

**DEPARTMENT OF EDUCATION RESPONSE TO THE  
RECOMMENDATIONS OF PRICEWATERHOUSECOOPERS ON  
FSL PROGRAMS**

In 1998 the Provincial Board of Education (anglophone) requested the Department of Education undertake a review of French Second Language programs offered in the Anglophone school system. In response, a Delphi process was undertaken in 1998-99 to identify the critical areas to be studied. In November 1999, PricewaterhouseCoopers was awarded the tender to study the existing programs and provide recommendations for improvements. The report was received in September 2000 and has since been under review by the Department of Education. The following is the response of the Department of Education to the recommendations received from PricewaterhouseCoopers.

<b>Recommendations Contained in PricewaterhouseCoopers Report</b>	<b>Department of Education Response</b>	<b>Plan of Action</b>
1a) That both early and later entry points for French immersion be maintained – not necessarily as they currently exist.	Disagreed	Grade 1 (Early Immersion) and Grade 6 (Intermediate Immersion) entry points will be maintained.
1b) That time on task activities be increased, specifically focused on strengthening oral skills in both Core French and French immersion programs.	Agreed.	Pilot intensive Core French program in Sept. 2002.  Review in 2001-2002 school year the availability of high school courses for French Immersion students. Goal of improving access through e-learning.

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2a) That the possibility of implementing Grade 3/Grade 6 immersion entry points be considered.	Disagreed.	Existing French Immersion entry points will be maintained.
2b) That Core French be compulsory in the English program to Grade 8.	Disagreed.	Core French will remain compulsory through Grade 10 for non-immersion students.
3a) That additional assessment activities be sought or developed to allow FSL students and teachers to identify specific weaknesses at the individual level.	Agreed.	Department will work with districts and teachers to introduce more FSL classroom tests and appropriate intervention strategies, starting in the 2001-2002 school year.
3b) That there be an improved system for FSL program monitoring, focused on teacher proficiency, time on task, resources and curriculum adherence.	Agreed.	Department will require districts to report, on a regular basis, their compliance with Policy 309, which governs FSL programs.
4. That increased and more effective in-class and teacher-led assessments be initiated.	Agreed.	Department will work with districts and teachers to introduce more FSL classroom tests and appropriate intervention strategies, starting in the 2001-2002 school year.

<b>Recommendations Contained in PricewaterhouseCoopers Report</b>	<b>Department of Education Response</b>	<b>Plan of Action</b>
5a) That FSL program objectives and targets be clarified as they relate to the Oral Proficiency Examination.	Agreed.	Department will review the objectives in the 2001-2002 school year.
5b) That an improved communication strategy be developed to inform all parents of the FSL program objectives.	Agreed.	Department will provide parents, during the 2001-2002 school year, with a clear statement of the goals and expectations of each FSL program.
6a) That aspects of the French immersion program that could benefit French language instruction in the non-immersion program be transferred to core French (e.g. strategies)	Agreed.	Department will work with districts and teachers, during the 2001-2002 school year, to explore opportunities for transferring strategies.
6b) That the department identify a maximum Pupil-Educator Ratio (PER) in the English program that will ensure each student receives adequate attention.	Refer for Further Study	This issue will be among those to be addressed in a “Quality Education” initiative to be undertaken by the Department of Education during the 2001-2002 school year.
6c) That specialist-learning resources be readily available in English program classrooms and that a reasonable resource standard exist at the school level for both programs.	Refer for Further Study	This issue will be among those to be addressed in a “Quality Education” initiative to be undertaken by the Department of Education during the 2001-2002 school year.