

French Program Consultation

Bienvenue aux parents et aux membres de la communauté

Toronto District School Board



Land Acknowledgment

“I would like to acknowledge that this school is situated upon traditional territories. The territories include the Wendat, Anishinabe Nation, the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nations, and the Métis Nation.”

French Program Consultation

- Five public consultations for parents & community members
- Focus group consultations with representatives from Advisory Committees (PIAC, SEAC, ASAC - made up of parents and staff)
- Focus group consultation with members of FSLAC
- Focus group consultations with staff and students
- Online surveys for parents
- Online surveys for students (grade 6 and up)
- Online surveys for staff and trustees

Shape of Today's Conversation

- We will provide the current context and then ask you to consider successes and challenges in each of five categories:
 - Quality of teaching
 - English and French programs
 - Access to programs (application and accommodation)
 - Transportation
 - Childcare

PARTICIPANTS' CODE OF CONDUCT FOR CONSULTATIONS

Individual and stakeholder rights to participate in consultations are accompanied by responsibilities. Parties that participate in consultation processes should do so in good faith and with the public interest, as well as their own interest, in mind. Participants also have a responsibility to engage in effective, balanced and civil communication.

Participants in consultation processes should:

1. Maximize the exchange of information among parties and minimize misunderstandings. Speak clearly, listening carefully and asking for clarification if a point is not understood. Share information related to the issues at hand.
2. Ensure that all participants have the opportunity to speak and all perspectives and interests are taken into account. Seek the participation of all participants.
3. Maintain a respectful atmosphere. Respect each other's values and interests.

Context

- Purpose of Review
 - French programs in the TDSB were last reviewed in 2006 (Gossling, 2006)
 - The existing operational procedure (PR597) has been in place since 2009
 - There has been growth in interest and demand for French programs during that time
- Since that time there has been a great deal of growth in interest and demand in the intensive French programs (Immersion and Extended programs)

Goals of the Review Process

- The review will look at what is in the existing policy, procedure and process and ask some key questions:
 - Is the process in line with the Integrated Equity Framework?
 - Are the students benefiting from a quality learning experience in all French programs?
- The goal for this stage of the review is to gather information about the status of French programs from multiple stakeholders to provide an environmental scan of the current situation.

Facts and Figures

- Approximately 127,000 students are studying in Core French, Extended French and French Immersion SK-Grade 12
- About 28,000 of those students are in Extended French or French Immersion (SK-Grade 12)
- Currently there are:
 - 71 SKFI sites (86 including middle and senior schools)
 - 38 JEF sites (51 including middle and senior schools)
 - 13 secondary sites with FI and/or EF

Click on the picture below to start video.



Quality of Teaching

- Current landscape of program
 - Model of instruction/intensity
 - Instructional approaches
 - Support for range of learners

Current Program Models

- Core French
- The Early French Immersion Program
- The Junior Extended French Program
- Hawthorne II Bilingual Alternative
- Middle French Immersion
- Cosburn Intensive Extended French
- Intermediate Extended French (Grade 7 Entry)

Quality of Teaching

- All French programs are designed to focus on literacy and communication skills
- The intensive programs (all programs other than Core French) add the cross curricular aspect – students have the opportunity to apply and develop literacy and language skills in the other subject areas
- Students study the same curriculum as their counterparts in the English program with the language of instruction being French

Support for all Learners



- All students are capable of learning in another language
- The classroom accommodations and curriculum modifications that are possible in the English program can also be implemented in French programs
- In many schools, additional support for learners on a modified program is available in French
- Support offered in the target language transfers to literacy skills in the dominant language

Application Process

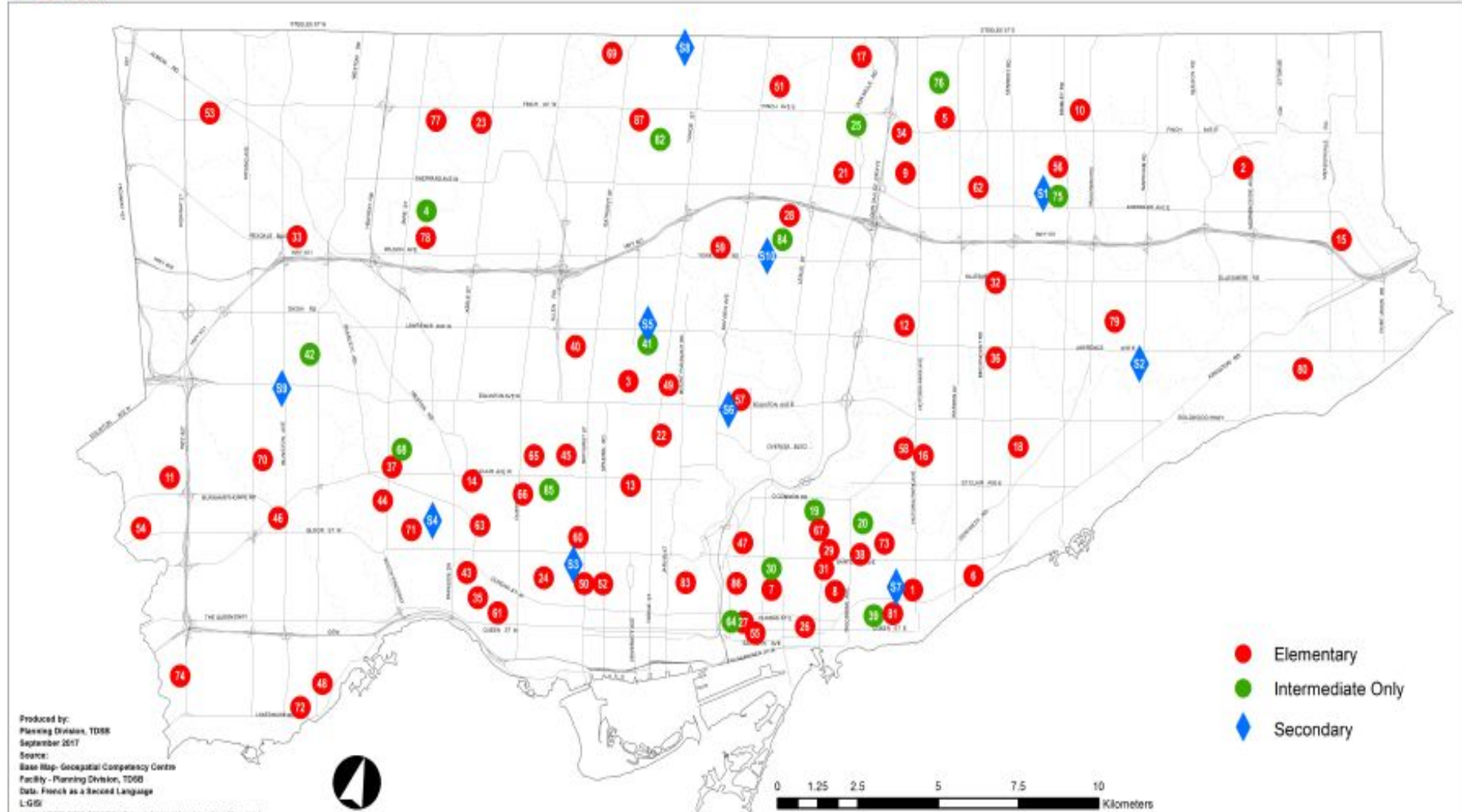
- Currently a placement in the French Immersion/Extended French programs is guaranteed to all families who apply by a defined deadline
- Placement is offered based on home address at the time of application
- While every effort will be made to place students in the school identified as their area French Immersion school, this is not always possible. In cases where the number of applications in a given area is greater than the number of spaces in the school, students may be redirected to schools with available space

Accommodation Process

- When redirections are necessary the first consideration is location of the redirected site relative to the home English school
- In limited circumstances a lottery may be performed.
- All families offered a placement other than the one associated with their home address are held on a waitlist for their originally designated school
- When staff determines the next closest school is too far, a new program site is opened based on available space, sustainability of program, balance of English and French etc.

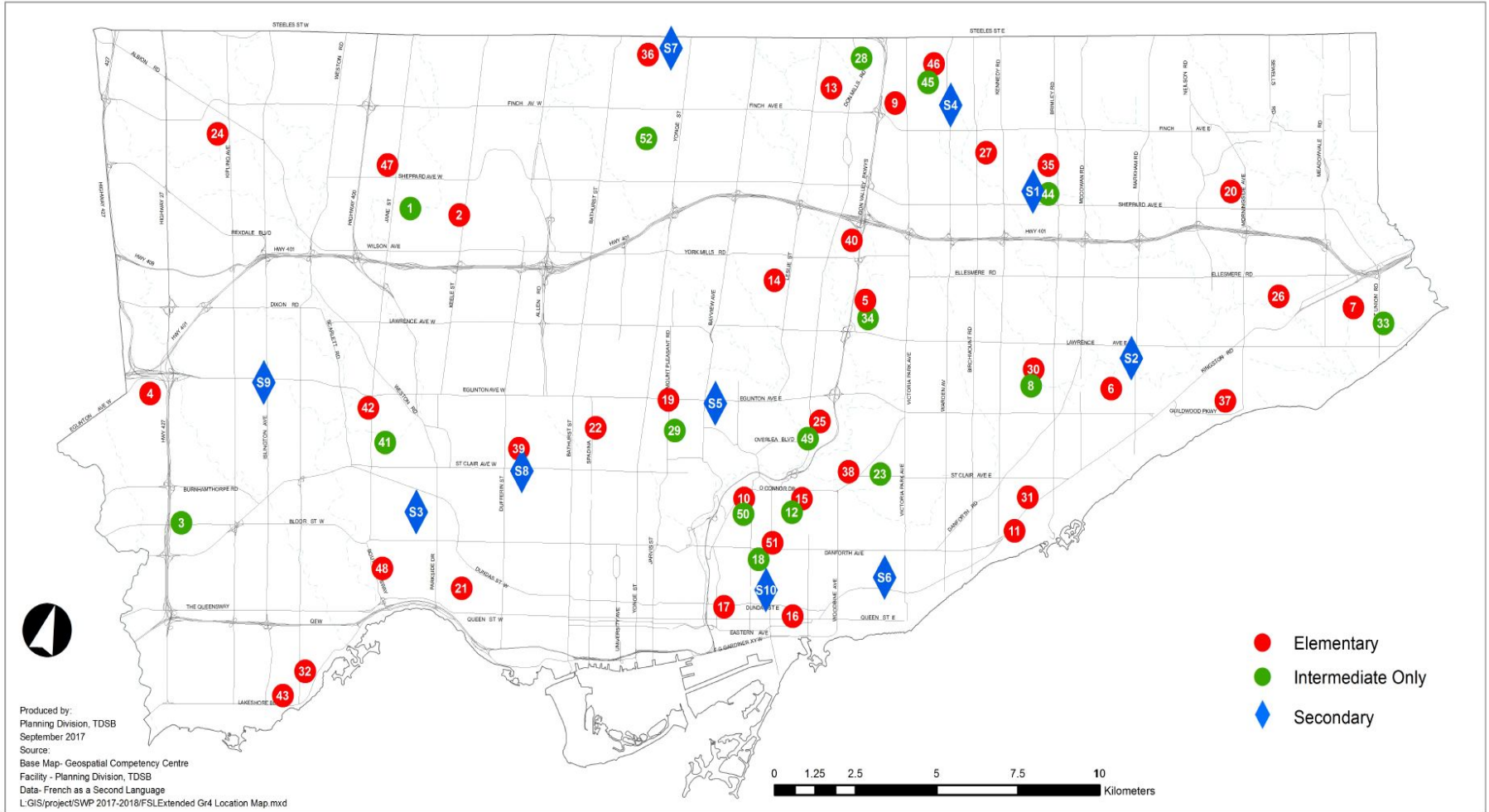


FSL- Location of Early French Immersion Program (SK entry) 2017-2018



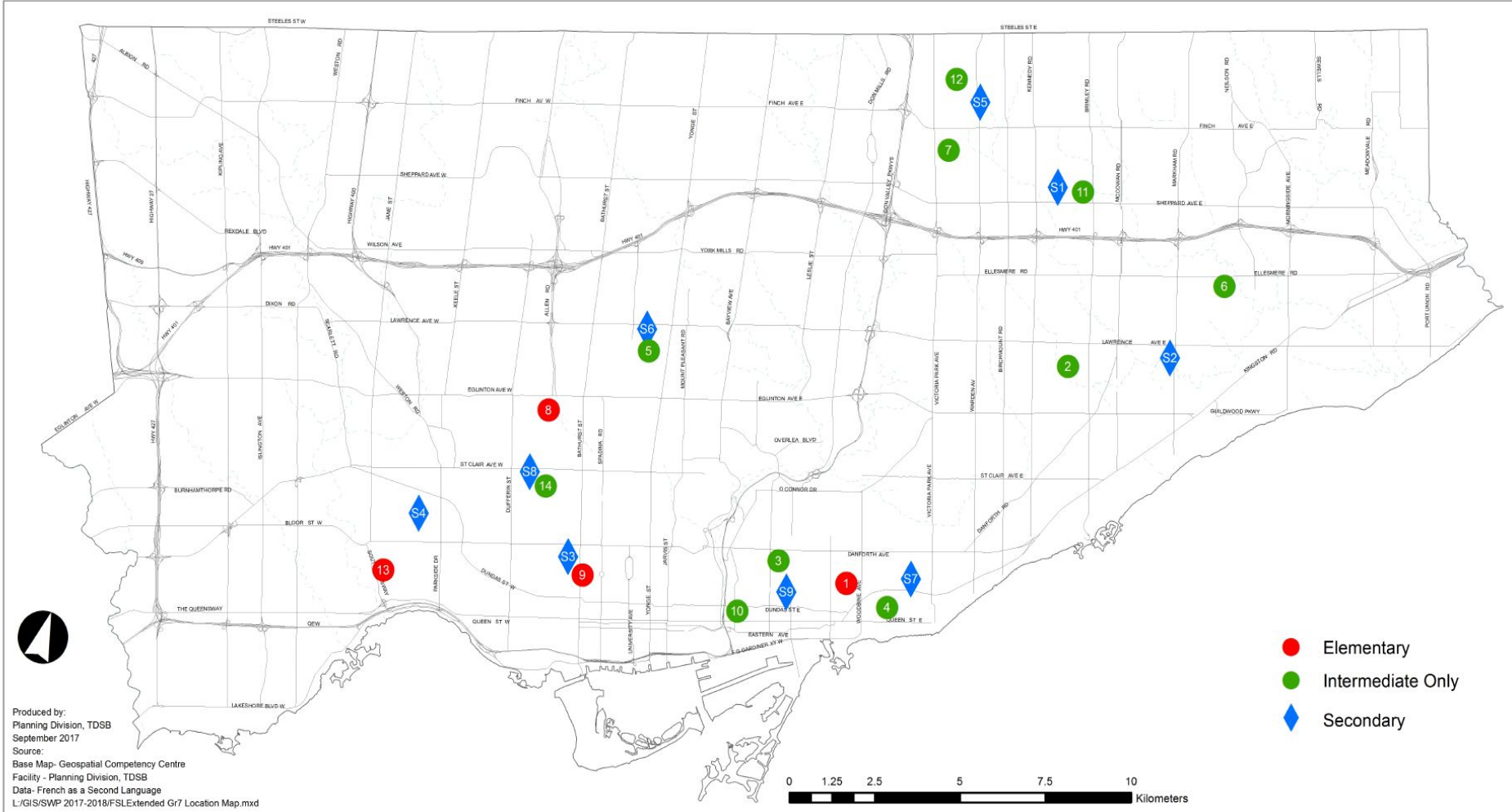


FSL- Location of Junior Extended French Program (Grade 4 entry) 2017-2018





FSL- Location of Extended French Program (Grade 7 entry) 2017-2018



Transportation

- Transportation is provided to students who:
 - Are attending their designated French Immersion or Extended French school
 - Meet the distance criteria of the Transportation Policy
- **SK to Grade 5:** a bus is provided for students living more than 1.6 km from the school
- **Grades 6-8:** TTC tickets are provided for students living more than 3.2 km from the school
- **Grades 9-12:** TTC tickets are provided for students living more than 4.8 km from the school

Child Care

- Some FI schools have on-site child care
- Families may apply to the child care at the FI or EF site or they may remain at their existing child care
- Not all child cares in FI or EF schools can accommodate the children beginning FI in SK or EF in Grade 4
- Transportation routes and times are arranged around the instructional day - some child cares can arrange to supervise children arriving and departing on a bus to their FI/EF school and some cannot

What are some examples of successes you think are working well in French programs at the TDSB?

30 Minutes



What are some suggestions of things you would like to see in French programs at the TDSB?

30 Minutes



Merci

Please visit

<http://bit.ly/FSLReview>

for more information

