Major School Change
For
2010 – 2011

Response Cover Sheet

Sherwood Forest Elementary School

Name of responding School/Centre or Individual

Governing Board

Name of Consultative Group

Signature

Governing Board Chair

Title

✓ I/We would like to be heard at the Public Hearings in November 2009
☐ I/We do not wish to be heard at the Public Hearings in November 2009
PART I

Summary
Sherwood Forest Elementary (SF) should maintain its Bilingual program, while improving the level of French Competency.

Issue: Raising the level of French competency in the Elementary and Secondary Schools.

At present, Lester B. Pearson School Board (LBPSB) supports two distinctive school programs: Early Immersion and Bilingual. According to the Consultation Document the projections for year 2011 show a general decline in registrations for the Bilingual Program, while showing an increase in the French Immersion Program (Consultation Document P13, Table 4). While data suggests that Early Immersion is performing better than the Bilingual Program, we reject this conclusion.

Background
- A close look at the LBPSB Map clearly establishes that SF is situated in a prime location to efficiently accommodate a greater number of zones.
- As part of the MSC process the LBPSB commissioned Luc Lépine, PhD to undertake a statistical analysis of the Bilingual and Early Immersion Programs. The results of Dr. Lépine’s report are questionable due to a lack of current and direct research on French Second Language Programs in Quebec. Research literature that is available tends to be a reiteration or adaptation of research dating back to the 1970’s. There is no current evidence that students enrolled in the Early Immersion Program are more successful than students enrolled in the Bilingual Program. (Research prepared by the French Second Language Committee at the Quebec Federation of Home and School Associations, Inc. – school year 2008-2009 – Resolution No. 2009/2). Moreover, the Analysis presents serious variables in the population chosen. The document states that the population studied for the analysis included all students, including those with Individual Education Plan, from grade 6 enrolled in the Bilingual and the Early Immersion programs. As the number of Identified Special Needs Students is greater in the Bilingual Program than in the Early Immersion Program (MSC document: Identified Special Needs Students as Validated by the MELS 2007-2008), the results may be skewed and therefore may not be as significant as they first appear.
- Addendum VIII of the MSC documentation shows that almost 20% of children are not passing the standardized tests even in the Early Immersion Program. Therefore, the need is for better quality of French rather than quantity of French;

Rationale
- There is a significant demand for a Bilingual Program in the Sherwood area. The projected decline in enrolment by year 2011 (MSC Consultation Document p.99) is not noteworthy enough to justify a change in our Bilingual Program.
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- According to the MSC Documentation (P. 14, Table 4), LBPSB loses about 10.7% to 11.9% of its eligible students to the English Private School, and an average of 2.4% to other English School Boards compared to 5.6% to French Public Schools and 3% to French Private Schools. Eliminating the Bilingual Program is not likely to entice eligible students from the other English schools back into our community.
- Geographically, SF is centrally located between Highway 40 and Highway 20 offering the opportunity to welcome students from other zones.
- SF strongly believes it is possible to improve the quality of French without compromising the school’s Bilingual Program and Culture. To this end, SF is currently in the process of implementing improvements such as: newly developed end-of-cycle standards to guide instruction and learning; the Moving-Up Literacy Program in grades 5 and 6; additional and a wider variety of French texts for comprehension; scheduled French Days; field trips focused on French; French speaking visitors such as authors, professionals, artists and scientists; Drama and Physical Education instruction in French; Providing opportunities for families to engage in French workshops and activities.

Recommendation
SF recommends that LBPSB recognizes and supports the new initiatives and efforts of the school to raise the level of French Competency, by preserving it as a designated Bilingual School.

PART II

Summary
SF should remain an Elementary school exclusively, and carry on with its current networking.

Issue: Rationalizing the Elementary and Secondary School Network

At present, LBPSB is focusing on finding new ideas on how we can revitalize our schools to help us promote the work we are doing on behalf of our children.

Background
- SF recognizes the need to network and promote its school;
- Elementary schools take the protection and safety of all its students seriously;
- SF is creating new ways to reach out to the Community;
- SF recognizes the need to maximize the use of its space.

Rationale
The MSC consultation has forced SF to re-analyse its position and views on its current situation. Through this process SF has come to fully appreciate the importance of networking. Subsequently SF is investigating professional development opportunities with a local LBPSB High school to examine curriculum issues such as Mathematics and French in order to assist with students’ transition from Elementary School Cycle 3 to High School
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Cycle 1. We are also exploring the possibility of networking with French Schools through exchanges.

SF studied the possibility to share facilities with an Adult and Vocational Centre. However, it concluded that it would impede the security measures already in place for the protection and safety of our students. It is a fact that each and every volunteer needs to fill a "Declaration of Judicial Records". In the event that an elementary school would house an adult population, it would be difficult to enforce security measures and the safety of the children could be compromised.

SF also realized that it is unfamiliar with its neighbours. As a first initiative, and in an effort to bridge the gap between the school and its community, SF will improve relationships with the community through such partnerships as the Environmental Student Group and the City of Beaconsfield.

In an attempt to promote its school and to maximize the use of its space SF has rented a classroom to Magic Circle Preschool. The Pre-K has access to the gym and to the library, offering all Pre-K families a chance to become familiar with the school environment and create an easy transition into Kindergarten.

Recommendation

SF recommends that LBPSB endorses its new initiatives and efforts to rationalize the elementary and secondary school network and that the school should maintain a children population exclusively.

Contact

For further information, please contact Liette Chamberland, Governing Board Chair at 514-693-1313 or cullodenfield@videotron.ca

Respectfully submitted,

Liette Chamberland, GB Chair
On behalf of Sherwood Forest Governing Board