



**Excellence in  
Teaching and  
Learning**

**Safe, Caring,  
Inclusive and  
Respectful  
Learning**

**Wise Use of  
Resources**

# FAQs

## FRENCH AS-A-SECOND LANGUAGE

### **What FSL programs are being offered by the District at the elementary level?**

The District currently offers English with Core French programming at every site. Over the next five years, the District will phase-in the offering of French Immersion programming - either Early French Immersion (EFI) or Middle French Immersion (MFI) - in one or more sites in each family of schools.

### **How many FSL programs will be offered in elementary schools across the District?**

Single-track sites will offer English with Core French programming. Dual-track sites will offer English with Core French and French Immersion programming (either EFI or MFI).

### **Can I enroll my child in a French Immersion program in any grade?**

No. The entry point for EFI is Grade 1. The entry point for MFI is Grade 4. Further, a child who has exited a French Immersion program cannot re-enter that same program at a later date.

In exceptional cases, a child may enter a French Immersion program (EFI and/or MFI) in a grade other than the designated entry point provided the student has previously been enrolled in a French-language school board.



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## **What will be offered by the District for Kindergarten?**

For single-track sites, a two-year English with Core French program will be offered for Kindergarten. For dual-track sites with MFI, schools will offer a two-year English with Core French program for Kindergarten. For dual-track sites with EFI, schools will offer a two-year, 50-50 bilingual program for Kindergarten.

Parents/guardians interested in pursuing the EFI program for Grades 1-8 will be permitted to enroll their child in the 50-50 bilingual Kindergarten program at the designated 2 of 5 Parents/guardians who have enrolled their child in an English with Core French program for Kindergarten at their attendance boundary school may choose to enroll their child at the designated EFI site for Grade 1.

Parents/guardians who enroll their child at a designated EFI site for Kindergarten, but do not choose the EFI program for Grade 1, will be required to enroll their child back at their attendance boundary school for the English with Core French program for Grades 1-8.

## **Will parents/guardians have a choice in the program for their child at the elementary level?**

Yes. Once fully implemented, parents/guardians will have a choice of English with Core French programming at their attendance boundary school, or, Early French Immersion programming at a designated site in their family of schools.

## **How will children with special needs continue to be supported in the program pathways offered by the District?**

Each and every student, regardless of the program pathway selected by parents/guardians, will be supported throughout their learning journey. Students with special needs, in particular, will continue to receive support(s) as outlined in their Individual Education Plan for both English with Core French and French Immersion programs.

Many of the strategies provided for students with special needs are applicable across language(s) of instruction, subject area(s) and/or program(s).

## **Is it possible for students from different programs to be “blended” for parts of the school day?**

Yes, depending upon time tables and staff scheduling, students from different programs may be blended for parts of the school day. School administrators will be encouraged to blend students from different programs if/as appropriate throughout the school day.

## **How can English-speaking parents/guardians support their child in French Immersion programming?**

Parents/guardians can support their child's education by involving themselves in the life of the school (such as volunteering in classrooms and/or becoming a member of school council). It is important to demonstrate an interest in their child's learning when at home and/or outside of the school setting. This underscores for the child, the value their parent places on the material – regardless of the language or subject.

## **How will the Kindergarten programs offered by the District be organized?**

For single-track sites offering a two-year English with Core French program for Kindergarten, the program will be organized by the four frames of *The Ontario Curriculum: The Kindergarten Program, 2016* with 150 minutes of Core French instruction each week. For dual-track sites with MFI, a two-year English with Core French program will be offered for Kindergarten. The program will be organized by the four frames of *The Ontario Curriculum: The Kindergarten Program, 2016* with 150 minutes of Core French instruction each week.

For dual-track sites with EFI, a two-year, 50-50 bilingual program will be offered for Kindergarten. The program will be organized by the four frames of *The Ontario Curriculum: The Kindergarten Program, 2016* with 750 minutes of English instruction and 750 minutes of French instruction each week.

## **How many Kindergarten programs will be offered in a school?**

Each school will offer one Kindergarten program. For single-track sites, a two-year English with Core French program will be offered for Kindergarten. For dual-track sites with MFI, a two-year English with Core French program will be offered for kindergarten. For dual-track sites with EFI, a two-year, 50-50 bilingual program will be offered for Kindergarten.

## **How will Kindergarten classes be structured for the two-year, 50-50 bilingual program?**

A lead teacher will be designated as the homeroom teacher for each Kindergarten class. Students and the assigned Early Childhood Educators for the class will remain together in the 50-50 bilingual program.

A different set-up may be required for the 'odd-numbered' kindergarten class in a school.

## **How will assessment, evaluation and reporting be addressed in the two-year, bilingual Kindergarten program?**

Each homeroom teacher will be designated as the 'lead contributor' for the report cards of their students, with cooperation, feedback and input of colleagues on the Kindergarten team. They will serve as the 'lead interviewer' for parent teacher interviews, with the involvement of other members of the Kindergarten team.

**What supports will be provided for program(s) that are “new” to a school?**

Each new classroom (for EFI or MFI) will be provided with a “fit-up” allocation related to classroom resources and/or technology. In addition, an allocation to ‘refresh’ resources in existing English with Core French programs will also be provided to all schools

**Will there be funding provided to protect schools from having triple grades?**

There may be single or multi-grade classrooms in elementary schools across the system. The District will endeavour to address triple grades where direct funding for this purpose is provided, and, where facility space permits.

