from a seismically upgraded school (i.e. Fromme) to one that has not been seismically upgraded?***

Schools in the Fromme area represent varying states of seismic standards, from Carisbrooke and Lynn Valley, which conform to current seismic standards, to partial upgrades (i.e. Fromme) and schools awaiting seismic project funding. The following summarizes the seismic state of Fromme, Ross Road, Upper Lynn and Boundary.

*Fromme*

In 2004 there was a partial seismic upgrade to the Fromme's classroom block. Today the Classroom, Administration, and Library together are rated Low/Moderate risk, and the Gym is rated Moderate risk. Further seismic upgrading at Fromme is estimated to cost \$386K, and is ranked 20th (out of 40 requests) in the Five Year Capital Plan.

*Ross Road*

The 2004 Ministry of Education seismic review of schools shows that Ross Road is composed of 6 distinct blocks. Two blocks are ranked High risk, and four blocks are ranked Moderate High risk. Seismic upgrading of Ross Road is ranked 5<sup>th</sup> on the District list of requested projects in the NVSD 5-Year Capital Plan, and the estimated cost for this work is \$2.076 million.

*Upper Lynn*

In 2002 a partial seismic upgrade to Upper Lynn was completed as part of a \$3 million capital project. The Classroom, Gym, and Multi-purpose blocks, are rated Low/Moderate risk, and the Classroom/Admin block is



rated low risk. Further seismic upgrading at Upper Lynn is estimated to cost \$2.5 million, and is ranked 37th on the Five Year Capital Plan.

#### *Boundary*

Of the 4 blocks in the Ministry's 2004 Seismic Review, 3 are rated Moderate risk, and 1 is rated Low risk. Partial upgrades were completed as a component of the \$1.9 million capital project in 2002. Further seismic upgrading to Boundary is estimated to cost \$2.1 million, and is ranked 33<sup>rd</sup> on the Five Year Capital Plan.

#### **Do you consider traffic surveys when changing or consolidating schools?**

Assessments of walking distance, barriers, safety of crossing major arteries, availability of transit, and the availability of signalized pedestrian crossings and/or crossing guards are among the traffic criteria that are considered.

#### ***Why are the numbers of Special Education Assistants (SEAs) expected to decrease where schools are consolidated?***

This is not necessarily the case. The number of SEAs and their assignments is reviewed annually by the School District. The composition of our students changes from year to year and as such, we work out staffing accordingly. SEA time is allocated to schools based on their student population and needs of designated students. The use of SEA time is affected by economies of scale. For example, in a small school of 120 students, SEA time may be needed for individual students in different grades. In larger schools there are more students with special needs, the potential for 2 or 3 students being in the same class increases and effectively maximizes the use of SEA time.

#### ***Why will the Board not submit a deficit budget to the government that reflects the true costs of providing services?***

Boards of Education are required by law to submit balanced budgets. This is a fundamental responsibility in governing the organization. Should a Board submit a deficit budget, the consequence entails that the government may dismiss the entire board, and assign an official to balance the budget, without public consultation or stakeholder consideration.

#### ***How do you arrive at your enrollment projections?***

Enrollment projections are based on birth rates, migration rates, development (planned and potential) and grade progression of students through school.

#### ***Why is Lynnmour not presented as an option for Plymouth and Seymour Heights students to attend?***

Lynnmour is available as an option for Plymouth and Seymour Heights students to attend. The presentation materials provided illustrative examples of how the student population could be readily accommodated, without every possibility being provided.

#### ***What year is being looked at for replacing Handsworth?***

The first priority secondary school for replacement is Argyle Secondary. Seymour Heights Elementary is the second priority, after Argyle. Proposals have been submitted to the Ministry of Education for both schools, but funding by the Ministry of Education has not yet been provided. The replacement of Handsworth is identified as the third priority in the School District's Capital Plan.

***Can we open the closure/consolidation review to include all elementary schools in the Argyle Family of Schools?***

All elementary schools in the School District have been reviewed using the criteria developed for the purpose of considering schools for potential closure. These criteria include demographics, current utilization and space available, financial operating costs, age, condition and energy efficiency, location and proximity to potential receiving schools, role in the community and programs offered. The results from this process are the foundation rationale of the schools identified by the Board of Education for consideration for possible closure and consolidation under Policy 610.

***Would teachers at Fromme be transferred to a school in Lynn Valley if Fromme closes?***

We follow the provisions of the Collective Agreement for all posting and filling of teaching positions. When teaching positions are available, the position is posted district-wide. All interested and eligible applicants may then apply for the vacant position.

***Will before and after school care be provided at Seymour Heights?***

The School District does not provide before and after school care but does offer space to child care providers for the delivery of this service. It is anticipated that a larger school is likely to have an increased need for child care services and we will continue to work with the provincial government to incorporate Neighbourhoods of Learning space in the new school which would be able to accommodate the delivery of child care services.

***What alternative means of raising funds has the School District put in place?***

The School District has shown considerable initiative in revenue generation within legislated parameters for the administration of public education. Revenue initiatives include: fees from international students; curriculum sales; leasing buildings, partial building space and rooms; land sales, two charitable foundations (The Gordon and Marion Smith Foundation benefitting Artists for Kids and the Pacific Foundation for Environmental Learning). As well, the School District is a registered charity and accepts donations.

***Has the School District considered partnering with the City or District of North Vancouver for grounds maintenance?***

The School District and both municipalities currently partner on aspects of grounds maintenance at specific sites where we have Joint Use Agreements. This includes Handsworth, Carson, and Sutherland. The School District, and City, and the District continue to look for Joint Use opportunities, and are currently formulating a Joint Use Agreement regarding the Windsor field and track.

***Why was Fromme listed for possible closure and not other schools in the catchment?***

Housed in a 46-year-old building, Fromme is an older school with a relatively small student capacity. The cost of operating a small school is higher than that of a school with a larger capacity, and Fromme is well-situated to other schools nearby that can accommodate its students. The nearest available school to Fromme is Lynn Valley Elementary which is located only .8 km from Fromme, and is newly built to a higher seismic standard. Please refer to the list of criteria, posted on the Restructuring 2010 main page, for more information on criteria considered.

***Could Lynn Valley Elementary become the new board office?***

Schools are specifically designed to accommodate students and the activities of teaching and learning. To renovate a new school to accommodate administration is not economically feasible. The rebuilding of Lynn Valley Elementary (completed in 2005) is part of the continuum to replace our older schools, built in the 50s and 60s, with new, sustainable and seismically sound facilities for our students.

***Does the Board plan to close all four schools listed for Policy 610 review?***

No. The current project proposal before the Ministry of Education is to consolidate Plymouth and Blueridge Elementary into a rebuilt Seymour Heights. The new school would have capacity for 500 students. We also wish to consider possibilities to reduce enrolment to a more optimal capacity.

***If Plymouth, Blueridge and Seymour Heights are consolidated, won't this create an elementary school for 700 students?***

No. The capacity of the present Seymour Heights is for 320 students. The new school proposed would be for 500 students. Lynnmour is also a receiving school in this catchment, has a capacity of 295 and has space available to accommodate more students.

***What are the potential overhead savings that can be accrued from closing an elementary school?***

For the four schools under consideration, closure savings range from \$360,000 per year (Plymouth) to \$480,000 (Blueridge). The other two schools are in between this range.

***Is it cost-effective to close a school and have it sit empty?***

Yes, a closure saves overhead operating and administration costs and creates real revenue potential, in the case of an elementary school, in the range of \$250,000 annually for the School District.

***What is the status of junior Kindergarten?***

The Ministry of Education sets the direction for the provision or expansion of education programs province-wide. Please consult the February 9, 2010 Throne Speech for the government's most current statement of commitment to early learning.

***Where can I find details on the Full Day Kindergarten program?***

Please visit [nvسد44.bc.ca](http://nvسد44.bc.ca) Programs > Kindergarten Programs for more information.

***How will parents be represented in the consultation process?***

Parents will be represented in the consultation process through their respective Parent Advisory Council and by the North Vancouver Parent Advisory Council. Representatives will be selected from individuals who indicate their interest to the executive of these partner groups.

***The Ministry of Education has indicated they are interested in providing pre-school programs as part of its mandate. If schools are closed and consolidated will you have space when you need it for Full Day Kindergarten and pre-school classes?***

The Board of Education will continue to plan for the implementation of Ministry initiatives to ensure that adequate space remains available within the School District. The School District submits a Capital Plan on an annual basis to ensure that future enrolment needs are being addressed.

***Why is a school that is nearly full, and well-established in the community, on the list of possible closures?***

The School District needs to consider the space available within all schools and how to use this space most efficiently to preserve funds for instructional purposes. When reasonable space is available in neighbouring schools, the School District needs to consider how best to use this space to reduce operating costs to preserve funds for instructional purposes.

## Q&A

### Potential consolidation of alternate programs through reconfiguration and possible relocation or closure

***If an alternative school moves to a new location, how will you seek acceptance by the surrounding neighborhood?***

Any move to a new location would involve the continued use of an existing School District school facility for educational purposes. All schools and programs work hard to develop strong and respectful relationships with their surrounding neighbourhood.

***Have you considered the social problems that may result in incorporating KLASS students into a mainstream school, given the difficulties these students have already had in mainstream schools?***

The *Towards the Future for Schools* process and internal review identified the need for further consultation with the KLASS community to determine the potential location options *either* to integrate students within an existing school or as a distinct entity within a shared facility. In exploring the preferred option, the impacts of change upon students and challenges anticipated in their adaptability will be examined.

***How was support to move KLASS to an existing, mainstream site arrived at?***

Potential changes to the delivery model of district alternate programs have previously been examined through individual program reviews of Windsor House (2007, 2008), Keith Lynn Alternate Secondary School (2008) and the Third Step Program (2008).

Additionally, the potential for the relocation of programs has also been discussed in the context of the *Towards the Future for Schools* consultation process of 2008. Reduced facility operating costs and a reduction in overlapping services and staff would help preserve funds for program delivery.

***Many of the alternate programs have created unique, caring environments for the students that attend them. How is it possible to close, consolidate or move these programs and still preserve the culture and specialized attention these students need?***

The consultation process will look closely at the cultural components that contribute to the success of our alternate programs. The representative Working Group will consider how the school community will be affected, and priorities for respecting and maintaining highly-valued components of the programs, even if locations and organizational structure are to change.

***If programs were relocated to areas currently not served by public transit, what can be done to ensure students have transportation to school?***

Any component of a relocation plan would consider transportation needs, and barriers to accessing the location. If transportation/transit is an issue, the consultation process will identify it as a priority for further consideration and potential solutions.

***How will parents be represented in the consultation process?***

Parents will be represented in the consultation process through their respective Parent Advisory Council and by the North Vancouver Parent Advisory Council. Representatives will be selected from individuals who indicate their interest to the Executive of these partner groups.

## Q&A

### Elementary French Immersion Consultation

***If French Immersion started in Grade 1 would students need to go to Kindergarten in the public system to be considered for the French Immersion program?***

No. Kindergarten is optional for five year olds in British Columbia. If French Immersion started in grade 1, the school district would accept registrations from all students, regardless of previous educational programs. The lottery system for French Immersion registration would remain in place.

***How do you propose to place students who choose to leave French Immersion if the school has no English track?***

The residence of the student would determine the catchment area school for attendance. In this scenario, the regular program catchment areas would first need to be redefined. Please see our website [nvسد44.bc.ca](http://nvسد44.bc.ca) > Schools > Student Registration > Catchment Areas for more information.

***Have you considered putting Kindergarten French Immersion at Plymouth to boost enrolment?***

The French Immersion Working Group will be identifying, considering and responding to a variety of suggestions regarding potential alternatives for the configuration of our elementary French Immersion program. This area of the School District is presently served by French Immersion programs at both Dorothy Lynas and Sherwood Park.

***Why does the implementation of Full Day Kindergarten affect French Immersion more than English track schools?***

The District's Early French Immersion program is currently offered in six elementary schools. The implementation of both English and French Immersion Full Day Kindergarten programs will require additional classroom space that is not available at all current French Immersion sites. In North Vancouver, French Immersion, unlike the English program, is a district-wide program with no specific catchment areas. The location and possible reconfiguration of French Immersion will be considered by the French Immersion Working Group in the coming weeks in order to ensure the successful implementation of Full Day Kindergarten in both programs across the district beginning in September 2011.

***What considerations are being looked at for French Immersion students who live east of the Seymour?***

There are currently two dual track schools (Dorothy Lynas and Sherwood Park) offering the Early French Immersion program.

***What exactly does "single stream French Immersion" mean?***

A single stream (track) French Immersion school offers instruction, primarily in French, to all Grades and classes. To learn more about the percentage of instructional time in French at the elementary school level, please visit [nvسد44.bc.ca](http://nvسد44.bc.ca) > Programs > French Immersion.

A 'single track' French Immersion school offers only the French Immersion program from K-7. Currently, most French Immersion schools in North Vancouver are 'dual track', offering the regular English program as well as the Early French Immersion program. Only one school, Ecole Braemar, is considered a 'triple track' school, offering the English program, as well as Early and Late French Immersion programs.

***Are there any studies on the pros/cons of beginning French Immersion in Kindergarten as compared to a Grade 1 start?***

During the past 30 years of research on French Immersion, several Canadian studies have sought to compare the language proficiency levels of students enrolled in different types of French language programs (FSL vs. Immersion; Bilingual programs vs. Early Immersion; Early Immersion vs. Late Immersion). The results of these studies have not always been conclusive in determining a direct correlation between the intensity (total hours) of French instruction to increased language proficiency levels. We are not aware at this time of any specific studies on the pros/cons of beginning French Immersion in Kindergarten as compared to Grade 1. However, the Working Group will examine and discuss any available research from other districts, as well as the BC Ministry of Education French Policy, to ensure a full understanding of this option.

***Is the review of French Immersion delivery province-wide, or unique to our school district?***

Our review is not connected to similar reviews that may be happening in other school districts.

***What are the impacts of creating a single-track French Immersion school from one that is currently dual track? Wouldn't this, in effect, create yet another English school closure?***

The single-track school concept, and its impacts, is one of the possible options the French Immersion Working Group will consider during their three meetings. By the end of their three sessions, the Working Group should have findings to present regarding the impacts of any changes to the configuration of our District French Immersion program.

***Can French Immersion schools that have no available classroom space take in only one K French class?***

In North Vancouver, French Immersion is a district-wide program with Kindergarten classes available in several elementary schools to ensure geographical accessibility to the program. Each year the School District determines the number of French Immersion Kindergarten classes in each FI school based on enrolment trends and available site capacity.

***Is the Board of Education proposing to introduce a single stream French Immersion (all French) school next year as part of the budget process?***

Contrary to what has been reported in the local media, there is no proposal by the Board at this time to create an all French school and no financial savings have been identified regarding elementary French Immersion and the budget development process. The purpose of the consultation for elementary French Immersion this year is to conduct preliminary research into program delivery.

***How will parents be represented in the consultation/research process?***

Parents will be represented in the consultation process through their respective Parent Advisory Council and by the North Vancouver Parent Advisory Council. Representatives will be selected from individuals who indicate their interest to the Executive of these partner groups.

***Why is the Board having these discussions at this time? Why is this consultation necessary?***

The implementation of the Full Day Kindergarten (FDK) program in all schools by September 2011 will present challenges for the School District in a number of our French Immersion schools due to the need for additional classroom space.

***What are some of the considerations the Board must weigh when planning for the future accommodation of District-wide FDK and French Immersion?***

Some of the questions that will be examined through research and consultation are:

*Should our Early Immersion program start at Grade 1 (or later) so that all children can be accommodated in their neighbourhood school for Kindergarten?*

*Should we introduce French Immersion Kindergarten at other schools to address the space issues for FDK?*

*Should we add portable classrooms to our French Immersion schools?*

*Should we consider the introduction of a single stream French Immersion program?*

There are various methods of program delivery that would also be discussed in the consultation process. Options for consideration include: a) dual track/early Immersion, b) single track/early immersion, c) dual track/late immersion, d) single track/early and late immersion, and e) dual track/ early and late immersion.

Each of these options would be given consideration, identifying the positives, minuses and interesting ideas associated with each of the delivery models. Observations and input provided through the representative Working Groups will help inform the preliminary research. The Board will take this research into consideration before making any decision regarding changes to the elementary Immersion program for September 2011.

***What are the potential gains to the NVSD from single-track schools?***

Potential benefits associated with single-track schools include an enhanced immersion language experience greater opportunities for the efficient organization of classes (i.e. fewer combined grade classes) for instructional purposes.

***Which school/schools have been discussed as possibilities to offer French-only?***

Between now and the end of the 2010 school year, research and consultation is focused on the feasibility of changes to the delivery model of the elementary French Immersion program. No school locations have been identified to offer French-only. Should the feasibility study determine interest in considering a single-stream school, the Board of Education would have to provide further direction for consideration in the 2010/2011 school year.

***Should a school become French only school, would you be looking to phase out the English stream gradually over time?***

Please note that there is no proposal at this stage to implement a French only school at any location. Should any school be considered for a French only school, a gradual 'phase out' would be one possible approach that would achieve the benefit of allowing students to continue at the school until they complete their elementary program.

***During the preliminary research phase, could students graduating in 2010/11 be impacted?***

No. The focus of the preliminary research is on the elementary level only.

***How will the possible closure of a school affect the recent expansion of French Immersion at Windsor Secondary?***

None of the schools named for consultation around possible closure offer French Immersion and decisions for these schools would not impact the program offered at Windsor.



***Will the consultation address staffing shortages for French Immersion?***

The purpose of the consultation is to consider the delivery model for providing elementary French Immersion—it is not a staffing review. Our School District attracts many teachers interested in teaching in the French Immersion Program. We also proactively recruit qualified French Immersion teachers from universities across Canada.