

RCDSB

– VISIONING EXERCISE COMMITTEE –

The following information is provided as key context for consideration regarding the deliverables of the 'visioning exercise' as outlined in the Terms of Reference.

Guiding Principles for Decision-Making at System Level

- establish consistency of programming offered by the District, set in a bilingual context, including English with Core French & French as a Second Language (FSL) programming (extended and/or immersion) at the elementary level and FSL programming (core/extended/immersion) at the secondary level

(Key Point: All programs offered by the District lead to the acquisition of both official languages, English and French, at varying degrees of proficiency.)

- ensure equity of access to FSL programming (extended and/or immersion) in each Family of Schools of the District at the elementary level & program pathways for FSL (core/extended/immersion) in each site at the secondary level

(Key Point: All students have access to a program pathway for FSL from Kindergarten to Grade 12, including course offerings through eLearning and/or vLearning if/as appropriate.)

- continue to honour program pathways for all students – apprenticeship, college, university, workplace – in each site at the secondary level across the District

(Key Point: All students have access to program pathway(s) at their secondary school(s) in order to facilitate and support students in reaching their fullest potential through an OSSD, OSSC or COA.)

- innovate in the areas of scheduling, timetabling and/or course offerings at the elementary and secondary levels throughout the District in order to foster creative solutions to site-based constraints

(Key Point: The provision of differentiated support through resources (fiscal/human/material) to all schools will be monitored on an ongoing basis, and evolve over time, in order to address challenges and/or create opportunities on site.)

Elementary Foci:

- formation of program parameters in English with Core French & FSL throughout the system:
 - core – a minimum of 600 hours of French instruction by end of Grade 8 (in every year from Grade 4 to Grade 8) as a ministry requirement
 - for RCDSB, there will be 180 minutes per week per grade of Core French in English program (K-8)
= 180 min x 36 weeks x 10 grades / 60 = 1080 hours
 - extended – a minimum of 25% of instructional time and a minimum of 1260 hours of instruction in French by the end of Grade 8 as a ministry requirement
 - for RCDSB, this will be discontinued (transition to immersion program over time for sites that currently have extended program)
 - immersion – a minimum of 50% of instructional time and a minimum of 3800 hours of instruction in French by end of Grade 8 as a ministry requirement
 - for RCDSB, dual entry point for immersion program...K/Grade 1 (for EFI) and Grade 4 (for MFI), including:
 - EFI: bilingual kindergarten program (half-day in English & half-day in French – 50%-50%) in schools with EFI; primary and junior levels (range of half to two-thirds of day in immersion – 50-66%); intermediate level (half-day in English & half-day in French – 50%-50%)
= 750 min x 36 weeks x 10 grades / 60 = 4500 hours (at a minimum)
 - MFI: kindergarten program and primary (with core); junior level (two-thirds of day in immersion – approximately 66%); intermediate level (half-day English & half-day French – 50%-50%) *
= 540 hours + (1200 min x 36 weeks x 3 grades) / 60 + 900 hours = 3600 hours
** In order to meet the ministry requirements for hours of instruction, FSL renewal grant opportunities would need to be prioritized for MFI sites.*
- configuration of sites by Family of Schools (FOS) for equity of access to FSL programs across the system:
 - English with Core French program in all elementary schools (for single-track and multi-track sites)
 - EFI and/or MFI program offered at one (or more) sites per FOS, where feasible and/or viable, including bilingual kindergarten program (for multi-track EFI sites)

Note: Recommendations at the elementary level may need to be revised based on long-term accommodation planning (LTAP) by FOS across the District.

Secondary Foci:

- continuation of program pathway in FSL (core/extended/immersion) at each secondary site across the system:
 - core – academic, applied and open courses offered in Grades 9 and 10; university preparation and open courses offered in Grades 11 and 12
 - extended – academic courses in Grades 9 and 10 and university preparation courses in Grades 11 and 12 with seven credits in French to be accumulated (four for FSL courses and three for other subjects in which French is the language of instruction)
 - certificate for 'Extended French' to be granted if requirement fulfilled
 - immersion – academic and applied courses in Grades 9 and 10 and university preparation and open courses in Grades 11 and 12 with ten credits in French to be accumulated (four for FSL courses and six for other subjects in which French is the language of instruction)
 - certificate for 'French Immersion' to be granted if requirement fulfilled
- Note: As outlined in the 'guideline for weekly distribution of instructional time' developed at the elementary level, the subject of Mathematics will continue to be taught in the English language at the secondary level. Subjects to be taught in the French language may include Social Sciences, for instance, along with other subject areas if/as appropriate to meet program requirements.
- utilization of eLearning and vLearning options for secondary students to support schools in continuation of FSL program pathway if/as appropriate (potentially coordinated by FOS)
- provision of DELF – Diplôme d'études en langue française – to students in Grade 12 (Grade 12 Proficiency Test in the French Language)
- assessment and evaluation of program pathways for all students at secondary level, over time, including initiatives such as Co-op, OYAP, SHSM, Dual Credits, SAL/PAL, and others to ensure breadth and depth of program pathways

Note: Recommendations at the secondary level may need to be revised based on long-term accommodation planning (LTAP) by FOS across the District.

Additional Considerations

- facilities...including coordination of transportation (through RCJTC) based upon configuration of sites for FSL programming at elementary level and programs offered at secondary level
- finance...including ministry funds/grants for programs and/or services offered at elementary and secondary levels
- personnel... including considerations for staffing at elementary and secondary levels based upon program parameters and pathways
- program...including parameters for programs offered at the elementary level (such as percentage of instructional time spent for instruction in the English and French languages by program, as well as language of instruction by subjects area) and program pathways at the secondary level (apprenticeship, college, university, workplace)
- timelines for implementation of recommendations if/as approved, including optional (voluntary) implementation and/or mandatory (set) implementation dates
- supports for scheduling and/or timetabling for school administrators (Ps & VPs)

Note: Recommendations approved at the elementary and/or secondary levels may need to be revised based on long-term accommodation planning (LTAP) by Family of Schools in the District.