



PETROLIA CONSULTATION SESSION #2

December 9, 2010

6:30 pm

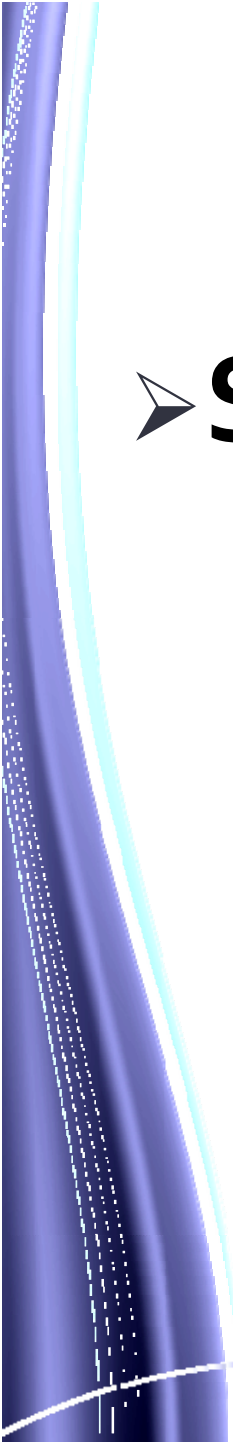

Queen Elizabeth II Public School



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- **Sharing of Information**
 - **Single Track Model**
 - **French Immersion
Schools**
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French Immersion Delivery Models of Surrounding Districts

DISTRICT	SINGLE-TRACK Elementary	DUAL-TRACK Elementary
St. Clair Catholic	1	2
London Catholic	3	0
Thames Valley	7	3
Windsor Essex Catholic	2	0
Greater Essex County	2	5
Avon Maitland	0	1
Huron Perth Catholic	2	0

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- **Research on the**
 - **Strengths and Challenges of**
 - **Single Track**
 - **Vs.**
 - **Dual Track**
 - **French Immersion**
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Single Track French Immersion

Strengths

- More opportunity to use French outside of the classroom, in the hallway, on the yard
- LST, teacher librarian, music teacher may be bilingual
- Resources mostly in French including the Library collection
- More exposure to French within the school environment (i.e., bulletin boards, announcements, assemblies, cultural/musical performances, etc.)
- Almost all staff can communicate in French so it can become a more natural setting for really communicating in French

Challenges

- English language supports may be limited
- Perception of the French Immersion program from English schools
- 1 or 2 French Immersion schools within a Family of Schools
- Limited perspective of the education system

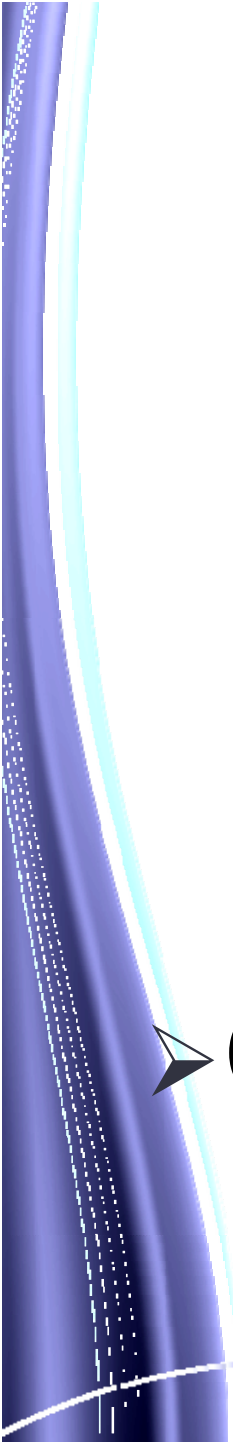
Dual Track French Immersion

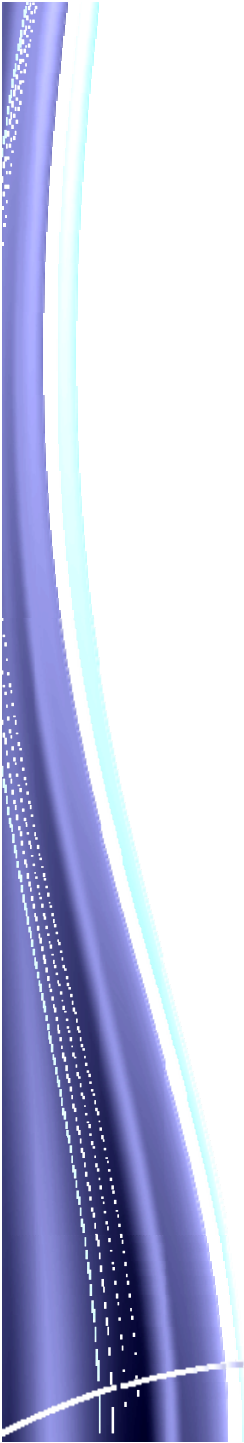

Strengths

- Provides the opportunity to communicate Canadian values
- Provides the opportunity to put into practice the dynamics found in an officially bilingual and culturally diverse country
- Allows students from smaller communities the option of French Immersion
- Opportunity to address common needs but also appreciate the specific needs of both the English and French Immersion program
- Prompts acceptance and respect of differences

Challenges

- May be misunderstandings/misconceptions between the English and French Immersion students and staff
- Delivery of specific curriculum (i.e. music) may only be available in English
- School resources mostly in English
- LST, teacher librarian may not speak French
- Comparisons between the two programs

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- **Results Of Survey**
 - **Conducted by**
 - **School Councils of**
 - **Hillcrest &**
 - **Queen Elizabeth II Schools**

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- **Further Discussion**
 - **of Pro's and Con's**
 - **Option 1**
 - **& Option 2**
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Review of Option 1 and Option 2

- Motions Passed by the Board of Trustees on June 22, 2010
- *"That the Board hold public consultation meetings with the Petrolia community during the fall of 2010 in conjunction with the French Immersion District Review to seek input on the remaining options:*
 - *i) a boundary change to convert Hillcrest Public School to a JK-8 regular program facility and Queen Elizabeth II Public School a dual track JK-8 regular program and French Immersion school*
 - *ii) a reorganization of program delivery to offer JK-8 French Immersion in a single track model at Hillcrest Public School with Queen Elizabeth II offering regular JK-8 program."*

Pro's and Con's of Option 1

PRO'S

- Only requires addition at one school
- Greater probability of Ministry providing funding for additional classrooms at one location
- Full Day Kindergarten may provide for renovations/additions at Queen E site

CON'S

- 121 FI Hillcrest students would be transferred to Queen E
- A percentage of Queen E students would need to be transferred to Hillcrest

Pro's and Con's of Option 2

PRO'S

- Numbers fit
- Fewer students dropping out in upper grades
- An addition at Hillcrest would not be required
- Avoids the risk of odour issues if construction not required on Hillcrest site
- Meets Ministry efficient use of capital dollars criteria only having to build an addition at one site

CON'S

- May not have number register if single track
- Students leaving program would affect neighbouring schools
- Form of segregation
- Socialization and integration of students



NEXT STEPS

