

Do you feel the challenges facing the English track and delivery of core French have been addressed?

Wellington Heights SS – March 3, 2016	<i>No sticky note comments posted</i>
Westside SS – March 10, 2016	I understand the current need for a cap but hope it is a temporary solution to a bigger issue that is addressing the need to not limit children from having the opportunity to learn BOTH official languages
Centennial CVI – March 30, 2016	Core French- what is our retention rate of these teachers? Are they moving to FI or English & <u>WHY</u> Please don't assume that when students aren't put in FI they will end up in English. I would move or do Catholic or French language schools before English track Stop building Catholic schools
Centre Wellington DHS – March 31, 2016	<i>No sticky note comments posted</i>

What should the Board consider when developing a random selection process for entry into FI?

Wellington Heights SS – March 3, 2016	<p>In the North Palmerston is the FI school. What do you think happens if you start to split families due to random selection? 35 km between kids?! Nope – you would likely lose the whole family (min 2 kids!)</p> <p>How do you plan to bring FI teachers into our area (North) if they can't be sure their own children will be able to be involved in a program they (the teacher) clearly value?</p> <p>Why restrict access to a program that is popular?</p> <p>There is no reason to put a cap in an area where there is not a shortage of teachers.</p> <p>Please consider any SK or Grade 1 students who applied for JK FI to fill any vacancies left by students who decided to not continue in the program after JK or SK.</p> <p>Please consider the location of students wanting to enter the FI program.</p> <p>Please consider grandfathering in students/siblings. Please keep my family together. We love the north and do not want to leave. – A concerned Fi Teacher/parent. Merci!</p> <p>In effort to address the increased pressures in Guelph and urban centres vs. North Wellington and rural areas, perhaps a "pilot" project in those areas for the short term to test success of caps and leave rural areas as is until they become a problem.</p> <p>Please consider siblings. I would like all my children to attend the same school and to have equal opportunities.</p> <p>Please consider family heritage. Students with a French heritage are more likely to continue in the French program long term.</p> <p>French immersion teachers' children should be allowed in the FI program as an incentive to keep the teachers. Students with older siblings in the FI program should be allowed in the FI program.</p> <p>Please consider allowing younger siblings of children already in the program to be granted a priority. In this area, having children in two schools is not necessarily a matter of a few minutes drive. I would also like my children to have equal access to a programme that is of importance to me.</p> <p>Other children in the family already enrolled in FI. So parents can offer equal opportunity to ALL their children....also bilingual speaking families.</p>
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<p>Westside SS – March 10, 2016</p>	<p>If a lottery is chosen please consider siblings ahead of general public or have a tiered lottery system where a certain number would be offered to them first and then remaining ones moved into a second lottery etc.</p> <p>Siblings already in FI</p> <p>Consider siblings already in FI program & avoiding multiple schools for one family</p> <p>1 or both parents in household speak French as a 1st language</p> <p>How can parents show that there is enough interest in Shelburne to open an FI program there? There were approximately 15 families in attendance and many more that could not come</p> <p>I have 3 children; one in JK one in grade 1 and a 2 yr old. I am on school council and volunteer in both my children’s classes. In 2018 I will have all three children in 3 different schools. I cannot maintain my involvement under those circumstances</p> <p>Consider siblings already in the FI program when creating a cap.</p> <p>If younger siblings <u>do not</u> get in FI, families may have children in <u>3</u> different schools</p> <p>To consider siblings already in FI</p> <p>Will location be a factor because it will cause a complete rejecter on my community of Shelburne</p> <p>If kids are rejected in JK can they re-apply for SK & Grade 1 or are they blacklisted?</p>
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<p>Centennial CVI – March 30, 2016</p>	<p>A phase in of the lottery system with reasonable accommodation for families with students already in FI who made the choice to enroll older siblings in FI knowing younger siblings would be at the same school. Look at Peel’s model of phase in as a reasonable accommodation</p> <p>It makes no sense to bus students away from a school within walking distance – equal chance for all who want FI should not affect residence within schools immediate community</p> <p>Grandfather in siblings. Proximity to schools</p> <p>They should not consider it- based on satisfaction reviews and numerous education outcomes studies it does not seem appropriate to randomly disqualify some kids from a higher quality education</p> <p>Could children who do not get in through the JK lottery, be considered for SK/Gr 1 entry?</p> <p>No ESL students</p> <p>Is sustainability for FI not a concern? Children not meeting developmental benchmarks may drop out when another student could have taken their place</p> <p>GEOGRAPHY- Why is it fair that my child may not get FI instruction because we live in a specific neighbourhood? Will FI boundaries be redrawn to consider demand?</p> <p>Keeping siblings together should be a top priority</p> <p>Definitely need to grandfather siblings so families are not split up</p> <p>Need to keep siblings together!</p> <p>Proximity to school</p> <p>Keep families together at the beginning of cap process while focusing on keeping schools as local as possible</p> <p>Grandfather in children with siblings in FI</p> <p>Grandfathering in families with kids already in FI</p> <p>Siblings bypass lottery!</p> <p>Siblings bypass lottery</p> <p>Need to consider geographical location of student & if FI school is local school. It may increase burden on buses</p> <p><u>Proximity to school.</u> It doesn’t make sense to bus students living in an FI school’s boundaries</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Centennial CVI – March 30, 2016</p>	<p>Elsewhere if they don't get chosen in the lottery. They should be exempt from the lottery process for this reason. – cost of transportation, denying them the ability to <u>walk</u> / get exercise, safety</p> <p>Proximity to school and pairing siblings at the same school</p> <p>Should also consider heritage- Father & in-laws are French. It is important to us that our kids go to FI school</p> <p>Board should consider older siblings Also make sure process is TRANSPARENT!</p> <p>Keep siblings together</p> <p>Boundaries- we live so close to an FI school & we moved to Guelph/the location b/c of it. The next closet school is a Catholic school- we don't want our daughter to go to the Catholic school</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Centre Wellington DHS- March 31, 2016</p>	<p><i>No sticky note comments posted</i></p>

Do you support reducing instructional time in FI to assist with managing the required number of FI teachers?

<p>Wellington Heights SS – March 3, 2016</p>	<p>I do not support reducing instructional time in FI.</p> <p>No I think the time should stay. The point of immersion is to be immersed 😊</p> <p>NO! It becomes more like extended French, not FI.</p>
<p>Westside SS – March 10, 2016</p>	<p>I do not support a reduction in French instruction. I would prefer a cap over decrease French instruction. Quality of Quantity</p> <p>No! Immersion is being fully immersed. When students have only the option to speak French all day, the learning process speeds, they feel successful. It's been amazing to see.</p> <p>I do <u>NOT</u> support the reduction in instruction as it is difficult to encourage fluent French & consistent practice if they English between French instruction periods.</p>
<p>Centennial CVI – March 30, 2016</p>	<p>There is already quite a bit of English is JK-2. 100% French is not happening</p> <p>Concerned this will not benefit children. How will this be monitored? Already less than 100% in JK/SK gr 1</p> <p>In theory, BUT I don't believe the amount of French instruction time is accurately reflected</p> <p>Planning time teachers in English is no issue</p> <p>The suggested model in 12 works well</p> <p>Slightly, as long as the quality of instruction is still there</p> <p>Option 1 not to 50%</p> <p>The focus should be on fluent bilingual development- outcomes from reduced instruction can be monitored over time, or reduction could be on interim basis</p> <p>No- studies have shown that a decrease in French instruction reduces the child's fluency/competence in French</p> <p>No, let's not dilute the education received based on system issues. There is already huge variability in teaching styles & amount of French vs. English instruction. The goal of the FI program is to provide students with quality FI instruction</p>

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