

Grade	Question 1 How much time do you feel a child should spend taking subjects in French in a FI Program:	Question 2 Do you feel that there should be an increase or a decrease in the percentage of subject taught in French at any levels? If so, please indicate the amount of increase or decrease:	Question 3 What are your expectations from a FI program? What skills would you like your child to have when they leave elementary school:	Question 4 Questions or comments:
4	I feel the way you have done your program set up is fine. It works will for my child.	I like how the program is set up. I wouldn't object to 50-50 program in cycle 2.	The ability to converse read and write.	I would like to see less written homework. When a child is studying two languages at a time the written work load needs to be more concentrated and less busy work.
5	50%	No.	To be comfortable speaking and writing in both languages, but mostly speaking as that is what is used more later on.	I think if the school day was longer and more time spent on the old 3R's it would be more beneficial. Reading, writing and arithmetic I find my child way behind compared to what I was doing in grade 5 and 6. I wasn't in immersion and reading and writing were better in both subjects and I wasn't a brilliant child but the school day was longer and more basic.
K5 & 4	I think all subjects should be taught in French and English should be a 10% allotment.	For consistency all subjects should be taught in French with English as a separate class.	I expect my kids to be able to communicate fluently in all areas written and verbal.	
K5 & 5	I feel the present 60-40 split is ideal, preferably 70 French – 30 English more for younger children.	If anything there should be an increase and not a decrease.	They should be fully functional in French, especially focusing on the written component. I enjoy the projects, written and oral with my oldest child.	As an employment counselor in the Ottawa area, it is increasingly becoming a predominant factor in hiring new employees that they be bilingual. The area which I have noticed that is often lacking is the written ability of these clients to communicate at an acceptable level.
4 & 2	At least 50% of the time.	I think it should stay as it is.	I expect my child to be fluent in both languages. I also want them to be able to write in both languages with few mistakes.	
3	I think the current time spent taking French classes is fine. Most parents will be able to help their children in English easier at home to make up any differences.	I any and increase in French studies would be beneficial. See 1 st explanation.	I am hopeful that my child will be fully bilingual so she will have an easier time securing good employment and not being pigeon-holed as an Anglophone employee.	My daughter can communicate well in both languages in all aspects – reading, writing, verbal as far as I can see. I am an English only parent. From what I see from her, she is doing great.
3	I would expect 100% at all times – that matches the word Immersion – to be immersed is to be in or fully covered. I can however understand introducing English as a single class at some point.	Keep 100% for K,1,2. I would also keep 100% for grade 3 to really lock in the learning. Then 15-20% of English max for grade 4-6. Math is its own language and has been covered in French up to grade 3 so can continue that way.	That my child is fully confident to speak in public in French. Able to ask questions at stores, talk to French neighbors. By the time they are 16 <u>must</u> be able to get work needing both languages.	Thank you for asking the parents opinion – nice to know it matters. I believe the more French in the Elementary years the better for their long term benefit – especially in a French province. Plus FI is a good draw for WQSB.
?	60%	Yes – 10% increase.	My child should be able t6o live in a French society.	

3	Considering the general lack of French environment outside the school for most kids at Lord Aylmer, the current French content would be a bare minimum for parents expecting their child to obtain French literacy. Many of our Anglophone friends send their children to French school for adequate, meaningful French instruction.	I think the current system is adequate. French is tough to learn and retain, so I think it is not realistic that the children maintain parity with the reading skills of English schooled, non-immersion students at all levels.	It is not enough that they learn to speak. They must have good literacy and writing skills in order to gain access to public service jobs in the future. It is no secret that that is why most parents in the Ottawa/Gatineau region send their children to French Immersion.	I think overall more time should be spent at school on the core language and mathematics subjects and less on outings and 'fun' activities. The goal should not be to make the school an interesting and 'fun' place, but to make learning interesting and fun. The children need to be awakened to the fun there is in intellectual pursuits, not so much in how fun the school environment is. Let parents take the kids on outings, to the movies, to dances, etc. Teach them at school, instead of sending them home to be taught by their parents before each homework session.
6	I was/am happy with how it is currently.	No.	Solid basis of the French language.	I have enjoyed my interactions with the school and staff and appreciate all their effort.
4	At least half the time.	More early and a decrease as we go on.	I would them to be fluent in both languages – reading and writing at level.	
2 & 6	I think a child should spend at least 50% of their time taking French.	No. I think the percentage is fine.	Our expectations from a French Immersion program are that my child is able to read the basics in French and obtain good communication skills.	
4	50% French / 50% English starting in Cycle 2.	I am satisfied with the current levels but feel that French starting in grade 4 should be 50%.	Learn to read, speak. Verbs and sentences extremely important.	None – great program and I would be happy with status quo as well.
1 & 4	100%	Increase at all levels, especially grade 4 and up.	Completely bilingual.	
5	How ever much time is needed to be comfortable in French to attain both grade goals as per question 3.	As a parent with no pedagogical qualifications, I can only speak of my expectations. How to achieve them is the concern of the professionals.	I would expect my child to be equally competent in French and English at the finish of grade 6.	
4 & 5	Sane answer as question 2.	Kindergarten Fr – 25 Eng – 75 Grade 1 Fr – 73 Eng – 25 Grade 2 Fr – 60 Eng – 40 Grade 3, 4, 5 Fr – 50 Eng – 50 Grade 6 Fr – 40 Eng - 60	I would like them to be able to speak good French and to write well as well as the rules of grammar.	
5 & 3	50/50 – this would be a good approach to accommodating those who do not have strong French or English backgrounds.	In keeping with the answer to question 1 – French should decrease for cycle 2 and increase for cycle 3.	Sufficient writing, reading and comprehension skills, yet without compromising academic performance.	Survey was a good idea.
1 & 6	60 – 40%	Decrease 20%	So that they can communicate and understand in the French language.	
5/3/1	As much as possible.	I think the existing system works very well.	All of the skills that are expected to enter junior high, with the addition of having the ability to communicate in French.	I do feel that the children have too many teachers. If the 50-50 idea in cycle 2 would improve that, I would agree. I would still be concerned however, that they would be not

				getting the necessary amount of French. If these two issues could be reconciled then I would be happy with the change.
3 & 5	½ hour maximum per night per child for grade 3 or 5.	Grade 5 – omit religious/moral teaching – omit science, they can barely put a sentence together let alone scientific description and understand it. Add History. Grade 3 – all subjects taught are necessary	Grade 5 – I expect them to know how to write a complete speech with minimal spelling errors (my daughter cannot do that). Grade 3 – I expect them to be able to write a complete sentence with minimal errors. I hope they could carry a simple conversation in French.	Grade 5 – I am very disappointed in the French Immersion program. Lord Aylmer concentrates so much on organizational skills and quantity that the quality of the work is forgotten. Does not apply to Grade 3. TOO MANY STUDENTS PER TEACHER!
3 & 4	I feel more time is needed. They speak too much English. They should have more subjects in French like Math, Gym and they should be encouraged to speak French in the playground.	More. Their French classes are good but it should also touch Math, gym, etc.	My child understands well in French but speaking is harder for her.	I must say I had an older child that was just in the French school system and your Immersion program is so much better. I love the way the children are treated as people and not just taught from a book. Thank you.
2/4/6	At least 50%		My expectations are that my children will be fluent in written and oral French. But I would also expect them to be at or very near the same level in English as students in the non-immersion program.	It really annoys me that Ethics are being taught at this level (elementary) when there are concerns about students being proficient in English. I strongly disagree with the Ethics/Religious course and feel the time could be much better spent on English or Math or French studies.
6	At least 60% - English is easy to learn. If you do not see the need for English students to learn French there is a major problem. It costs Canadian Government millions to teach Anglophones French and they can barely speak French after all the money spent. Language is something you learn when you are young.	Definitely not a decrease. Immersion should be 100% in your second language not 50-50 or 60-40%.	Students should be fluent in their second language not only able to say a few words like is the case now with most immersion programs. This is ridiculous. Anglophones can't speak French.	Don't ask me if Anglophones should learn French. I have spent my life trying to achieve this goal. This is a bilingual country. English is like the flu, you can catch it as easily. French is hard to learn. Children learn much faster than adults. Teaching them their second language is a favor to do them. It is time to wake up!!
4	We're pretty happy with the % now. If learning to write/read in English is a problem perhaps Math could be in French at cycle 2 levels. Maybe some English instruction at cycle 1 to help with acquiring spelling patterns could help. But not 40% only a little.	We don't have enough info about subjects taught and minutes devoted to these subjects to form an opinion. I know they have History but how much? 60 mins a week? 90? How much Math time is taught? 60 mins a day? Less? As parents, really, we have not been told this. I ask my child what they did on a given day and many times they do no English at all only Math. So what can I say?	I would like (expect) my child to be fluently bilingual and reading/writing French quite well. Not perhaps as well as French mother tongue, but well. Also I expect reading in English to be at level and writing almost at level.	Is there no way to change scheduling so that the children receive 60/40 in cycle 2 without having 4 or 5 teachers? Keeping in mind the least they will ever have is 3 because they'll have English, French and Gym teachers. Is reducing their 'teacher exposure' by 1 worth changing the whole program? Our feeling is no. There must be a creative solution.
4	I think the concentration of French should be higher in the early grades so children are truly immersed in it. I am happy with the system of 100% French up to grade 2. After that a large	I am comfortable with a decrease of French to 50% in cycle 2 (a 10% change is not likely to have an appreciable impact on language proficiency).	I would like my child to be fully bilingual, able to converse, read and write to a high degree of proficiency in both languages, so that he/she could pursue further studies in either language.	Feedback to parent on the compiled results of this survey would be appreciated.

	proportion of their time should be French (at least 50%).			
3	In French Immersion I think French should predominate as it is a French program. Eventually it can change as they are more comfortable speaking and writing in French. You could have 1 day all French and another day all English.	I think 6-40% is good right now since he is still learning French and was in a 100% French program until now – grade 3. English is so predominant French is critical at this stage.	I think they should be able to communicate fluently in French when they leave. Right now in grade 3 he still needs additional practice speaking French and being comfortable with the language and vocabulary used.	You would mix French into all the subjects. Fluency and bilingualism is being able to work in both in multiple subject areas. Include English questions/problems with French answers and vice versa. Should have bilingual class rather than switching teacher all the time.
3	At least 50% - but I really don't know. I don't feel qualified to advise.	I don't know. Again I am unqualified to advise – I expect the school to know what is best – that is what percentage achieves the best results.	I expect that my child will graduate from grade 12 with an ability to speak, write and comprehend French as well as English or at least well enough to be meaningfully employed as bilingual. Upon leaving elementary school she should be able to make friends in a French setting and be able to read interesting books in French as well as English.	My daughter has made friends with French girls who speak no English in the neighborhood. She operates entirely in French when she is with them and has no problem – it has helped her learning in school immeasurable. I don't think she would be where she is today without that extra influence. Thank you for the opportunity.
3	At least 80% French.	I think there should definitely be an increase in the % of subjects taught in French by at least 70% french /30%English	I would expect my child to be well on her way to being fluently bilingual.	
3	The students should be spending as much time as possible in French. 100% until the curriculum requires English language skills. At that point have an English language arts class. All other subjects should be in French. Math, Science, Phys Ed should be in French.	There should definitely be an increase in the percentage of subjects taught in French K to grade 2 – 100%. Grade 3 – 6 90% (I Language Arts class in English).	In a unilingual province the students should be able to be fluent in the language. Because they live in an English household and bilingual community they should be comfortable in both languages. The basic skills need to be taught at this age so language of never an issue in future life (school/work/travel).	The language component needs to be better discussed as children are registered for Kindergarten. It wasn't until grade 3 that the percentages were even raised. Parents need to be informed. This change must not be made because of an ease of administration. Parents have to be the driving force in decisions made about their children's future. I hope that we all get to see the results of these questionnaires.
K	A 50% approach from the beginning. My daughter is extremely fatigued at the end of the day. I feel that 100% at the start is too much. I am in agreement to decrease the amount from 60% to 50% in cycle 2.	As stated, I feel that it should be 50-50 from the start. I feel 100% at K level is too much. I would like it decreased. K is a huge adaptation for kids and learning a second language is very hard also so I think it shouldn't be 100% at K level.	To be able to understand, read and speak French. Given that French is very hard to write properly. I have lower expectations for written French.	What are the options available? How is French Immersion done in Ontario? I see a lot of English spelling mistakes in the newsletters sent home from school. I think WQSB should do a better job of teaching English grammar.
K	50% of the time.	No opinion for now.	I would like my child to be fully and comfortably bilingual when they leave elementary school. This would be achieved with active parental support.	Would the 50/50 suffice, or will it have to be altered in the future? For ex. 55/45 like at Symmes? How many teachers would be required if it were 50/50? Instead of four or five teachers in cycle 2.
K	I feel the more French in the early years	When I was in French Immersion we had	I have no problem if there is less focus on	My comments are based on my

	the better for the kids.	our first English exposure in school in grade 3. It was only 10-15% of class time. Nearly everything was in French. We caught up quickly in later grades (5-6). We had 1 main teacher from K to gr 4.	English in the early years. I am not so concerned with reading 'at level' in English if it is still early years. In later years 50-50 seems fine.	experiences thirty years ago. Thinking on French Immersion has certainly evolved since when. I just hope for an environment that allows all student to develop as much as possible in both languages. I am impressed with the dedication and commitment of the teachers, staff and management of Lord Aylmer and I trust that they have the students' best interest at heart. I certainly accept what they think is best.
K	I believe in K 100% French is great. Cycle 1 should have at least one English class. The children should be learning English early as well.	We believe it should be balanced French and English. It is important for us that he speaks, reads and writes equally in both languages.	We would like him to be confident, work well alone as in a group. Also to be fully bilingual – read, write and speak.	
K	I think 100% French for K and cycle 1 is great. This provides a good French foundation. I feel that 50-50 for grade 3 and 4 would be better than the 60-40. They still need to develop their mother tongue as well and the more exposure and the earlier the exposure the better.	I agree with the new proposed decrease to 50-50 in cycle 2. It is very important for these children to learn to read and write in English as well. I think 3 years of 100% French is plenty to get them well on their way to being bilingual children.	When they leave elementary school I would hope that they will be able to communicate very well in both English and French orally as well as written.	I think children in cycle 2 having 4 or 5 different teachers are ridiculous. They are too young for this many changes in a day. Children need things to be consistent.
K	As much as possible.	Whatever is beneficial for learning to read, write and comprehend in both languages?	To read and write properly in French. Speak French with ease.	
K	Cycle 1: 100% French – very pleased with the program thus far. Cycle 2: 50-50	Cycle 2 should decrease to 50-50 to allow students to benefit from learning both languages.	To speak and understand the language, write short texts, spell correctly the vocabulary, use nouns with masculine and feminine form.	Thank you for you time and consideration.
K	50%	50-50	To be able to communicate in French at an intermediate level.	
K	I agree with the way the program is set up in cycle 1. I believe that the children benefit from 100% French instruction early on, it is the best way for them to learn.	I agree with the staff for having 50-50 instruction in cycle 2 if it benefits my children in terms of their education. I do not want them to fall behind in English instruction and struggle.	I expect that my children be considered bilingual when they leave the school. I want them to have a solid foundation in reading, writing and oral communication so that they can continue building on these skills in secondary school.	
K & 1	As much as possible.	If anything an increase in cycles 2 and 3.	Providing education in al subjects in French, enabling the child to build competency in that language, an awareness of diversity, skills for all academic subjects.	
K & 4	An Anglophone child should spend as much time as possible in a Francophone environment early on as it is now.	See #3	French conversational ability and basic literacy in French. Strong literacy skills in English. Strong Math skills.	It would seem that a 40/60 split is not practical given the varied teachers needed to provide it. They likely lose at least 10% of their time transitioning from teacher to teacher. What they now have then is a 40-50 split (10% for transitions). I am in favor of changing the cycle 2 to 50-50.

K	At least 50% of the time my child is only in Kindergarten so it is very difficult answering this question without experiencing it.	Unsure. I am happy with the Kindergarten because my child is learning French as well.	I would like for my child to understand French, be able to read French and understand it. To be able to communicate to a certain degree in French.	Our hope is that our children will understand and be able to read and communicate in French, but I also want them to be able to read English well. I understand the Governing Boards concern and I trust the best decision that will benefit the children will be made.
K	Honestly I'm not sure as this is my first experience with a French Immersion program. I like that Kindergarten and cycle 1 is completely French.		I expect my child to be able to read, write and speak in both languages. I would prefer his strength to be in English but still able to read and speak in French.	
2 & 4	50%	French 50% - English 50%	Able to write, read and communicate in French.	
2	I would like to express my support for the new change of having 50-50 program for cycle 2.	Not applicable.	Ability to read, write and comprehend French as well as speaking it.	Which subjects would be in English and French?
1	30-50% of the time.	Decrease – teach English reading and writing as well, plus Math and Science in English.	Very good oral skills, very good comprehension in reading and oral and basics in writing.	
1	I think 50% is a great start because it is immersion. Instructions should be given in both languages. If more than 50% is taught in French then it is no longer a French Immersion program but an English Immersion.	Gr 1-2 decrease to 50% Gr 3-4 decrease to 50% Gr 5-6 stays the same unless there is a learning factor proven as to why it is better to have 100% at a young age.	To speak, conjugate, communicate and express properly.	
2	50% for cycle 2 and 3.	I believe in the 50-50 split for cycle 2 and 3. 100% for cycle 1 makes sense to immerse them in the language but not at the expense of their English	I would like my child to have a very good French base but would also like her to be at the same academic level in English.	
2 & 6	I think a child should spend at least 50% of their time taking French.	No. I think the percentage is fine.	Our expectation from a French Immersion program is that my child is able to read the basics in French and obtain good communication skills.	
1	60-100% beginning shifting to 50-60% in later grades.	I find it odd that you have so many teachers in the cycle 2. It must be confusing. Change the levels in cycle 2 to adjust.	To read, write and speak in French with fluidity.	
2	Considering this is immersion and not a strictly French program, the time spent learning in French is adequate at all levels. A switch to a 50-50 instruction in cycle 2 would be harmful as long as students are still able to consolidate their French skills in reading, writing and speaking with a high level of comprehension.	I agree with the proposed change to 50-50 instruction for cycle 2 especially since bilingualism is the desired outcome and the students see the benefits and value in learning both languages.	I would like my child to be as close to bilingual in French and English as possible. I would like her to feel confident reading, writing and conversing in French and English with the option of going to a French high school in the future.	My daughter is doing very well in the French immersion program. I wish the same benefits could be reaped from FSL program which my son is in. Maybe you can ask us about that program in the future. Thank you.
K & 5	French 80% - English 20% This is my understanding of French 'immersion'.	Whatever you decide, it should be consistent with each grade so you don't set the children up to fail. THINK	My expectations from a French immersion program are to be successful at teaching my child French. When they leave	I wish the whole country would learn from Europe. Look at Holland. Their children are required to learn 4

		STRUCTURE!	elementary school they should know their subject in French and in English. I don't know how to balance this but that is what educators are for.	languages!! And they are successful!! We are so dull in North America. We can't even learn 2 we have too many close minded people.
K	As we are new to the whole school experience I haven't grasped an opinion just yet.	Same as #1. Not exactly sure what subjects are covered in French and English at each level (percentage wise)? Could we have a better understanding of the percentage breakdown?	My biggest expectations are on a conversational level as I feel that having more than one language is a great asset.	I worry of have questions about learning to spell etc. when French and English are both incorporated. Does grammar etc. in English become a problem later on when taught mainly in French?
K	I like the way it is organized now. I definitely feel it should not reach 50-50 at grade 3.	The levels could be at 70 French 30 English for grade 3/4 and then 60-40 for grade 5/6 if it were to be increased. I would not want to see a decrease at any level.	I expect my child to leave elementary and feel comfortable speaking in both languages. As for their English reading skills I take responsibility in helping my kids' progress with that.	I don't feel activities and themes should come before levels of French Immersion offered. I really hope there is not a decrease.
2	100% at first (K-2) to get a good base, then 50% is acceptable.	Same as #1.	I would like my child to speak fluently and have the ability to compose French sentences and texts that are grammatically correct. I want them to be comfortable speaking French.	Both my sons have been through the immersion program and I am very pleased with their French speaking abilities. Lord Aylmer does a great job of this program. Excellent teachers!!!
2	I'd like 50-50 but I understand that 100% French may be best in cycle 1 to get kids to understand and speak up more and to avoid confusion in sounding out/reading both languages at once.	I'd like 50-50 from grade 3 onward. Basically, I want my child to speak and read French by graduation, but without suffering in other subjects because of it. What I don't want is a child who can't read or write in either language.	See#2. I want him at the same level of Math and English as an English only school, but also with French reading and writing comprehension. I know this is asking a lot.	Informing us of what falls into each percentage (60 French 40 English) and what would change (what is in the 10% that would switch to English) would help us contribute to this discussion.
1 & 3	100% !! even in cycles 2 and 3. I believe there should be mostly French taught in school. The English reading and writing comes with time because it's their mother tongue – the French is what they need!	I'd prefer everything taught in French maybe 3 hours or so of English a week (reading and writing).	I would like them to be fluent in French. Speak, write and understand French very well.	I strongly recommend more French not less.
2	I think it is crucial for instruction to be 100% in French for kindergarten and grade 1.	I think 50/50 starting in grade 3 would be great as I do worry that my child will not be reading and spelling well in English.	Ideally to have foundation to be fluently bilingual.	
1 & 2	Depending on the home environment I would say 50-50 is good. But we speak both languages at home.	Like I said 50-50 is good.	Be able to speak, write French (some anyway).	
?	100% for the first 3 years and 50% from grade 3 onward.	Yes, at cycle 2 onward should decrease to 50%.	To be properly educated and prepared for the more complex subjects, thought processes, etc. in Junior and Senior high school.	Very pleased with the Lord Aylmer approach to learning overall.
1	As much as is necessary to become proficient in French while at the same time becoming competent in English. The school staff and administration would be the best judges of how much time is needed.	I'm generally satisfied with the current situation but am open to a change if the school leadership thinks it would be beneficial overall.	I would like my children to be able to speak, read and write in both languages. Proficient bilingual communication is the main reason for choosing French Immersion for my children.	
1	As determined by teachers.	I think cycle 2 should change to 50-50 program so the students have only 2 main	I'd like my child to be bilingual – able to get a job one day (able to communicate in	I feel we should let teachers decide if there should be a change in

		teachers.	English and in French).	percentage for cycle 2.
1	K-2 100% 3-5 60-40% 6-8 50-50%	Yes I feel there should be more French early in school career and incrementally move to a 50-50 split.	I would like them to be fluently bilingual – oral, written and comprehension.	I feel the student require more exposure to the French language. While I appreciate the challenges it seems the immersion students have more exposure to English in the school yard, daycare and extra curricular activities.
1 & 2	50% - I believe a 50-50 split is in the best interest of the students and the staffing. Students being exposed to more than 3 teachers per day are not beneficial for either party. If families feel they want more exposure to French they have the option of the French Board.	Not sure what exact ratio is, however, as the level of difficulty in regards to homework increases I feel Anglophone parents may better be able to assist if some core subjects were in English.	I believe that 100% French exposure for the first year or 2 nd at school is excellent exposure for students coming from Anglophone families. When they leave school I would like my children to be able to hold a conversation in both languages and read wither one with reasonable comprehension.	I feel you do need to do what best works for scheduling as happy staff and a smooth transition between limited numbers of teachers ultimately reflects students' success.
1	It would be great if it could be 100% from Kindergarten to grade 6 but that is not realistic. So all we can say the more the better.	Cycle 2 should remain 60/40 Cycle 3 should increase 60/40	Solid foundation in both English and French be it in reading, writing and grammar skills. We want our child to be able to pursue any educational opportunity in high school be it in French, French immersion or English programs.	
K	I think 200% French is great for starters.	I think the programs should remain at 60% French 40% English with grade 3 right through to high school.	I would like my child to be fluent in French. Have a knowledge of safety. Have established a good start to work ethic. Understand respect for elders and peers. Understand responsibility for their actions.	I believe that education begins at home. I think it would benefit the school system to have a program for parents teaching communication with your child, discipline and how best to help teachers do their job!
K	As much time as possible so as to take 'immersion' literally – surround the child in French. In this scenario, the only subject (other than English) that the child would have instruction is in English would be Math.	I would like to see an increase in the percentage of subjects taught in French if possible. Cycle 2 70-30 Cycle 3 60-40. Not sure if this would give enough time for Math in English and English instruction.	Ease and fluency in spoken French and written French as close to on a par as a student in a French only school. See comments in #4 for English reading skills.	I chose to send my child to immersion so that she would be exposed to both languages in a learning environment. That said, English is everywhere and far easier to learn than French, so I would hope the emphasis in an immersion program is always French. As an English speaking parent, I feel I have partial responsibility for helping her with her English written skills so that she is at reading level with her peers in the English program. That said, this is less important to me than her having solid reading and writing skills in French.