

## Q and A: French Review Consultation Meetings May 2018

<b>Staffing</b>	
<b>Q: Why has there been such significant growth of French programs if there are not enough teachers available to effectively staff the programs?</b>	<b>A: Currently, the French Policy (PR597) guarantees a spot to all on-time applicants. The policy was written in 2009.</b>
<b>Q: Is the TDSB working directly with the Ontario College of Teachers and Faculties of Education to address the needs of growing demand for French programs in Toronto?</b>	<b>A: Yes, TDSB does work with Faculties of Education.</b>
<b>Q: What is the role of language proficiency in the hiring process? Is there vigorous testing of language proficiency before offers of employment are made?</b>	<b>A: A language proficiency test is currently part of the hiring process.</b>
<b>Q: Has there been any consideration of creating a mentorship program within the TDSB for staff new to French program teaching?</b>	<b>A: The TDSB has a coordinator dedicated to the New Teachers Induction Program. This program offers support, mentorship and Professional Learning in to teachers in their first 5 years.</b>
<b>Q: What is the TDSB doing to encourage more people to become French teachers and remain as French teachers once hired?</b>	<b>A: Our central FSL Learning Coaches and FSL Program Coordinator work and engage in Professional Learning specific to French with staff teaching in FSL programs.</b>
<b>Q: Does the TDSB work with Faculties of Education in order to encourage universities to implement B. Ed. entrance exams for language proficiency?</b>	<b>A: No, this is not within the decision making purview of any school board.</b>

<b>Equity of Access</b>	
<b>Q: Are the demographics of each school community reflected in the French programs? If not, what barriers are present?</b>	<b>A: Based on student census from 2011, some groups are appropriately represented; work remains to be done in removing barriers for all.</b>
<b>Q: How are all students and parents encouraged to pursue French programs</b>	<b>A: There is a central messaging system that is comprehensive and multi-</b>

in the TDSB?	pronged that strives to meet the needs of all parents interested in French programs.
<b>Q: What is the TDSB doing to ensure equitable access not only to French programs across the city, but access to resources and learning materials in all French programs</b>	<b>A: Online, free access to French resources are readily available to all via the Virtual Library, start-up library and classroom resources are provided for new sites as they open new grades, and local school purchasing of French learning materials.</b>
<b>Q: Does every secondary school offering French Immersion offer enough courses for students to obtain the necessary French credits for the bilingual certificate? Are the courses offered in French the same at each high school?</b>	<b>A: Currently, every secondary school offers enough courses for students to obtain the necessary credits for the bilingual certificate. A: No, course offerings differ from school to school.</b>
<b>Q: Why are we making French Immersion programs available to everyone when there are not enough resources available to support every student being in French Immersion?</b>	<b>A: Currently, the policy (PR597) guarantees all on-time applicants a spot in a French Immersion program. The policy was written in 2009.</b>
<b>Q: When a lottery situation takes place, who completes the selections and who maintains waitlists?</b>	<b>A: The FSL Department completes the lottery process and provides the randomized waitlist to the local school for management.</b>

## Communication and Engagement

<b>Q: More effective communication by the TDSB to families is needed. Can principals be more open and honest with parents/guardians regarding staffing and other French program issues?</b>	<b>A: All schools endeavour to communicate in a timely and transparent manner in regards to all staffing and local school programs.</b>
<b>Q: Does the TDSB have a consistent standard of communication among French program teachers across the Board?</b>	<b>A: Various forms of communication are promoted to engage the parent community based on the teacher's professional judgement.</b>

## Programming

<b>Q: Can we encourage the growth of Experiential Learning French programs in order to boost students' skills even more?</b>	<b>A: Opportunities for experiential learning in French are valuable to the acquisition of language learning.</b>
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<p><b>Q: The transition for many families from one school in JK to a new school in SK for FI is difficult. Has there been any consideration of changing Early FI entry to JK instead?</b></p>	<p><b>A: A variety of entry points can be considered through the French Review.</b></p>
<p><b>Q: Regarding program growth and new programs in the TDSB, can a survey of interest be shared with communities as with the annual Child Care survey of interest instead of only opening programs reactively as a result of overflow at existing schools?</b></p>	<p><b>A: Thank you for the suggestion; it will be taken into consideration through the French Review.</b></p>
<p><b>Q: Why are so many teachers suggesting to parents that their child would be more successful outside of an intensive French program? What supports are in place for teachers so that instead of encouraging parents to move to English programs, they are encouraging and offering support so that students stay in French?</b></p>	<p><b>A: The Ministry of Education and the FSL Department make every effort to interrupt the practice of excluding students with special education needs unnecessarily from FSL programs. Professional Learning opportunities promote both the principles of and strategies for inclusion of all learners.</b></p>
<p><b>Q: Can we increase the amount of support available to student who have just started Early FI? In order to ensure success and continuity of students in that program, we need better early intervention.</b></p>	<p><b>A: Thank you for the suggestion; it will be taken into consideration through the French Review.</b></p>
<p><b>Q: Will there ever be French programs solely for gifted students?</b></p>	<p><b>A: Thank you for the suggestion; it will be taken into consideration through the French Review.</b></p>
<p><b>Q: Will there ever be STEM or Arts focused French programs so that parents don't have to choose between sending their children to school for either FI or STEM or Arts focused learning?</b></p>	<p><b>A: Thank you for the suggestion; it will be taken into consideration through the French Review.</b></p>
<p><b>Q: To increase the number of students that stay in FI until the end of Grade 12, can we increase the number of French credits available in secondary and offer more French courses with a STEM focus?</b></p>	<p><b>A: Currently, we are offering more ELearning credits.</b></p>
<p><b>Q: In TDSB French programs, what accommodations are available for gifted students?</b></p>	<p><b>A: Accommodations are listed on the student's Individual Education Plan.</b></p>
<p><b>Q: Has there been any consideration for</b></p>	<p><b>A: A variety of entry points can be</b></p>

having Extended French entry in Grade 5? This would allow students and families to complete Grade 4 Core and decide whether or not an intensive program is right for them, without having to wait until Grade 7.	considered through the French Review.
<b>Q: Will the TDSB ever offer complete French schools, separate from English schools so that both programs do not have to be accommodated in the same building?</b>	<b>A: A variety of models can be considered through the French Review.</b>
<b>Q: Can there be an update to the curriculum taught in Grade 4 Core French? It would be beneficial for students to have a brief period of immersion at the start in order to build vocabulary.</b>	<b>A: The Ministry of Education updated the curriculum in 2013.</b>

## Pathways

<b>Q: If a family accepts placement at a school other than their home school for French based on a full program, can they move back to the home school at a later time?</b>	<b>A: Yes, however it is based on available space at their home school.</b>
<b>Q: How many students year by year are actually offered placement at a French Immersion program other than the one that is closest to home based on the English home school? Is the TDSB concerned that they students will feel isolated from peers in their neighbourhood because they will not have as much interaction with them as they would have if they were at a school closer to home?</b>	<b>A: Approximately 10% of students are offered a placement other than their associated home school. A: This would be no different than student choosing other specialized programs (i.e. Gifted, IB, Claude Watson School of the Arts) and therefore would leave their home school.</b>
<b>Q: If secondary French Immersion pathways are changing, can parents and communities have at least one year of advance notice in order to adjust their plans to the pathway change?</b>	<b>A: Our current practice builds 1-2 years of advance notice for any pathway change.</b>
<b>Q: As new French Immersion programs are opened, is there a review of current enrolment addresses in order to redistribute students who may have been placed at that school due to nothing closer to home being available</b>	<b>A: Once a student begins an FI program, they may continue within that program at the school. New sites build one year at a time, beginning with the entry (i.e. SK) and therefore, subsequent classes for older</b>

at the time?	grades are not available at time of opening.
<b>Q: Can a student who has been in Early FI transfer to the Extended French program in Grade 7?</b>	<b>A: According to the current policy (PR597), students must be in an English program to apply to the Gr. 7 Extended French Program.</b>
<b>Q: Is the TDSB making French program plans based on cohort? Can we start planning secondary pathways now for students who have just entered Early FI?</b>	<b>A: Yes, French program plans are based on cohorts. Pathways are established at the opening of SK French Immersion sites. However, pathways are subject to changes based on program needs.</b>

## Transportation

<b>Q: What system is in place to help support parents and answer questions and concerns?</b>	<b>A: Transportation portal.</b>
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## Other

<b>Q: What are the classroom caps in French programs for each grade? As a comment, an unsuccessful split is Grade 4 and 5 FI with 29 students.</b>	<b>A: Classroom caps for French are the same as they are for the English program.</b>
<b>Q: Do we plan or collaborate with the TCDSB regarding our French program offerings and locations?</b>	<b>A: Thank you for the suggestion; it will be taken into consideration through the French Review.</b>