



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

STANDING COMMITTEE PUBLIC SESSION

**Monday, January 4, 2021
Boardroom
7:00 p.m.**

Chairperson: Christine Thatcher

Vice-Chairperson: Patrice Barnes

Liaison Superintendent: Director Norah Marsh

Recording Secretary: Kathy Fitzpatrick

DATE: Monday, January 4, 2021

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

**STANDING COMMITTEE MEETING
OF THE
DURHAM DISTRICT SCHOOL BOARD
Monday, January 4, 2021
7:00 p.m.**

		PAGE
1.	<u>Call to Order</u>	
2.	<u>Land Acknowledgement</u>	Verbal
	<p>The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.</p>	
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	
5.	<u>Community Presentations</u>	7:00-7:15
	(a) Brooklin High School – Menstrual Products (Trustee Niki Lundquist, Teacher, James Cook Students, Brianna Robson, Krissa Silva)	
6.	<u>DDSB Presentations</u>	
	(a) Leaders Learn: Professional Learning Series for Aspiring Superintendents (Superintendent, Georgette Davis)	30-37
	(b) Draft FSL Review (Superintendent, Margaret Lazarus)	38-265
7.	<u>Recommended Actions</u>	
8.	<u>Information Items</u>	
	(a) Student Trustee Report (Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya)	Verbal

- (b) Life Beyond High School Transition Support
(Superintendent Andrea McAuley) 266-271
 - (c) Trustee Attendance Records
(Chair Carolyn Morton) 272-285
 - (d) OPSBA Report
(Trustee Patrice Barnes) Verbal
 - (e) Positive School Climate/Well Being Report
(Superintendents Gary Crossdale, Andrea McAuley) 286-300
9. Committee Reports
- (a) Report: Equity & Diversity Ad Hoc Steering Committee- November 18, 2020
(Trustee Patrice Barnes) Verbal
10. Correspondence
11. Other Business
12. Adjournment

DURHAM DISTRICT SCHOOL BOARD

ADMINISTRATIVE REPORT

REPORT TO:	Durham District School Board	DATE: January 4, 2021
SUBJECT:	Leaders Learn: Professional Learning Series for Aspiring Superintendents	PAGE NO. 1 OF 3
ORIGIN:	Norah Marsh, Director of Education Jim Markovski, Acting Associate Director Georgette Davis, Superintendent of Education	

1. Purpose

The purpose of this report is to share the proposed details for the professional learning series for aspiring superintendents. This leadership program is an opportunity to provide a responsive and job-embedded professional development series for school administrators that support their leadership capacity.

2. Ignite Learning Strategic Priority/Operational Goals

Success – Set high expectations and provide support to ensure all staff and students reach their potential every year.

- Provide support to ensure that all leaders reach their full potential

Leadership – Identify future leaders, actively develop new leaders and responsively support current leaders.

- Actively develop and responsively support current leaders

Innovation – Re-imagine learning and teaching spaces through digital technologies and innovative resources.

- Integrate leadership participation in interdepartmental co-planning, teaching and learning

3. Background

The Durham District School Board (DDSB) is committed to continuous learning. As outlined in the 2020 Operational Action Plan, we have developed a responsive Professional Development Series for School Administrators which supports current leaders in growing their capacity. To accomplish this goal, DDSB will be providing learning and leadership opportunities for experienced Principals and aspiring Superintendents. This will supplement the existing program for Vice-Principals who aspire to be Principals.

4. Analysis

During the 2017/2018 school year, the Leadership Team facilitated an Aspiring Superintendent Leadership Program. The first cohort consisted of eight participants. We have reviewed the previous program and used the feedback to create the 'Professional Learning Series for Aspiring Superintendents'.

This is a two-year learning and leadership opportunity. Year One is about learning and process. During Year One, participants will be learning about leadership and taking the opportunity to learn about the system through teaching and learning with various employee groups. Year Two is about learning and mentorship. During Year Two, participants will be mentors to Year One participants while working with Superintendents on board initiatives connected to the DDSB Operational Goals.

Please see details about the program in Appendices A, B and C.

5. Financial Implications

The Professional Series Learning program has been built into the strategic plan and budgets of the Leadership department.

6. Evidence of impact

The goal of the program is to develop future leaders. We will continue to garner feedback from our mentors and mentees who participate in the Professional Development series to inform future planning.

7. Communication Plan

Year 1 – Timeline	Year 1 - Action
December	<ul style="list-style-type: none"> • Information Session • Invitation to participate in Module 1
January - April	<ul style="list-style-type: none"> • Information Session • Participants attend Modules 1 – 3 • Candidates participate in system leadership learning and teaching projects

Year 2 – Timeline	Year 2 - Action
October	<ul style="list-style-type: none"> • Send out invitation to new Year One participants • Year One attend Module 1
January - April	<ul style="list-style-type: none"> • Year 1 participants attend Modules 2 - 3 • Year 2 participants attend Modules 4 - 6 • Year 2 participants are mentors for Year 1 participants • Year 2 participants participate in board initiative with support from Superintendents

8. Conclusion and/or Recommendations

This report is presented to Administrative Council for discussion and feedback.

9. Appendices

Appendix A: Leaders Learn - Outline

Appendix B: Leaders Learn - Details of Modules

Appendix C: Leaders Learn - Sample Agenda

Report reviewed and submitted by:



Norah Marsh, Director of Education



Jim Markovski, Acting Associate Director

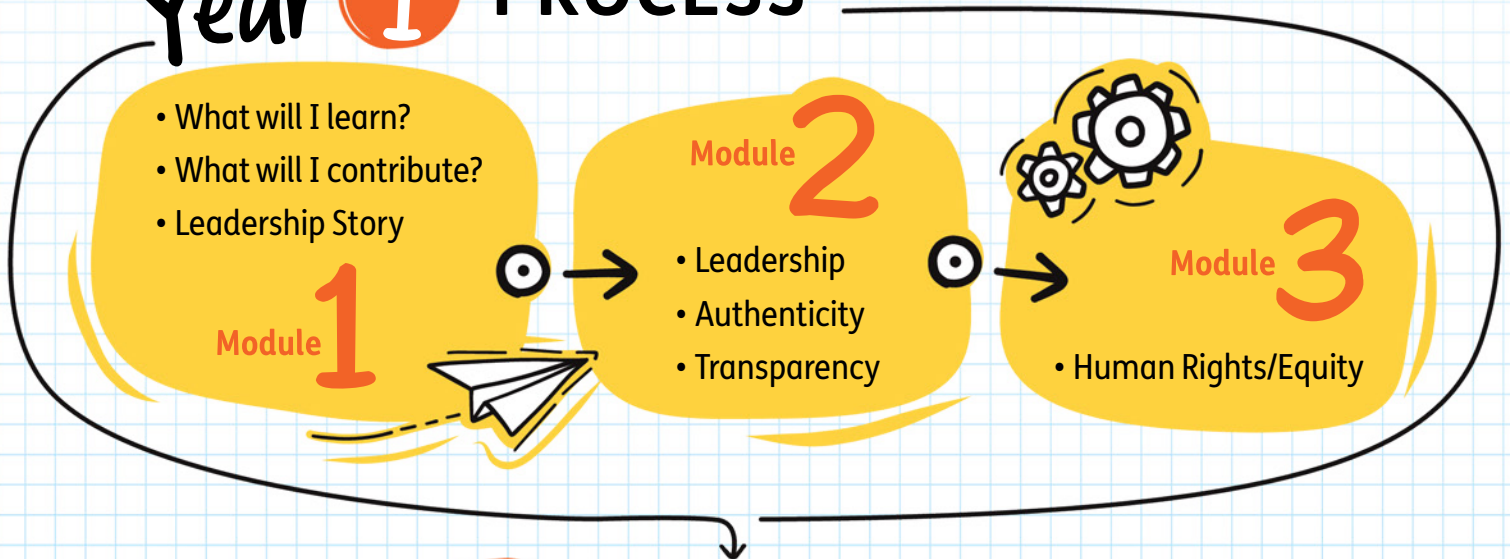


Georgette Davis, Superintendent of Education

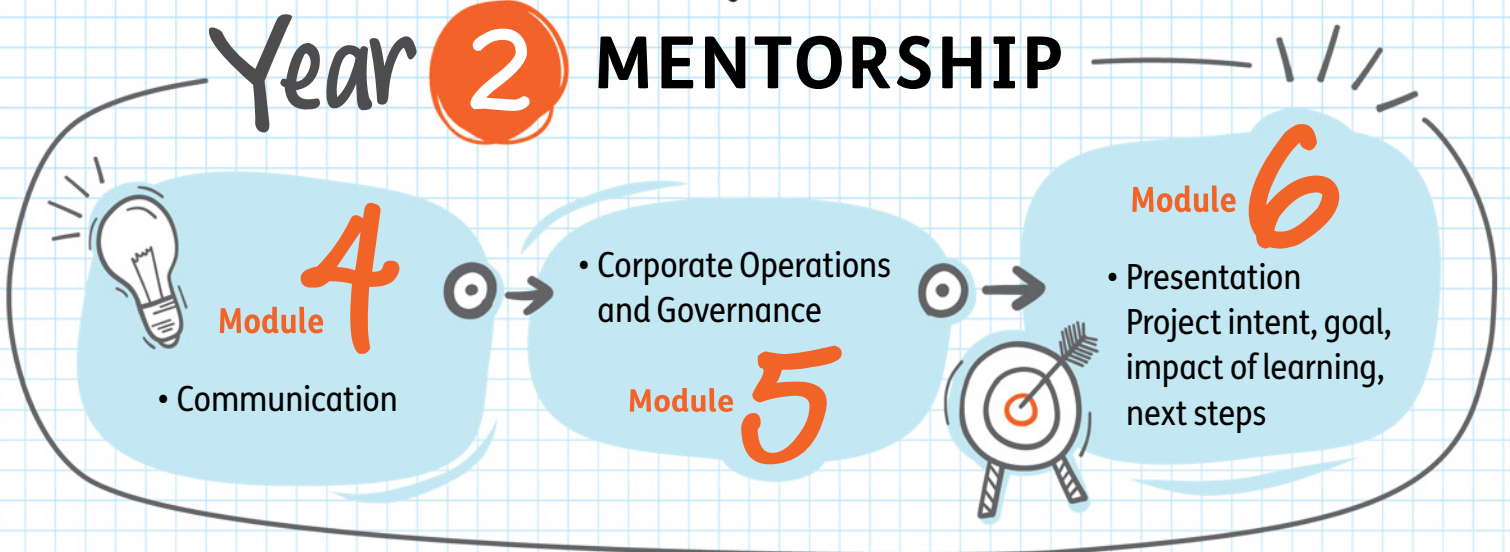
Leaders LEARN

LEADERSHIP
INNOVATION
SUCCESS
EQUITY
WELL-BEING
ENGAGEMENT

Year 1 PROCESS



Year 2 MENTORSHIP



Menu of system PD for Year 1 candidates

- Member of FoS Leadership planning team
- Leadership event for: AO, Manager, ECE, EA, custodial, clerical, etc...
- Coordinating succession planning
- Other

Learning Framework

- Superintendent Journey
- Human Rights/Equity
- Hot Topics/Burning Issues
- Communication
- Research/Case Study

Leaders LEARN

Professional Development Series for Aspiring Superintendents

Job-embedded leadership development program for aspiring leaders
Responsive PD series for school admin which supports current leaders in growing their capacity

Overall Expectations

Expectations	Application Process	Criteria	Modules	Timelines
Year 1 Learning and Leadership Introduction	Email sent to potential principal candidates Committee to review letters of intent	3-5 years experience Demonstrated leadership initiative	Information Session 1. Why here? Why now? What do I want to learn? What will I contribute? 2. Leadership 3. Human Rights/Equity Choose project	December/January March May
Year 2 Implementing system project Mentoring leaders from year 1	Choose system project Mentor year 1 candidate		4. Communication 5. Governance 6. Presentation Initial survey to participants to gather information/solicit learning goals Feedback after each module	October January April



Professional Development Series for Aspiring Superintendents



Modules/Learning

Vision	Standard Themes in Learning each month	Modules	Responsible (Guest) Superintendent Support	Action/Outcome	Timelines
Leaders Learn	Human Rights	1	Georgette	• Principal	Year 1
Prep for SOQP	SO story/Journey	Why here? Why now?	Devika	• Leadership Journey	January
Job-embedded leadership development program for aspiring leaders	Hot topics/ Burning issues	What do I want to learn? What will I contribute?	Jim	• SO leadership journey • Human Rights/Leadership Reflection Tool	Present menu of observation/reflection opportunities
Responsive PD series for school admin which supports current leaders in growing their capacity	Communication Research/Case study			• Leadership survey • Email sent to potential candidates • Letters of intent reviewed	Request letter of intent
Inquiry Cycle: Plan, Act, Observe, Assess, Reflection at every step of cycle		2 Leadership Authenticity Transparency	Norah Jim	• SO leadership journey • Unpack leadership survey • Introduce project criteria • Combine the other candidates from year 1 – introduce the idea that this becomes leadership for year one organizing that event and those profiles for the district • Something to organize for May • Would sign up for committees (organizing events, people's voices)	March

Modules/Learning con't

Vision	Standard Themes in Learning each month	Modules	Responsible (Guest) Superintendent Support	Action/Outcome	Timelines
Leaders Learn	Human Rights	3 Human Rights Equity Indigenous Education Project confirmation	Mo/Margaret	<ul style="list-style-type: none"> • People • Policy • Process 	May
Prep for SOQP	SO story/Journey		Merrill		
Job-embedded leadership development program for aspiring leaders	Hot topics/ Burning issues		Erin		
Responsive PD series for school admin which supports current leaders in growing their capacity	Communication	4 Communication	Andrea	<ul style="list-style-type: none"> • SO leadership journey • Communication and leader-ship • Key messages • media 	Year 2 October
Inquiry Cycle: Plan, Act, Observe, Assess, Reflection at every step of cycle	Research/Case study		Heather		
			Rob		
		5 Corporate, operations and Governance	Norah	<ul style="list-style-type: none"> • SO leadership journey • Setting direction through the budget 	January Chair starts, Norah, then David
			Chair		
			Other Trustee		
		6 Presentations Next steps	Margaret	<ul style="list-style-type: none"> • SO leadership journey • Presentation: intent, goal, impact of learning, next steps 	April
			Candidates		

Menu of observation/reflection opportunities for Year 1 candidates:

- Attend FOS leadership planning meeting – become member of planning meeting
- Leadership event (see box) Interview
- SO, AO, Manager, EA, Custodian, secretary
- Coordinating succession planning
- Other?
- All candidates complete Module One
- Submit letter of intent to AC for review

Leaders LEARN

Professional Development Series for Aspiring Superintendents

Module

1

- 1. Land Acknowledgment
.....
- 2. Welcome / Introductions
.....
- 3. Why here? Why now?
.....
- 4. Superintendent Leadership Journey
Candidate Leadership Journey
- 5. Human Rights / Equity
.....
- 6. Hot Topics / Burning Issues
Research / Case Study
.....
- 7. Letter of Intent
.....
- 8. Adjournment

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board (Committee of the Whole) **DATE:** January 4, 2021

SUBJECT: French as a Second Language Programming **PAGE NO.** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Jim Markovski, Acting Associate Director of Academic Services
David Wright, Associate Director of Corporate Services
Margaret Lazarus, Superintendent of Education

1. Purpose

To provide the Board of Trustees with the French as a Second Language (FSL) Review for information prior to their decision making at the Board Meeting on January 18th, 2021. This window provides for Trustees to identify any further clarifications required prior to making a decision about FSL programming within the District.

2. Ignite Learning Strategic Priority/Operational Goals

Equity – Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barrier to success and engagement.

Engagement – Engage students, parents and community members to improve student outcomes and build public confidence.

Success – Set high expectations and provide support to ensure all students and staff reach their full potential every year.

3. Background

FSL programming in Ontario’s English school boards is structured around three potential options for FSL programming: Core French, Extended French and French Immersion (FI). FSL programs are for all students in English-language boards, including students with special needs and English language learners. The Durham District School Board (DDSB) offers Core French and French Immersion. The Board does not currently offer Extended French.

An FSL review was initiated pursuant to a Resolution of the Board of Trustees made on January 20, 2020. The FSL Review also coincides with the DDSB’s next three-year FSL Plan under the Ministry Framework which is due for submission in January 2021. In its Resolution, the Board of Trustees directed staff to:

- Undertake a district review of French Immersion at the DDSB;
- Initiate and outline the scope of the review with a staff report; and
- Submit a final report to the Board in the Fall of 2020.

This report responds to the direction of providing a final report to the Board.

4. Analysis

The review, which included significant public consultations, revealed substantial pressures in the system as a result of the current structure of FSL programming in the District.

This report contains recommendations for three action items to alleviate the current pressures in the system and to build a robust and sustainable FSL program in the District. These are:

Recommendation 1: Phase out Kindergarten in all single track French Immersion (FI) schools. Given the capacity issues at FI schools, removing the English Kindergarten program is designed to provide more flexibility within schools to focus on FI classrooms.

Recommendation 2: Charge a Partial Fee for the Diplôme d'Études en Langue Française (DELF) Examination. It is recommended that DDSB charge students a fee of for the DELF Exam that is a percentage of the actual cost incurred by the DDSB. For those where economic hardship prevents the paying of the fee, the DDSB will fully subsidize those students.

Recommendation 3: Adjust FSL Programming. Given the current growth in demand for FI programming and the challenges outlined in the report, the status quo of growing the FI program without checks is not sustainable, nor in the best interest of quality French programming within Core and FI. Furthermore, there is a need to address the negative impact on the English programs in dual site school that have reducing populations of English students. In this regard, it is noted that the Ministry of Education has recently passed policy that funding for new school builds cannot be used for single-track FI schools in English language boards. Moving forward, the DDSB is required to consider FI offerings in new school builds within the context of dual-track schools.

This report presents three options for Trustee consideration to adjust FSL programming:

- (i) OPTION 1: Expand Core French in the Primary grades/Initiate an Extended French program (Gr. 7 entry)/Reduce FI to 50% of the program being taught in French in the Primary grades/Cap FI enrollment.
- (ii) OPTION 2: Expand Core French in the Primary grades/Move the FI entry point from Grade 1 to Grade 4 with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- (iii) OPTION 3: Expand Core French in the Primary grades/Move the FI entry point from current Grade 1 to Grade 2 with 100% intensity in Grades 2 and 3 and 50% in the Junior and Intermediate grades/Cap FI enrollment.

Each of these recommendations is discussed in detail in the report. The goal of these recommendations is that they would be neutral in terms of overall expenditures. The report concludes with a recommendation that that Board approve Option 1. The major benefits of Option 1 are:

1. It provides for a relatively early entry for current proportion of students in FI. Early entry was supported through the stakeholder feedback.
2. Expansion of the Core French program in the primary grades along with an enhancement of Core French in junior and intermediate grades will provide students with another pathway to bilingualism and will raise the status of Core French. This was also supported through stakeholder feedback.
3. Extended French in Grade 7 provides students with a later entry into FI and will accommodate those students who desire a more intensive FSL experience but didn't attend the FI program in Grade 1.
4. Capping enrollment in Grade 1 addresses the challenges of ensuring a viable English program and FI program in a dual track FI school.
5. A reduction in program intensity addresses system pressures related to staffing classrooms with qualified teachers.
6. Boundary reviews and disruption to the system are much less likely with this option since the current school configurations will remain the same, with the understanding that further analysis will need to be considered for the Extended French programs and their placements. The first Extended French program would come into effect to serve the first cohort that was impacted by capping (2028-2029).
7. With respect to implementation and the elimination of FDK in single track schools, this model will provide for two years of planning time prior to implementation in 2023/2024. Teacher training/retraining will be necessary because of the change in the intensity of French language instruction. As well it would give much needed time to work on enhancing and expanding Core French in elementary schools.

Throughout this extensive FSL review and in creating this final report, staff have sought to find a balance and provide a path forward that would ensure the continuity of French language learning in the district. Option 1 addresses many of the challenges of FI while still providing an entry point with full access. This approach will help ensure that FSL programming is sustainable into the future for the benefit of future cohorts of students attending the Durham District School Board.

5. Conclusion

This report is presented for initial discussion and feedback. A final report will be presented to Trustees for decision at the January 18th, 2021 Board meeting.

Report reviewed and submitted by:



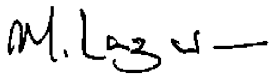
Norah Marsh, Director of Education and Secretary to the Board



Jim Markovski, Acting Associate Director of Academic Services



David Wright, Associate Director of Corporate Services



Margaret Lazarus, Superintendent of Education



FRENCH AS A SECOND LANGUAGE PROGRAMMING

in the Durham District School Board

DRAFT

January 4, 2021

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1 ONTARIO MINISTRY OF EDUCATION FRENCH LANGUAGE FRAMEWORK

The Durham District School Board (DDSB) offers opportunities for French language learning within the context of being an English language school board. Students who speak French as their first language have the opportunity to study in their first language within a French first language school board. As an English school board, the DDSB values the importance of French language learning and the lifelong skills that students acquire through the study of a second language.

Along with most other English school boards in Ontario, the DDSB has adopted the framework for French language instruction as set out by the Ministry of Education in *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* (Appendix A). This document was released in February 2013, as an overarching strategic ten-year document that serves as a call to action and a guide to strengthen French programming in English schools through the cohesive efforts of educators, students, parents and communities (French programming in English schools is referred to as French as a Second Language or “FSL”).

The Ministry Framework is designed to support the three core priorities for Education in Ontario:

- (i) High levels of student achievement;
- (ii) Reduced gaps in student achievement; and
- (iii) Increased public confidence in publicly funded education

The Ministry Framework identified three goals that support the vision for French as a Second Language (FSL) in Ontario:

- Goal 1: Increase student confidence, proficiency and achievement in FSL;
- Goal 2: Increase the percentage of students studying FSL until graduation; and
- Goal 3: Increase student, educator, parent and community engagement in FSL.

FSL programming in Ontario school boards encompasses more than immersion programs. It is important to note that the Ministry recognizes three options for FSL programs: Core French, Extended French and French Immersion. FSL programs are for all students in English-language boards, including students with special needs and English language learners (see: *Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools* at Appendix B which serves as a companion to the *Ministry Framework*).

1.1 FSL PROGRAM OPTIONS

Core French

In Core French, students learn French as a discrete subject. The Ontario Ministry of Education requires students to study French from Grades 4 to 8, and earn at least one credit in FSL in secondary school to obtain the Ontario Secondary School Diploma. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. The Ministry requires a minimum of 200 minutes of instruction in French each week. At the secondary level, Academic, Applied and Open courses are offered for Grades 9 and 10; University preparation and Open courses are offered for Grades 11 and 12.

Extended French

In Extended French, students are required to have 1260 hours of FSL instruction prior to Grade 9 with 25% of instruction in French. In the Extended French program, students accumulate seven credits in French at the secondary level: four are FSL language courses and three are other subjects for which French is the language of instruction. Courses are offered at the Academic and University level.

French Immersion (FI)

By the end of Grade 8, the FI program must provide students with 3800 hours of French instruction with 50% of courses in French. At the secondary level, Academic, Applied, and Open courses are offered for Grades 9 and 10; University preparation, University/College preparation, and Open courses are offered for Grades 11 and 12. In the FI program, students accumulate 10 credits in French: four are FSL courses and six are other subjects for which French is the language of instruction.

2 FSL PROGRAMS AT THE DDSB

2.1 PROGRAMS OFFERED AT THE DDSB

The DDSB offers Core French and French Immersion. The Board does not currently offer Extended French.

The DDSB's Core French program begins in Grade 4 and provides 210 minutes of scheduled instruction in French each week, exceeding the ministry minimum of 200 minutes.

The DDSB FI program begins in Grade 1 and provides 5,225 hours of FI programming by the end of Grade 8, which exceeds the Ministry's required 3,800 hours of instruction. Grades 1-3 FI classes have 100% of the curriculum taught in French. The minimum requirement outlined by the

Ministry of Education is 50%. Grades 4-8 FI classes have 50% of the curriculum taught in French, in accordance with the Ministry’s requirements. At the secondary level, schools that offer FI provide the four required French language courses and a variety of other courses taught in French to meet the Ministry requirements for the French Immersion certification.

As FI begins in Grade 1, Kindergarten is delivered in English. There are a limited number of Kindergarten spots and they are in high demand at schools where FI is offered. Registration occurs online, on a first-come, first-served basis.

2.1.1 Distribution of FSL programs in the DDSB

As outlined in Table 1, The DDSB currently has (French Immersion School List by Area):

<p>Ajax :</p> <ul style="list-style-type: none"> • Cadarackque PS • Michaëlle Jean PS • Southwood Park PS • Ajax HS • Pickering HS 	<p>Brock:</p> <ul style="list-style-type: none"> • McCaskill's Mills PS 	<p>Pickering:</p> <ul style="list-style-type: none"> • Frenchman's Bay PS • Maple Ridge PS • Sir John A. Macdonald PS • Dunbarton HS
<p>Oshawa:</p> <ul style="list-style-type: none"> • David Bouchard PS • Jeanne Sauvé PS • Walter E. Harris PS • R.S. McLaughlin CVI 	<p>Scugog:</p> <ul style="list-style-type: none"> • R.H. Cornish PS • Port Perry HS 	<p>Uxbridge:</p> <ul style="list-style-type: none"> • Uxbridge PS • Uxbridge SS
<p>Whitby:</p> <ul style="list-style-type: none"> • Brooklin Village PS • Captain Michael VandenBos PS • John Dryden PS • Julie Payette PS • Meadowcrest PS • Donald A. Wilson SS School Year - 2017-2018: Grade 9, 10 & 11 only • Sinclair SS School Year - 2017-2018 Grade 12 only 		<p>Virtual:</p> <ul style="list-style-type: none"> • DDSB@Home Secondary • DDSB@Home Elementary

10 dual track (FI and English) elementary schools
 8 single track (FI) elementary schools
 7 dual track (FI and English) secondary schools

2.2 FSL ENROLLMENT

Overall enrollment in the DDSB, as of October 31, 2019, is set out in the Enrollment Summary attached as Appendix C. The tables in Appendix D outline enrollment in DDSB's FSL programs. The following observations regarding enrollment in FSL programs are noted below:

- In 2019, students in FI made up roughly 17.5% of DDSB's elementary school student population.
- FI enrollment has increased from the 2015-2016 to the 2019-2020 school year.
- Although enrollment in FI has increased over the past five years, there is significant attrition as students move through grade levels. Approximately 40-45 % of students who enroll in FI in Grade 1 remain in the FI program in Grade 12.
- Enrollment in dual track schools comprises an average of 62% of students in the FI program and 38% of students in the English program. The proportion of FI to English program enrollment at two schools exceeds this: Maple Ridge PS has a proportion of 76% FI to 24% English and Southwood Park PS has a proportion of 81% FI to 19% English (Appendix E).
- Classes in the English program are much more likely to be stacked (combining more than one grade within the same classroom) than in the FI program. In the 2020-2021 school year 19% of FI classes were stacked compared to 42% of English classes in dual track schools and 25% in English schools. Stacking is more likely to occur when there is a lower number of students enrolled in a program.
- In 2019-2020, there were 7,964 DDSB secondary students were enrolled in FSL courses of which 25% were enrolled in FI courses and 75% enrolled in Core French courses. Since 2015-2016 there has been an increase in secondary FI courses enrollment (26% total increase) and a decrease in secondary Core French course enrollment (8.6% total decrease). These changes have been consistent across all secondary schools.

Table 2: DDSB Secondary French Program enrolment 2015-2016 to 2019-2020

DDSB Secondary French Program Enrolment - 5 Years							
French Immersion							
FIF Enrolment Over Time							
Grade	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 Enrolled	2019-2020 FIF Total
9	466	477	558	555	307	302	609
10	412	426	447	512	266	269	535
11	344	383	390	460	294	224	518
12	308	324	362	372	203	197	400
FIF Total	1530	1610	1757	1899	1070	992	2062
French Immersion courses have seen a 26% increase in student enrolment over the last 5 years.							

Table 3: DDSB Secondary French Program Enrolment 2015-2016 to 2019-2020

Core French							
FSF Enrolment Over Time							
Grade	Level of Study	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 Enrolled
9	Applied	1794	1625	1665	1385	702	783
9	Academic	2734	2608	2596	2699	1313	1259
10	Applied	1	1	7	3	0	0
10	Academic	961	1035	998	923	527	398
11	University	545	561	596	583	261	268
12	University	377	373	395	439	173	218
FSF Total		6412	6203	6257	6032	2976	2926
Core French courses have seen an 8.6% decline in student enrolment over the last 5 years.							

- The DDSB serves families in all seven Durham Region municipalities and has schools with FI programming located in every municipality to promote access. Four FI schools are in neighbourhoods designated as priority neighbourhoods by Durham Region Health Department. These schools are; Ajax HS (Downtown Ajax - A2) (dual track); Southwood Park PS (Downtown Ajax - A2) (dual track); Julie Payette PS (Downtown Whitby - W2) (single track); David Bouchard PS (Downtown Oshawa - O3) (dual track).

3 FSL REVIEW

This FSL Review was undertaken pursuant to a Resolution of the Board of Trustees made on January 20, 2020. The FSL Review also coincides with the DDSB's next three-year FSL Plan under the Ministry Framework which is due for submission in January 2021. The Board of Trustees directed staff to:

- Undertake a district review of French Immersion at the DDSB:
- Initiate and outline the scope of the review with a staff report; and
- Submit a final report to the Board in the Fall of 2020.

This report responds to the direction of providing a final report to the Board. The staff report initiating and outlining the scope of the review was approved by the Board of Trustees at its meeting on March 2, 2020. A copy of this report is attached as Appendix F.

The scope of the review was set out in the following terms:

DDSB values fairness, equity and respect as essential principles to ensure that all students have the opportunities they need to fulfil their potential. The Board is also committed to the principles of equity as outlined in Ontario's Equity and Inclusive Education Strategy and in accordance with the Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

The District-Wide FSL Program Review will examine challenges and successes of the two French programs as it pertains to our board from key stakeholders' perspectives, will identify program needs and recommend strategies to ensure that the principles established from this review be applied when considering changes in programming and boundaries. The FSL District Review Committee will focus on key elements of the delivery of FSL programs at the elementary and the secondary level and will gather data from multiple sources to provide an in-depth, inclusive analysis of the status of French programming and its relationship to the broader experience of all our students. The following will be examined:

- *Provincial trends and experiences*
- *Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)*
- *Program viability*
- *Resource implications (staffing, facility and finance)*

- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

The consultation component of the FSL Review will be grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, multiple stakeholders will be included and given multiple opportunities to comment on DDSB programs.

An FSL Program Review Committee, with four subcommittees (Equity of Access, Resource Implications, Program Viability and Student Voice) was established.¹ While pandemic logistics and protocols introduced in March 2020 presented challenges, the Committee continued to work and meet online. The need for physical distancing impacted consultations, which were originally scheduled in the spring. This resulted in the consultations being adapted to an online format, were postponed until fall 2020 and delayed the submission of the final report to January 2021.

The scope of the review as outlined above in the March 2, 2020 staff report were considered in-depth by the Committee and are discussed below.

3.1 PROVINCIAL TRENDS AND EXPERIENCES

The DDSB conducted a review of the current literature related to FSL education, including at Ontario public school boards, with attention to boards that are similar to the DDSB. A full copy of the Literature Review report is attached as Appendix G.

¹ Members of the Committee: Chair, Margaret Lazarus, Superintendent of Education, French Curriculum, Equity; Lauren Bliss, Principal, Jeanne Sauvé PS; Julia Blizzard, Education Officer; Kimberly Brathwaite, Communications Officer; Chris Conley, Manager of Research and Assessment, Accountability and Assessment; Christina Douglas, Principal, Michaëlle Jean PS; David Fitchett, Education Officer; Danielle Hunter, Program Facilitator, FSL and Modern Languages; Sarah MacDonald, Principal, Donald A. Wilson SS; Merrill Mathews, Equity Officer; Andrea McAuley, Superintendent of Inclusive Student Services; Eleanor McIntosh, Principal, Ajax HS; Sarah Mitchell, Vice-Principal, Southwood Park PS; Heather Mundy, Superintendent of Human Resources Services; Christine Nancekivell, Chief Facilities Officer; Stephen Nevills, Superintendent of Education, Secondary Curriculum; Jean-Louis Poulin, Vice Principal, Henry Street HS; Leslie Parsons, Research Associate, Accountability and Assessment; Jonathan Ross, Principal, Maple Ridge PS; Carey Trombino, Manager of Property and Planning; Shannon Wood, FSL Coach

The key finding of the report was that:

- many Ontario school boards are facing persistent challenges tied to the growth of the FI program and correlating decrease in English program; and
- that those challenges commonly related to issues of equity in terms of the demographics of who is enrolled in FI, the shortage of qualified teaching staff, program viability for students in the English program within dual track schools as FI grows in popularity, student success rates and retention rates in FI, and timetabling challenges at secondary schools.

The Committee also reviewed the work of the Modern Languages Council from 2018. The Council surveyed 65 English language school boards across Ontario. Boards were asked to describe the grade entry into FI, FSL instruction, and the registration process for their FI programs.

62 boards responded:

- 55 boards out of the 62 boards surveyed offered a FI program.
- 5 boards had multiple entry points into FI.
- 8 boards offered a variety of registration processes.

The entry point into FI broke amongst the various boards broke down as follows:

Table 4: 2018 Survey – Grade Entry into FI

Grade Entry into FI	
Grades	Number of Boards
JK/SK	37
1	17
2	1
3	1
4	3
5	1

School Boards identify three different approaches for FI registration: all applicants accepted, lottery, first come - first served.

Table 5: 2018 Survey - Registration process for entry into French Immersion

Registration Process	
Process	Number of Boards
Lottery*	12
First come - first served	4
Lottery - Preference given to siblings**	11
All applicants accepted***	36

* One board has a lottery system, but only for some of its schools (8/71)

** One board's lottery system allows for preference given to twins only

***One board accepts all applicants only if numbers are within its cap

Differences were also noted across the school boards in terms of the percentage of the curriculum that is offered in French:

- 5 boards offered 100% French in JK - Grade 1
- 8 boards offered 100% French in JK - Grade 2
- 3 boards offered 100% French in JK - Grade 3

Many boards have undergone changes to their FSL programs to address the challenges of their FI programming. Thus, the data captured here will be outdated for boards that have since made modifications.

3.2. PUBLIC CONSULTATION – LIVED EXPERIENCES OF STUDENTS AND PARENTS/GUARDIANS

The consultation component of the FSL Review was grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, all stakeholders were included and given multiple opportunities to comment on DDSB programs.

The consultation process sought feedback from parents/guardians, community members, and students to inform the review. It was critical to seek input from all voices. The sessions were inclusive and respectful of all stakeholders and were conducted using equitable principles.

Families, students, and community members were invited to provide feedback as follows:

- Surveys
 - French Continuation Survey – Grade 11 Students 2019-2020
 - FSL 3YR Plan – YR 3 Survey – Grade 8 FI Continuation Survey
 - FSL Programs Review Survey for Parents/Guardians and the Community
 - Student Survey for dual track (FI track and English track) schools

- Thoughtexchange
 - Parents, Guardians, Students and Community Thoughtexchange

- Public Consultation Sessions
 - October 1, 2020, 7pm - Whitby, Oshawa Trustees in attendance
 - October 8, 2020, 7pm - Ajax, Pickering, North Trustees in attendance
(Video and PowerPoint slides of the public consultation session are available on FSL Program Review Webpage)

- Phone and Email Feedback
 - Dedicated phone line and email address to gather further input from the community

Input was also obtained from educators. While not formally within the scope of this review, this data will be important to consider within operational work. A summary of staff feedback has been included alongside summaries of students, parents and community feedback in Appendix H.

Enrollment in FI across the board has been consistently rising, with parent support for its expansion down into Kindergarten, up into Grade 7 Later Entry FI, and/or the addition of Extended French. Similarly, parents expressed support for the expansion of the Core French program into lower grades. Students from both FI and Core French programs, like their parents, expressed an appreciation for the benefits of the programs.

When invited to share examples of successes related to French programming at the DDSB, many of the parents, guardians and community members spoke of the enthusiasm and passion demonstrated by the teachers:

- *“Dedicated teachers who truly love to teach the French language.”*
- *“FI programs offer quality instruction by well-trained teachers Better job opportunities.”*
- *“Passionate, determined, sincere Core French teachers.”*

Parents, guardians and community members also commented on the confidence and proficiency of their child(ren) in French:

- *“Hearing my grade 2 FI student speak French with confidence to his peers and others.”*

- *“Seeing my child enjoying and speaking French. Seeing my child engaging in French conversation with his teachers and peers.”*
- *“English is our first and only language, but this program and the amazing teachers have allowed my children to be bilingual. My son has enjoyed it so much he wants to be a FI teacher.”*

Parents, guardians and community members were also invited to share examples of challenges related to French programming at the DDSB. Many commented on the need for additional staffing, support and resources:

- *“Lack of teachers, lack of feedback, lack of French ECE”*
- *“French Supply teachers? Lack of French EA Supports”*
- *“Not having enough resources available in French.”*

Over half of the Grade 8 students who responded to the Grade 8 Continuation Survey and the secondary students who remained in FI to Grade 11 said they found learning French enjoyable.

The thoughts and perceptions of the stakeholders highlight the successes related to the delivery of FSL programs in the DDSB. Students in both FI and Core French are highly successful on the DELF. While many exemplary practices were identified, stakeholders also identified challenges and concerns across FI and Core French programs. These are summarized below:

Perceived Issues specifically related to FI	Perceived Issues related to both FI and Core French	Perceived Issues specifically related to Core French
<p>Equity of access due to high demand</p> <p>Dual track vs single track school configuration</p> <p>Grade 1 entry point not ideal for everyone.</p> <p>Lack of secondary school course choices in which French is the language of instruction</p> <p>Unequal distribution of resources across FI compared to that of English language programs</p>	<p>Inconsistencies in the perceived quality of French programming</p> <p>French proficiency levels of teachers</p> <p>Recruitment and retention of FSL qualified teachers and other French-speaking staff</p> <p>Professional development opportunities for FSL educators</p> <p>Lack of engaging, diverse, and appropriate FSL resources</p> <p>Perceived gaps in intervention supports for students in French programs</p> <p>Imbalanced enrollment: Increasing FI enrollment generally while decreasing enrollment in the English program at dual track schools</p> <p>Student attrition: Significant Core French attrition after Grade 9 (90%); gradual FI attrition as grades rise (34%)</p> <p>Program Access points:</p> <ul style="list-style-type: none"> ● FI to FDK ● Offer Extended French in Grade 7 ● Core French to Grade <p>Public/ community perception of FSL programs:</p> <ul style="list-style-type: none"> ● FI as elitist ● Core French undervalued <p>Costs related to DELF and other FSL enrichment</p>	<p>Core French program delivered in homeroom class rather than a dedicated Core French classroom.</p> <p>Insufficient emphasis on oral proficiency in, and authentic application of French</p>

3.3 DIPLOME D'ETUDES EN LANGUE FRANÇAISE (DELFF)

The *Diplôme d'études en langue française* (DELFF), an internationally recognized French language proficiency exam, is offered to DDSB students who are enrolled in Grade 12 FSL courses. The number of DDSB students challenging the exam, and their success rates suggest that FSL programs offered in the DDSB are effective. As can be seen in Table 7, students in Core French and FI perform well on the DELFF. It should be noted that some of the students in Core French may have at one time been in FI.

The DELFF assesses four levels of linguistic competency, based on the Common European Framework of Reference for Languages (CEFR) common reference levels:

- A1 - basic user
- A2 - basic user
- B1 - independent user
- B2 - independent user

Source:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

As can be seen in Table 6, there has been a large increase in the number of students challenging the DELFF over the past five years. In 2016, 79 DDSB students participated in the DELFF, which increased to 303 students in 2019 and, although disrupted by pandemic restrictions, it is anticipated that 400-450 students could be challenging the exam in 2021, if it is offered. To support the administration of the DELFF, 70 teachers were trained in September 2019 to score the assessment. As participants grow, so will the required number of scorers.

Table 6: Number of DDSB students who wrote the DELFF

Year	Number of DDSB Students Who Wrote the DELFF
2016	79 students
2017	140 students
2018	208 students
2019	303 students
2020	450 students indicated an interest in challenging the DELFF Exam. However, the Examination was cancelled by the DELFF Centre due to COVID-19

Table 7: Number of students challenging the DELF in Core French and FI by year

Year	DELF Level	Core French Pass rate (number of students)	FI Pass rate (number of students)
2018	A2 (n=13)	100% (13)	
2018	B1 (n=96)	76% (66)	100% (30)
2018	B2 (n=99)	54% (13)	90% (86)
2019	A2 (n=49)	93% (46)	
2019	B1 (n=151)	82% (83)	100% (67)
2019	B2 (n=111)	100% (8)	88% (102)

Although student interest in challenging the DELF is increasing and student success on the assessment continues to be high, administrating the DELF has several financial and operational costs for the DDSB.

Each administration of the DELF requires obtaining specialized rental space, scheduling the oral component of the assessment, and blocking off 10 days for completion of scoring. Each teacher who participates as a marker must complete a four-day specialized training session which costs approximately \$1000 per teacher. In addition, this training is only valid for five years at which point retraining is required. Furthermore, teachers who would like to mark higher levels of the DELF must upgrade their training to qualify.

The expense that the DDSB absorbed for student participation in the DELF was \$24,264.05 in 2018 and increased to \$49,459.60 in 2019 (DDSB Literature Review, p. 14-15). The Ministry of Education provides some funding for DELF, but it does not cover the cost of administration and participation.

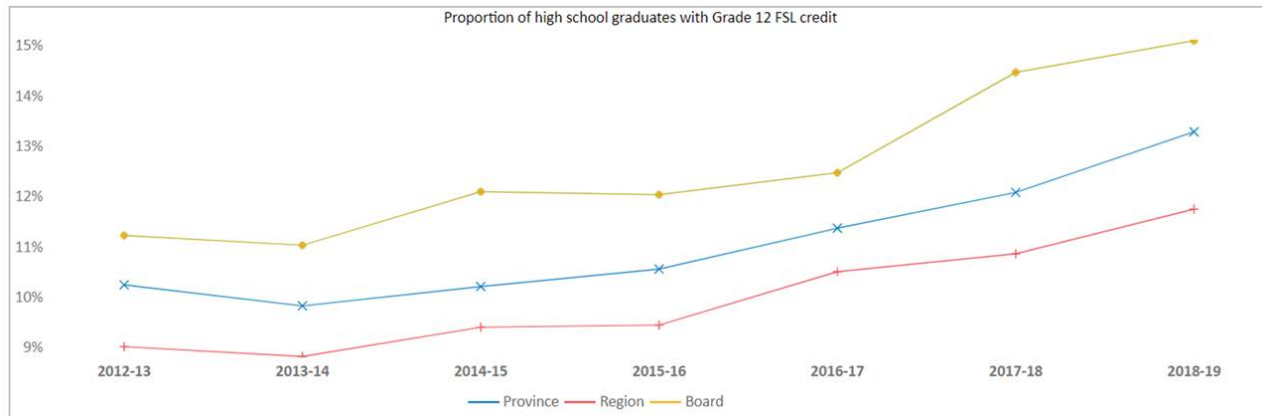
To account for these costs, some school boards have applied a student fee to offset the cost of running the DELF. While this approach addresses funding concerns, it may also present a barrier to access. Some boards have implemented a cap on the number of students who can challenge the DELF. In this context, applicants are accepted on a first-come first-served basis.

3.4 DDSB ACHIEVEMENT PATTERNS AND TRENDS

The DDSB offers a successful program in French learning and has ensured that students in Core French and FI have opportunities for fluency. Engagement in FSL programming in the DDSB is above the provincial and regional averages.

As can be seen in Figure 1, the percentage of DDSB students graduating with a Grade 12 FSL credit (yellow line) has been increasing since 2012-2013 and is greater than the percentage of students across the province (blue line) and the Barrie Region to which Durham belongs (red line).

Figure 1: Historical Provincial, Regional and Board Graduation Rates for Students enrolled in Grade 12 FSL



- 3.9% increase in DDSB students from 2012-2013 (11.2%) to 2018-2019 (15.1%)
- 1.8% more students in DDSB (15.1%) in 2018-2019 than the Province (13.3%)

The results from the *Diplôme d'études en langue française* (DEL F) exam provide additional evidence of high achievement for DDSB. In 2019, over 300 DDSB students challenged the exam, with pass rates ranging from 83 to 100% depending on the level of the exam taken.

3.5 STUDENT DEMOGRAPHICS

FI programming is located throughout Durham Region across a range of different socio-economic community indicators. In addition, the representation of students with special education needs continues to be underrepresented in FI programming. Students with an Individual Education Plan (IEP) participate in all programming across the DDSB, although the distribution of students with an IEP varies by program. As can be seen in Table 8, the proportion of students with an IEP is greater in the English language program (19%) than in the FI program (6%). In dual track schools, there is an even larger proportion of students with an IEP in the English program (25%).

Table 8: A comparison of DDSB enrolment of students with special needs in non FI and FI programs

Students with an IEP						
All Schools						
	Non- French Immersion			French Immersion		
Grade	Total Students	Students with an IEP	% with IEP	Total Students	Students with an IEP	% with IEP
1	3786	259	7%	1068	7	1%
2	4116	366	9%	1041	31	3%
3	4295	591	14%	987	35	4%
4	4297	899	21%	954	65	7%
5	4531	1087	24%	869	72	8%
6	4404	1049	24%	843	78	9%
7	4534	1083	24%	804	83	10%
8	4636	1188	26%	733	70	10%
Total	34599	6522	19%	7299	441	6%

Table 9: A comparison of DDSB enrolment of students with special needs dual track schools

Students with an IEP						
Dual Track Schools						
	Non- French Immersion			French Immersion		
Grade	Total Students	Students with an IEP	% with IEP	Total Students	Students with an IEP	% with IEP
1	158	20	13%	488	2	0%
2	187	17	9%	452	8	2%
3	221	45	20%	440	13	3%
4	248	69	28%	406	29	7%
5	282	69	24%	372	34	9%
6	289	88	30%	341	37	11%
7	287	81	28%	351	34	10%
8	296	95	32%	306	33	11%
Total	1968	484	25%	3156	190	6%

Although the information presented in Tables 8-9 is also summarized by grade, it is important to note that students in FI are not traditionally assessed prior to Grade 4 due to the lack of French assessment tools. However, the pattern of lower proportions of students with an IEP in FI programs and the higher proportion of students with an IEP in English programs persists from Grades 4 to 8.

Enrolment by Gender

As shown in Table 10, in 2019-2020 there were more male students (53%) than female students (47%) enrolled in the English program. However, in FI there were more female students (56%) than male students (44%).

Table 10: 2019-2020 DDSB Gender and ELL French Immersion summary of enrolment

2019-2020 Gender and ELL French Immersion Summary								
	FI Dual Track		FI Single Track		FI DDSB Total		English DDSB Total	
Male	1401	44%	1749	45%	3150	44%	18261	53%
Female	1755	56%	2179	55%	3934	56%	16460	47%
DDSB Total	3156	45%	3928	55%	7084	17%	34721	83%
ELL	312	41%	443	59%	755	11%	6275	22%

Enrolment by English Language Learners (ELL)

In 2015, Ontario's Ministry of Education published *Welcoming English Language Learners into French as a Second Language Programs*, (Ministry of Education, 2016) which focused on inclusion of and support for students who are ELL in FSL programs. The report emphasized that these students should not be counselled away from FI, and indeed, "do as well as, or outperform, English-speaking students in FSL" (Ministry of Education, 2016, p. 8).

As can be seen in Table 10 above, a greater proportion of students who are ELL are enrolled in English programs (22%) than in the FI programs (11%).

Student Census Data

In the spring of 2019, DDSB students were invited to participate in a Student Census. There were 26,000 students who responded to the census survey. Of the students who completed the census and are registered in French Immersion, 44% identified with a racial identity other than white.

3.6 PROGRAM VIABILITY

Staffing

As is referenced in the literature review (Appendix G), hiring qualified FSL staff is a significant challenge, not just for the DDSB but for school boards across Canada. Reports from the Canadian Association of Immersion Professionals (CAIP) (2018), Ontario Public School Boards' Association (OPSBA) (2018, 2019), and the Commissioner of Official Languages (2019) identified recruiting, hiring and retaining qualified FSL educators as one of the most pressing problems in FSL education. The Ontario College of Teachers (OCT) reported that in 2019, for the third consecutive year, no Ontario-resident French-language-program graduates reported unemployment and that all FSL teachers were also all employed: "...one in three FSL-qualified graduates teaching in English district school boards land permanent contracts in the first year, and by year five, four out of five have full-time employment. (McIntyre, Tallo, & Malczak, 2020, p.17). Many Ontario school boards have found that recruiting and hiring qualified French certified teachers is a serious threat to a viable FI/Core French program (HDSB, 2016; Sinay et al., 2018; YRDSB, 2012).

Principals in DDSB of FI and Core French schools continue to be concerned about the availability of qualified full-time teachers, as well as occasional teachers (OT) for day-to-day supply coverage and/or Long Term Occasional (LTO) positions. Principals have shared in their focus group session that their staffing needs necessitate hiring teachers who have a minimal level of French proficiency for both Core French and FI.

Day-to-day supply remains unfilled in FI schools at triple and quadruple the day-to-day Fill Rate compared to the average rates in regular English programs. In 2019, the 23 FI schools had 695 unfilled day-to-day supply days. By contrast, the remaining 82 English language schools had 434 unfilled day-to-day supply days for a total combined of 1129 unfilled days. The rates are higher in FI schools because of the lack of qualified FSL teachers available for hire (Appendix I).

During the 2019-2020 school year, five FSL classes across four schools (Jeanne Sauvé, John Dryden, Frenchman's Bay, Maple Ridge) in the DDSB were without a qualified French teacher and five French coverage positions without a qualified French teacher.

The high demand for FSL teachers and education assistants in the Province also creates a challenge for staff retention at the DDSB. An LTO hired for a year may leave after only a few weeks in that role having been offered a permanent FSL position elsewhere. There is also the challenge created when FSL teachers are hired to teach French in a permanent position, but transfer to an English language school, sometimes within the first year of hire. Thus, the DDSB is not always able to draw upon its full pool of qualified FSL teachers as some of them are no longer teaching French. At the time of this writing, 40 qualified French teachers were on leave and 349 qualified FSL teachers are teaching in the English program. Given their seniority and collective agreements, they have the option to teach in the language program of their choice. Teaching of Core French was identified as challenging to many for a variety of reasons, including the lack of a dedicated classroom for the teacher which may explain the attrition. The projected expense of providing dedicated portables would cost approximately \$7,182,000.

Schools also have the additional challenge of losing FSL teachers due to collective agreement conditions related to surplus and redundancy. Since FSL teachers are most often new hires, the seniority system that informs surplus and redundancy can result in a transfer for the teacher, resulting in FSL program ramifications, such as courses no longer being offered at the high school level.

A review of DDSB staffing reveals that while permanent secondary FSL teachers have the required FSL qualifications, LTO and OT/LTS teachers are not always FSL qualified. In elementary schools, a lack of FSL qualifications is more often found with OTs. Unfortunately, those who respond to occasional postings for FSL positions may not speak adequate French. As a result, the quality of French instruction can be reduced, which has a negative impact on academic standards and achievement. Community and family members also noted this problem in the Thoughtexchanges that were conducted.

While, the DDSB has a staff committee that is looking at a more robust, comprehensive staffing and recruitment plan, the underlying issues are systemic and province wide.

FI Impact on English Program

Small English cohorts exist in some dual track schools because of the high uptake of students entering Grade 1 FI from kindergarten, and as the popularity of FI continues to grow, this reality may increase as observed in other boards.

Given that the funding model is based on student enrollment, smaller numbers of students in the English program mean that the creation of stacked classrooms becomes a fiscal necessity. In its review of Elementary English and French Programming, the Halton District School Board (HDSB) noted that, "It is not cost effective to run classes that are significantly smaller than expected class sizes. (HDSB Program Viability of Elementary English and French Programming, 2016, page 61).

An additional challenge introduced by stacked grades is the increased instructional complexity placed upon a teacher who must navigate the curricular and assessment requirements for students in each grade.

With fewer students available to assign to classes, English programs tend to have a greater number of stacked grade classes. An analysis of DDSB homeroom scheduling shows a greater proportion of English program students in dual track schools assigned to stacked grades (46%) as compared with students in FI classrooms (26%). The Ottawa-Carleton District School Board (OCDSB) reported a similar rate of stacked grades with 40% of English students in dual track schools assigned to a stacked grade class. The OCDSB report predicted that "the next step could be bussing more students out of their neighbourhood to fill a school somewhere else" (Denley, 2019).

The Student Survey for dual track FI schools offers insight into student perceptions of their school experience. Both students in the English and FI programs welcome the opportunity to speak and learn the other's language (students in the English track-14.2%; students in FI-9.8%). Both groups also identified issues that positively and negatively affect the day-to-day life at school. In most cases, students both programs are comparable in their responses with some discrepancies on a few factors.

A challenge that emerges with lower proportions of students enrolled in the English program relates to both the school and classroom climate. At the school level, dual track schools can have divided social dynamics with little social interaction outside of classrooms and immediate social groups. Responses to the Student Survey for dual track FI schools indicated that 13.1% of students in the English program identified communication/language barriers as an issue. Only 4.4% of students in FI gave this response.

Physical Space and Access to FI

Finding sufficient and/or appropriate physical space is a challenge in the majority of FI schools and in English language schools for Core French. In the context of FI schools, the issue of space is discussed in terms of whole school capacity.

French Immersion – Elementary

Across all elementary schools offering FI programming, 71% of schools are currently beyond capacity with 48% of dual-track schools beyond capacity, and 31% of single-track schools beyond capacity.

Kindergarten at Single Track Schools

As FI begins in Grade 1, Kindergarten is delivered in English. There is a limited number of Kindergarten spots, and high demand. Registration occurs online, on a first-come, first-served basis. There is a concern about the equity of this registration process which is exacerbated by the fact that some potential applicants may be limited by a lack of access to technology for online registration.

FI Entry in Dual Track Schools

The DDSB has not set caps for FI enrollment in an effort to have balanced FI and English programs in dual track schools. Consequentially, English programs may shrink as the demand for FI increases, or the boundaries for FI are increased to accept more students from a broader area than the English boundary. Attempting to maintain a specific ratio in dual track schools could lead to altering boundaries on an almost annual basis for a program to achieve and maintain the ratio – an extremely disruptive step to take.

Curriculum Resources

Access to resources to support student needs in FSL programs is a challenge in both the FI and Core French programs and relates both to the expense of purchasing French resources, which cost more than English resources, as well as the expense and workload of translating existing

resources. Of particular concern, is the comparative lack of French resources to support students identified with special needs versus the greater variety and number of English materials.

FSL Secondary Course Selections

In secondary school, student engagement in FI and Core French programming happens through the courses students select. Although Core French is available consistently across secondary schools, the courses available in schools with FI programs are less consistent.

The availability of courses is determined by the interaction of three factors: the number of students that are enrolled; the qualifications of the available staff to teach courses; and the timetable providing flexibility that courses are accessible by students and not conflicted out based on another compulsory course being offered in the same timeslot. An increase in enrollment does not necessarily result in more courses offered (outside of the French as a subject courses) if the available teachers lack the requisite qualifications. Similarly, an increase in the number of teachers with qualifications does not result in more courses being offered if the student enrollment declines.

For an FI secondary school to offer a variety of courses within a viable program, there needs to be a minimum number of students to ensure that the course can be offered and can be timetabled in a way that it does not present conflicts for the student timetable. Based on analysis of secondary schools, the threshold for optimal timetabling is approximately 320 students in FI. Students may need to default into a compulsory course and forfeit the opportunity to take an FI course depending on the student's post-secondary destination and required courses. Due to the high attrition within FI, many secondary schools are challenged to offer a robust number of courses within their timetables and thus the issue of high attrition is compounded by students sometimes defaulting out of FI.

Below are two case studies that illustrate the dynamics of enrollment, staffing and FI course offerings among DDSB secondary schools.

Case Study: Secondary School A

In the 2019—2020 school year, Secondary School A had 619 students enrolled in the FI program. The following table presents the FI courses offered.

Table 11: FI courses on offer at Secondary School A 2019-2020

Secondary School A		
Course Code	Course Name	Grade
CGC1DF	Geography of Canada	9
FIF1DF	French Immersion	9
ADA1OF	Drama	9
BBI1OF	Introduction to Business	9
PPL1OF	Physical Education (female)	9
PPL1OL	Physical Education (male)	9
CHC2DF	Canadian History	10
CHV2OF	Civics and Citizenship	10
FIF2DF	French Immersion	10
GLC2OF	Careers	10
SNC2DF	Science	10
PPL2OF	Physical Education (co-ed)	10
FIF3UF	French Immersion	11
HSP3UF	Introduction to Psychology, Sociology and Anthropology	11
CLU3MF	Understanding Canadian Law	11
PPL3OF	Physical Education (co-ed)	11
FIF4UF	French Immersion	12

As can be seen in Table 11, of all the courses offered, six FI courses were available in Grade 9, six FI courses were available in Grade 10, four FI courses were available in Grade 11 and one FI course was available in Grade 12. Of those courses, eight were Open courses, two were Academic courses, three were University courses and one was University/College (Mixed). Although there were no Applied or Grade 11 or 12 STEM FI courses, with this selection of courses offered each year, students have sufficient choice from Grade 9 to 11 to complete the FI certificate.

As can be seen in Table 12, a greater number of sections (when more than one class for one course is offered) provides greater flexibility for timetabling. For example, there are two sections of ADA 1OF offered in Semester 1 and two sections offered in Semester 2. This means that it is more likely that there will not be scheduling conflicts with a student's timetable, and that a student will likely be able to enroll in this course.

Table 12: FI sections offered at Secondary School A 2019-2020 with class size cap and current student enrollment

Secondary School A				
	SEMESTER 1		SEMESTER 2	
	GR 9 = 209	ADA1OF	24/25	ADA1OF
GR 10 = 156	ADA1OF	25/25	ADA1OF	25/25
GR 11 = 152	ADA2OF	22/25	ADA2OF	18/25
GR 12 = 102	BBI1OF	25/25	BBI1OF	25/25
	BBI1OF	25/25	BBI1OF	25/25
TOTAL = 619	CGC1DF	28/28	BMI3CF	27/27
	CGC1DF	28/28	CGC1DF	18/28
	CGC1DF	22/28	CGC1DF	24/28
	CGC1DF	24/28	CGC1DF	28/28
	CHC2DF	28/28	CGC1DF	25/28
	CHC2DF	25/28	CHC2DF	23/28
	CHV2OF/GLC	23/25	CHC2DF	28/28
	CHV2OF/GLC	23/25	CHC2DF	28/28
	CHV2OF/GLC	24/25	CHC2DF	24/28
	CLU3MF	27/27	CHV2OF/GLC	18/25
	FIF1DF	21/28	CHV2OF/GLC	14/25
	FIF1DF	25/28	CWE1OF	1
	FIF1DF	17/28	FIF1DF	28/28
	FIF1DF	24/28	FIF1DF	28/28
	FIF2DF	28/28	FIF1DF	28/28
	FIF2DF	27/28	FIF1DF	28/28
	FIF2DF	26/28	FIF2DF	21/28
	FIF3UF	26/29	FIF2DF	28/28
	FIF3UF	28/29	FIF2DF	26/28
	FIF3UF	27/29	FIF3UF	23/29
	FIF4UF	23/29	FIF3UF	27/29
	FIF4UF	27/29	FIF3UF	21/29
	FIF4UF	24/29	FIF4UF	28/29
	HSP3UF	21/29	HSB4UF	28/29
	PPL1OF	25/25	HSP3UF	24/29
	PPL1OF	21/25	PPL1OF	24/25
	PPL2OF	22/25	PPL1OF	25/25
	PPL2OF	23/25	PPL2OF	25/25
	PPL3OF	21/25	PPL2OF	25/25
	SNC2DF	24/28	PPL3OF	25/25

Case Study: Secondary School B

In the 2019—2020 school year, Secondary School B had 179 students enrolled in the FI program. The following table presents the FI courses offered.

Table 13: FI courses offered at Secondary School B 2019-2020

Secondary School B		
Course Code	Course Name	Grade
CGC1DF	Geography of Canada	9
FIF1DF	French Immersion	9
SNC1DF	Science	9
CHC2DF	Canadian History	10
CHV2OF	Civics and Citizenship	10
FIF2DF	French Immersion	10
GLC2OF	Careers	10
SNC2DF	Science	10
FIF3UF	French Immersion	11
SBI3UF	Biology	11
FIF4UF	French Immersion	12

As can be seen in Table 13, of all the courses offered, three FI courses were available in Grade 9, five FI courses were available in Grade 10, two FI courses were available in Grade 11 and one FI course was available in Grade 12. Of those courses, two were Open courses, six were Academic courses, and three were University courses. In addition to not offering Applied or Grade 11 or 12 STEM FI courses, Secondary School B also does not have FI courses available in Physical Education, Law, Anthropology, or Business.

As evident in Table 14, fewer sections provide less flexibility for student scheduling.

Table 14: FI sections offered at Secondary School B 2019-2020 with class size cap and current student enrollment

Secondary School B				
	SEMESTER 1		SEMESTER 2	
GR 9 = 46	CGC1DF	20/28	CGC1DF	25/28
GR 10 = 55	CHC2DF	28/28	CHC2DF	25/28
GR 11 = 41	CHV20F/GLC	16/25		
GR 12 = 37	CHV20F/GLC	24/25		
TOTAL = 179	FIF1DF	26/28	FIF1DF	20/28
	FIF2DF	28/28	FIF2DF	27/28
	FIF3UF	21/29	FIF3UF	20/29
	FIF4UF	15/29	FIF4UF	22/29
	SBI3UF	21/239	SBI3UF	16/29
	SNC1DF	22/28	SNC1DF	23/28
	SNC2DF	28/28	SNC2DF	27/28

These two case studies illustrate the relationship between the size of enrollment and the courses that are offered. In addition to the greater number of FI courses available at Secondary School A, those courses also cover a wider variety of subjects and provide students with greater flexibility to select FI courses that will fit with their other English course selections. Tables 11-14 also show the predominance of Academic and University level courses over Applied and Open courses in both secondary schools. More Open level courses would ensure that students in Applied level courses would have access to FI at higher grades.

4 RECOMMENDATIONS

There is a high demand from families and students for French Immersion programs which relates to the high expectations of families for student success, future advantage and program quality. This interest in the FI program is juxtaposed by a significant shortage in the availability of staff to hire for French teaching positions. Enrollment for FI is very high in the earlier grades and drops steadily across each successive year. Students and families shared a variety of reasons for leaving the program which included a lack of French support for student needs, a lack of options for secondary courses to meet post-secondary requirements and the perception that students would perform better in English programs.

All recommendations will have an inevitable trade off. For example, meeting the demand for the FI program would require an increase in the number of teachers without sufficient French proficiency due to the shortage. However, maintaining the integrity of the French program with a limited number of teachers will result in fewer spaces available for students. Finally, without having access to more teachers with French qualifications and more robust secondary enrollment for FI, the course options available in secondary will continue to be limited.

As one other Ontario School Board stated: “Ensuring program viability is very complex with no solution that can satisfy all stakeholders. It is recognized that FI is an optional program and the core program of Ontario is English. However, with the expansion of Primary Core French coupled with addressing of the recruitment and uptake issues currently facing the Board, the students . . . will all have the opportunity to be exposed to a second language in a more fulsome way and... allow for program viability in both English and French programming.” (Halton DSB, p. 16).

Based on the content of the review and of this report, the Committee considered how best to achieve the following goals:

- Balance student enrollment within dual track schools to support viable English classrooms within community schools
- Maintain a sufficient number of qualified FSL teachers (elementary and secondary)
- Appropriate level of French linguistic competence amongst FSL teachers
- Resources and supports to ensure learning for all and equity of outcomes

This has resulted in the following recommendations in order to ensure the viability of the FI program and the system as a whole.

RECOMMENDATION 1: PHASE OUT KINDERGARTEN IN ALL SINGLE TRACK FI SCHOOLS

Given the capacity issues at FI schools, removing the English Kindergarten program would provide more flexibility within schools to focus on FI classrooms. Currently, families whose children will attend FI schools or have siblings in a FI school advocate to fill the Kindergarten program. This option increases availability of classroom space, thus reducing the number of portables needed, and addressing over capacity issues in some schools. A phase out plan over the course of the next three years is proposed in Table 15 below.

The phasing out of Kindergarten complies with Ontario’s Ministry of Education regulations. O. Reg 224/10 and O. Reg. 221/11 requires all elementary schools hosting Grade 1 classes to also host Kindergarten classes, unless the school is a single track FI school: “A board is not required to operate full day junior kindergarten in a school if, pursuant to a policy of the board approved on or before June 26, 2014, the school offers only FI, starting in grade 1 or later.” (O. Reg 224/10 s. 2).

Table 15: Phase Out Plan for FDK in Single Track Schools

School Year	Phase Out Plan
2021/2022	both JK and SK classes at single track FI schools
2022/2023	SK only (previous year JK become the SK). No new JK registrations would be accepted. SKs from two classes will combine to make one class
2023/2024	No Kindergarten classes (previous SK become grade 1) and convert classroom space for FI purposes.

RECOMMENDATION 2: CHARGE A PARTIAL FEE FOR THE DELF EXAMINATION

It is recommended that DDSB charge students a fee of for the DELF Exam that is a percentage of the actual cost incurred by the DDSB.

Currently the cost per student to write the DELF with Alliance Française is \$125 for A1 and A2 Basic User and \$195 for B1 and B2 Independent User. This is in addition to the significant costs of providing individuals to supervise and score the assessments. DDSB is recommending that students who are registered pay 100% of the external accreditation costs and that the DDSB incur the costs for administering the assessment (approximately \$50,000.00). For those where economic hardship prevents the paying of the fee, the DDSB will fully subsidize those students. Given the DELF is not a requirement of the OSSD we should continue to be cautious to use public school funds for it. However, we will make use of specialized funding from the Ontario Ministry of Education to support access for students.

RECOMMENDATION 3: ADJUST FSL PROGRAMMING

Given the current growth in demand for FI programming and the challenges this report outlines, the status quo of growing the FI program without checks is not sustainable, nor in the best interest of quality French programming within Core and FI. Furthermore, the impact on the English program in dual sites schools can be negative as their population shrinks and class organizations are impacted. It should also be noted that the Ontario Ministry of Education has recently passed policy that funding for new school builds cannot be used for single-track FI schools in English language boards. Moving forward, the DDSB is required to consider FI offerings in new school builds within the context of dual-track schools.

This report presents three options for Trustee consideration to adjust FSL programming:

- (i) OPTION 1: Expand Core French in the Primary grades/Initiate an Extended French program (Gr. 7 entry)/Reduce FI to 50% of the program being taught in French in the Primary grades/Cap FI enrollment.
- (ii) OPTION 2: Expand Core French in the Primary grades/Move the FI entry point from Grade 1 to Grade 4 with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- (iii) OPTION 3: Expand Core French in the Primary grades /Move the FI entry point from current Grade 1 to Grade 2 with 100% intensity in Grades 2 and 3 and 50% in the Junior and Intermediate grades/ Cap FI enrollment.

DISCUSSION OF THE OPTIONS TO ADJUST FSL PROGRAMMING

For all options, the expansion and enhancement of Core French in all elementary English language programs is recommended.

Consultations conducted for this review indicate that parents and staff support expanding and enhancing Core French. Limited data from the Halton District School Board where this was implemented, showed “a slight decrease in FI uptake for schools offering Primary Core French and, for those where the students are directed to a single track FI school” (Halton DSB, 2015, p. 14).

The majority of DDSB students are enrolled in Core French and this recommendation, if implemented, has the opportunity to increase student confidence and proficiency in achievement in FSL in a comprehensive manner. It may also position FSL as a natural part of the school experience by introducing it at a younger age.

This recommendation is only possible in conjunction with other shifts within FSL programming to ensure access to qualified teachers.

Option 1:

- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.
- Continue with the Grade 1 entry into FI but shift to the Ministry of Education’s required minutes for immersion which will result in 50% of the program being taught in French in the Primary grades. Currently, the DDSB surpasses the Ministry of Education’s expectations in this area by 37%.
- Establish capping for Grade 1 FI enrollment using municipality Grade 1 enrollment projections and capping scenarios (Appendix J and K respectively). A random selection process (See Appendix L for a description this process) would be used to cap enrollment.
- Offer Grade 7 Extended French as a later FI entry point in a dual track FI school.

For students who were unable to enter FI in Grade 1, or for students who were not ready in Grade 1 to commit to FI, entry into a more intensive French program at Grade 7 (Extended French) would be available to them with access to a successful bilingual future. (Turnbull, Lapkin, Hart and Swain (1998); OCDSB, 2019, p. 9).

By reducing staffing needs, this option improves the ability to hire Primary grade teachers who are fluent and proficient in French which addresses the most significant issue faced by the DDSB and boards across Ontario.

Moreover, capping FI enrollment is especially important in dual track schools where a more equitable balance of students in FI and English programs is desirable to avoid the English program shrinking to the point that it is not as viable from a staffing perspective.

For Option 1, boundary reviews would be minimal. However, a major consideration will be that capping FI enrollment will result in not all families who wish to access the FI program gaining entry in grade 1. Those families would have the option in grade 7 with the Extended French program. The capping of the grade 1 entry point would come into effect for September 2022.

As an English-language board we would be providing multiple entry points into FSL. A later Extended French option may assist with the attrition challenge of students being enrolled in FI, but not continuing with it from grade 1.

Option 2:

- Eliminate the current Grade 1 entry point into FI and establish a Grade 4 mid-entry into FI with 100% intensity in Grade 4, 80% in Grades 5-7 and 50% in Grade 8.
- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.

Students entering FI at Grade 4 would have benefitted from three years of enhanced Core French. Also, a later entry gives parents more time to determine if the FI program is suitable to the learning interests of the child while still providing sufficient time to meet the Ministry's required number of hours for FI programming.

This option might alleviate FSL staffing issues. Entry at Grade 4 might not be as popular as Grade 1 as parents will be informed as to their child's interest in FSL learning. Therefore, overall FI enrollment might be reduced and capping may not be necessary. It presents a transition point later in a child's schooling which may also be a determining factor for families when choosing to participate.

The implementation of this option may be complicated since it would mean compressing the Ministry minimum of 3800 hours of instruction in French into fewer years; initiating potential English and French boundary reviews to accommodate a redistribution of students when the single-track school becomes a Grade 4-8 FI school, and no longer offer Grades 1-3.

This model would be phased in with the grade 1 class of 2022-2023 being the first cohort not to enter FI at that grade and therefore not impacting families with children currently in kindergarten.

Option 3:

- Expand Core French in the Primary grades in all elementary schools offering English language programs as well as build an enriched Core French program in the Junior and Intermediate grades in all English language programs.
- Eliminate the current Grade 1 entry point into FI and establish an entry point at Grade 2 at 100% intensity in Grades 2 and 3 and 50% intensity in the Junior and Intermediate grades.
- Establish capping for Grade 2 entry into FI using municipality enrollment projections.

A Grade 2 entry is still an early entry that is responsive to the feedback received from parents/guardians during the various consultation sessions. The additional year in English instruction provides teachers, parents/guardians with a better understanding of the student as a learner. With more information, families can make a more informed decision regarding program pathways.

Students would still be introduced to French through Grade 1 Core French and would enter FI with some knowledge of French. This option also alleviates FSL staffing issues as capping would allow DDSB to control the number of students entering the program and would eliminate Grade one staffing needs. As well, this option would minimize the need for additional boundary changes and ensure viable numbers in the English language program.

The downside to a Grade 2 entry into FI would require students who are not attending a dual track school to change schools in the middle of their primary education and transitioning into Grade 2 may be more difficult. Transferring to another school in Grade 2 runs contrary to parents' wishes for fewer transition between schools. By contrast, Grade 1 students in dual track schools would be advantaged with not having to make this change.

FINANCIAL IMPLICATIONS

This review was focused on addressing how to offer sustainable and enriching FSL programming within the DDSB. Determining exact costs are challenging because it is difficult to predict with certainty student enrollments, the exact impact on numbers of teachers and classes, and results of potential boundary reviews. However, the goal of these recommendations is that they would be neutral in terms of overall expenditures.

STAFF RECOMMENDED OPTION - OPTION 1:

Of the options provided under recommendation 3, staff believes that Option 1 addresses many of the challenges of FI while still providing an entry point with full access. The major benefits of it are:

1. It provides for a relatively early entry for current proportion of students in FI. Early entry was supported through the stakeholder feedback.
2. Expansion of the Core French program in the primary grades along with an enhancement of Core French in junior and intermediate grades will provide students with another pathway to bilingualism and will raise the status of Core French. This was also supported through stakeholder feedback.
3. Extended French in Grade 7 provides students with a later entry into FI and will accommodate those students who desire a more intensive FSL experience but didn't attend the FI program in grade 1.
4. Capping enrollment in grade 1 addresses the challenges of ensuring a viable English program and FI program in a dual tract FI school.
5. A reduction in program intensity addresses system pressures related to staffing classrooms with qualified teachers.
6. Boundary reviews and disruption to the system are much less likely with this option since the current school configurations will remain the same, with the understanding that further analysis will need to be considered for the EF programs and their placements. The first EF program would come into effect to serve the first cohort that was impacted by capping (2028-2029).
7. With respect to implementation and the elimination of FDK in single track schools, this model will provide for two years of planning time prior to implementation in 2023/2024. Teacher training/retraining will be necessary because of the change in the intensity of French language instruction. As well it would give much needed time to work on enhancing and expanding Core French in elementary schools.

5 CONCLUSION

The DDSB believes in the importance of having robust FSL program options that benefits all students. Throughout this extensive FSL review and in creating this final report, staff have sought to find a balance and provide a path forward that would ensure the continuity of French language learning in the District. We are thankful for the countless hours that staff, students, families and community members have contributed as part of this process. Their passion and advocacy have highlighted the benefits of FSL programming for students and its importance to society. While considering the challenges of offering FI programming and the feedback received through the consultation process, Option 1 addresses many of the challenges of FI while still providing an entry point with full access. This approach will help ensure that FSL programming is sustainable into the future for the benefit of future cohorts of students attending the Durham District School Board.

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7 APPENDICES:

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A FRAMEWORK FOR
**FRENCH
AS A
SECOND
LANGUAGE**
IN ONTARIO SCHOOLS

KINDERGARTEN
TO GRADE 12



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Une publication équivalente est disponible en français sous le titre suivant : *Cadre stratégique pour l'apprentissage du français langue seconde dans les écoles de l'Ontario de la maternelle à la 12^e année, 2013.*

This publication is available on the Ministry of Education website at www.ontario.ca/education.

Introduction

*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*¹ has been developed to help school boards² and schools in Ontario maximize opportunities for students to reach their full potential in French as a second language (FSL). The framework supports the three core priorities for education in Ontario:

- High levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

Benefits of Learning French as a Second Language

The Ministry of Education’s commitment to improving the effectiveness of FSL education in Ontario is strengthened by an awareness and appreciation of the many proven benefits of learning an additional language. In Canada, where French and English have equal status as official languages, there are significant advantages to being able to communicate in both. Furthermore, the benefits of learning an additional language are now widely acknowledged to extend beyond the obvious rewards associated with bilingualism.

A considerable body of research shows that second-language learning provides significant cognitive and academic benefits. It is known to enhance first-language and overall literacy skills and to provide a foundation for the learning of additional languages (Jedwab, n.d.). There is also evidence that learning another language can help in the development of interpersonal and social skills. According to the 2004–05 report of the Commissioner of Official Languages, research shows that people “who master more than one language increase their self-confidence and self-esteem and are more at ease with others” (Adam, 2005, p. 107).

In an era of increasing globalization, it is critical to heighten students’ awareness that English–French bilingualism is an economic and cultural asset both within Canada and beyond. In many countries around the world, as well as in Ontario’s multilingual communities, it is taken for granted that students will learn more than one language, and often more than two. As the Internet makes global communication ever more widely available and more businesses become internationalized, it is increasingly important for people to have language skills in more than one language (Genesee, 2008, p. 23).

1. Referred to henceforth as *A Framework for FSL, K–12*.

2. Throughout this document, *school boards* refers to English-language school boards and school authorities, unless otherwise indicated.

“Companies want to hire more bilingual workers and we can’t find them.”

(*The Hamilton Spectator*, January 24, 2004)

French-language skills are an asset in a wide range of occupations. Whether or not an individual sees opportunities to use French in the immediate future or in the local environment, the benefits present compelling reasons to continue the study of FSL throughout secondary school and beyond.

Influences Shaping FSL in Ontario

The federal government’s support to provinces and territories to improve outcomes in FSL has had a tremendous impact on shaping FSL education. The *Canada–Ontario Agreement on Minority Language Education and Second Official Language Instruction* and other provinces’ and territories’ bilateral agreements established partnerships to enhance FSL and French minority language (FML) across the country. Under these agreements, action plans were developed to guide the implementation of both FSL and FML initiatives in all provinces and territories.

The Ontario Ministry of Education has implemented numerous initiatives to improve outcomes in FSL. The ministry has demonstrated its commitment to FSL by offering three types of FSL programs – Core French, Extended French, and French Immersion³ – with a specific elementary and secondary curriculum for each, which enable all students to continue to develop their French-language skills whether their first postsecondary destination is apprenticeship, college, university, or the workplace.

Another important influence has been the *Common European Framework of Reference for Languages* (CEFR). In Ontario, this reference tool is recognized as a valuable asset for informing instruction and assessment practices in FSL education.

The ministry also draws on the findings of research projects from a variety of professional and educational organizations⁴ to inform ongoing efforts to improve FSL programming and outcomes for students. The ministry values the expertise and perspectives of all stakeholders and provides opportunities for networking for the purpose of strengthening FSL.

3. See Appendix A, pages 39–40, for further details.

4. These include, but are not limited to, reports from Canadian Parents for French (Hart et al., 2010); the Faculty of Education at the University of Western Ontario (Majhanovich et al., 2010); the Ontario Public School Boards’ Association (OPSBA, 2007); the Ontario Student Trustees’ Association (OSTA, 2006); and the Ontario Modern Language Teachers’ Association (Mollica, Phillips, & Smith, 2005).

Development of the FSL Framework

A Framework for FSL, K–12 denotes a renewed focus on strengthening FSL education in Ontario. It looks beyond the requirements of FSL programming in schools to consider the wider benefits of learning an additional language and the important contributions that need to be made by stakeholders outside as well as inside the school system if these benefits are to be realized.

Several factors contributed to the momentum and interest in FSL education in Ontario that led to the development of *A Framework for FSL, K–12*. These factors included the engagement of FSL stakeholders through a dialogue with the ministry on the development of a shared vision and goals for FSL, the establishment of the ministry's FSL Provincial Working Group in 2010, and the sustained efforts of Ontario school boards to enhance FSL.

Based on discussions with stakeholders and an extensive review of FSL research, it was determined that an FSL framework document aimed at strengthening FSL in Ontario would be beneficial for students. This document would support the core priorities for education in Ontario within the unique context of FSL, identify and align effective practices in FSL to improve student confidence, proficiency, achievement, engagement, participation, and retention, and consolidate key messages from research and ministry documents.

The ministry sought input and feedback from FSL educators in the province's sixty English-language school boards, including teachers, consultants, program coordinators, system principals, and superintendents responsible for FSL. Consultations with the FSL Provincial Working Group and Canadian Parents for French (Ontario) provided valuable input from a variety of perspectives. The ministry gratefully acknowledges the commitment and expertise of all participants in the consultation process.

Alignment with Ministry Policies and Initiatives

FSL is an integral component of education in English-language school boards in Ontario. *A Framework for FSL, K–12* shares in the vision that unites all of the following ministry policies and initiatives:

- *the Aboriginal education strategy*
www.edu.gov.on.ca/eng/aboriginal/
- *the equity and inclusive education strategy*
www.edu.gov.on.ca/eng/policyfunding/equity.html
- *the Literacy and Numeracy Strategy*
www.edu.gov.on.ca/eng/literacynumeracy/
- *the parent engagement policy*
www.edu.gov.on.ca/eng/parents/policy.html
- *Student Success / Learning to 18*
www.edu.gov.on.ca/eng/studentssuccess/learning/

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In addition, the principles and suggested actions outlined in this framework are consistent with the principles and goals identified in the following ministry policy and resource documents:

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12, 2010*
- *Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011*
- *Politique d'aménagement linguistique: A Policy Framework for French-Language Postsecondary Education and Training in Ontario, 2011*
- *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011*
- *Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8*
- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*
- *K–12 School Effectiveness Framework: A Support for School Improvement and Student Success, 2010*
- *Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010*

Organization of the Framework Document

A Framework for FSL, K–12 is organized as follows. Section 1 sets out the ministry's vision and goals for FSL and discusses the principles that should guide school boards in their decision making. Section 2 presents a range of suggested actions that will help boards to work towards the achievement of the goals for FSL. It also outlines the planning and reporting that boards will undertake as part of their FSL plan. Section 3 focuses on the role of parents⁵ and communities in supporting FSL and on ways in which boards can strengthen this role and respond to questions and concerns. Section 4 provides an overview of research findings related to FSL to help educators in their decision making.

5. Throughout this document, *parents* is used to refer to parents and guardians. It may also be taken to include caregivers or close family members who are responsible for raising the child.

1. FSL in Ontario: A Call to Action

A Framework for FSL, K–12 presents a call to action to strengthen FSL programming, promote the benefits of FSL, heighten appreciation of and support for FSL educators, and increase public confidence in FSL education. It articulates the vision, goals, and guiding principles for FSL in Ontario, and suggests actions that school boards can take to improve FSL programming throughout the province. The framework is designed to support boards in building on the current momentum through the engagement of parents, educators, school board administrators, and communities.

Implementation of the framework begins in 2013–14 and extends over a ten-year period to 2022–23. During this time, boards will be required to develop and submit FSL plans that include specific measurable goals and to report on progress made in achieving these goals. (For details, see “Planning and Reporting on Progress in FSL”, pages 20–21.)

Stakeholder involvement is a vital part of the process of renewal. In Ontario, it is mandatory for all students in publicly funded English-language schools to receive instruction in FSL beginning in elementary school. There is, however, considerable scope for local initiatives in the FSL programming that school boards offer. To meet local needs, boards may choose from a range of options for delivering FSL education, often providing different program models through which students can meet or surpass the minimum requirements for FSL in Ontario. Within the recognized types of FSL programs – Core French, Extended French, and French Immersion – further choices are available with respect to the grade in which students start learning French and the level of intensity of exposure to the language.⁶ Such choices are best made in consultation with stakeholders, taking current research into consideration.

6. See Appendix A, pages 39–40, for further details.

A Vision for FSL

Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

The vision for FSL in Ontario encompasses a heightened awareness of the value of learning French and extends beyond the development of French-language skills to include the broader advantages to be gained from learning more than one language. Making this vision a reality requires an ongoing commitment on the part of all stakeholders. Educators must be connected and supported through increased opportunities to participate in professional learning communities. School administrators must demonstrate knowledge, skills, and passion as leaders of their FSL programs. Schools and school boards must find ways of increasing student, parent, and community engagement and confidence in FSL programs. All stakeholders must continue to work together to provide more intensive support for FSL across the province.

Goals of the Framework

The ministry has identified three goals that support the vision for FSL in Ontario as well as the federal objective to promote linguistic duality.⁷ By focusing on these goals, educators, students, parents, and communities can work together to support student achievement in FSL and strengthen FSL programming.

“The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage.”

(Roadmap for Canada’s Linguistic Duality 2008–2013)

7. *Linguistic duality* in Canada refers to the use, knowledge, and appreciation of Canada’s two official languages, English and French, as well as an understanding of the historical significance of these two cultures to the development of the Canadian identity.

GOAL 1: Increase student confidence, proficiency, and achievement in FSL.

Students' achievement in FSL depends not only on their proficiency in the language but also on their confidence in using it. It is critical that students believe in their ability to apply their French-language knowledge and skills. While many students have this confidence, others do not, particularly when using French in authentic situations. To increase the percentage of students who achieve or surpass the provincial standard in FSL, there needs to be a focus both on developing proficiency and on instilling confidence in the ability to communicate in French. Stakeholders in FSL education are urged to keep in mind that confidence, proficiency, and achievement are interrelated.

GOAL 2: Increase the percentage of students studying FSL until graduation.

Learning an additional language is a lifelong journey. Students need to have every opportunity to continue their study of FSL throughout secondary school and beyond. Increasing their confidence in communicating in French will motivate them to continue their FSL learning. Regardless of their anticipated postsecondary destination – apprenticeship, college, university, or the workplace – all students stand to benefit by staying in FSL until graduation, and stakeholders must consider all options to make that possible.

GOAL 3: Increase student, educator, parent, and community engagement in FSL.

Stakeholder engagement is a key factor in supporting the continuing success of FSL programs. Engaged students are motivated to learn. Engaged FSL educators inspire their students by sharing their passion for French language and culture. Engaged parents are committed to supporting their children in their learning. Community engagement leads to partnership opportunities that provide authentic French experiences for FSL students both within and beyond the classroom. Student achievement is enhanced when all stakeholders are engaged and place a high value on learning; therefore, increasing awareness of the benefits of learning FSL is critical.

Guiding Principles for FSL

The following principles are enduring, overarching statements that are intended to foster a common understanding of the importance of FSL in Ontario schools and to guide policy makers and educators in their decision making. These guiding principles, which are reflected throughout this document, provide a strong foundation for strengthening FSL in Ontario.

FSL programs are for all students.

Research on brain development affirms the cognitive advantages of acquiring an additional language for learners of all ages. Studies consistently identify quantifiable benefits from learning an additional language (Wachowicz, 2002; Bialystok, n.d.; Cummins, 2007; Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005). Specifically, benefits can be seen in increased intellectual potential, higher overall academic achievement, higher achievement in first-language competency, a heightened sense of respect for and valuing of cultural diversity, improved career opportunities and greater earnings potential, and better retention of mental acuity in older individuals (Saskatchewan Learning, French Education and Languages Branch, 2005). FSL educators strive to meet the diverse needs of all students through the use of differentiated instruction and by providing accommodations and/or modifying expectations if necessary (Ontario, Ministry of Education, 2011a). Participation in FSL programs should reflect the diversity of the student population, including students with special education needs and English language learners.

Teaching and learning French, as one of Canada’s two official languages, is recognized and valued as an integral component of Ontario’s education system.

Recognizing the inherent benefits of studying languages and the importance for all students to develop proficiency in both official languages of Canada, the ministry values the accomplishments of all students, be they in Core French, Extended French, or French Immersion programs. All students in Ontario’s English-language schools study FSL and are made aware of the benefits of studying FSL from elementary to secondary school and beyond. The importance attached to FSL is reflected in the resources and learning experiences available to students as well as in the opportunities provided for professional learning. FSL educators are valued both as experts in second-language learning and teaching and as influential role models for students.

“Linguistic duality is a fundamental Canadian value and an important asset from every perspective.”

(Fraser, 2011, p. 6)

FSL education serves as a bridge between languages and cultures.

Intercultural understanding is increasingly important for today’s students, and FSL education has a significant role in developing such understanding. Students of FSL not only learn to

communicate and interact with French speakers throughout Canada and the world, they also develop a deeper appreciation and sensitivity for languages and cultures, and establish a foundation for acquiring additional languages. Employers recognize that students of FSL have an aptitude for working with diverse linguistic communities, as they are “more sensitive to the culture” (Jedwab, n.d.). As international mobility and interdependence increase, many students who speak languages other than English and French bring important perspectives into the classroom. FSL education recognizes the link between culture and language, and further engages students to accept diversity.

Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.

Research consistently indicates that students participating in FSL education develop strong English-language literacy skills (Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005). It is suggested that learning FSL also develops a range of cognitive abilities, from improved memory to greater facility in abstract thinking, and as students progress in their learning, they generally become more flexible and creative thinkers (Lazaruk, 2007). Such competencies serve them well in all academic and cognitive tasks. FSL teachers collaborate with teachers of all subjects to help students make connections between French and English, and when possible, between French and the students’ other languages. By making these connections, FSL students can develop a strong understanding of how languages work and which language-learning strategies are most effective for them.

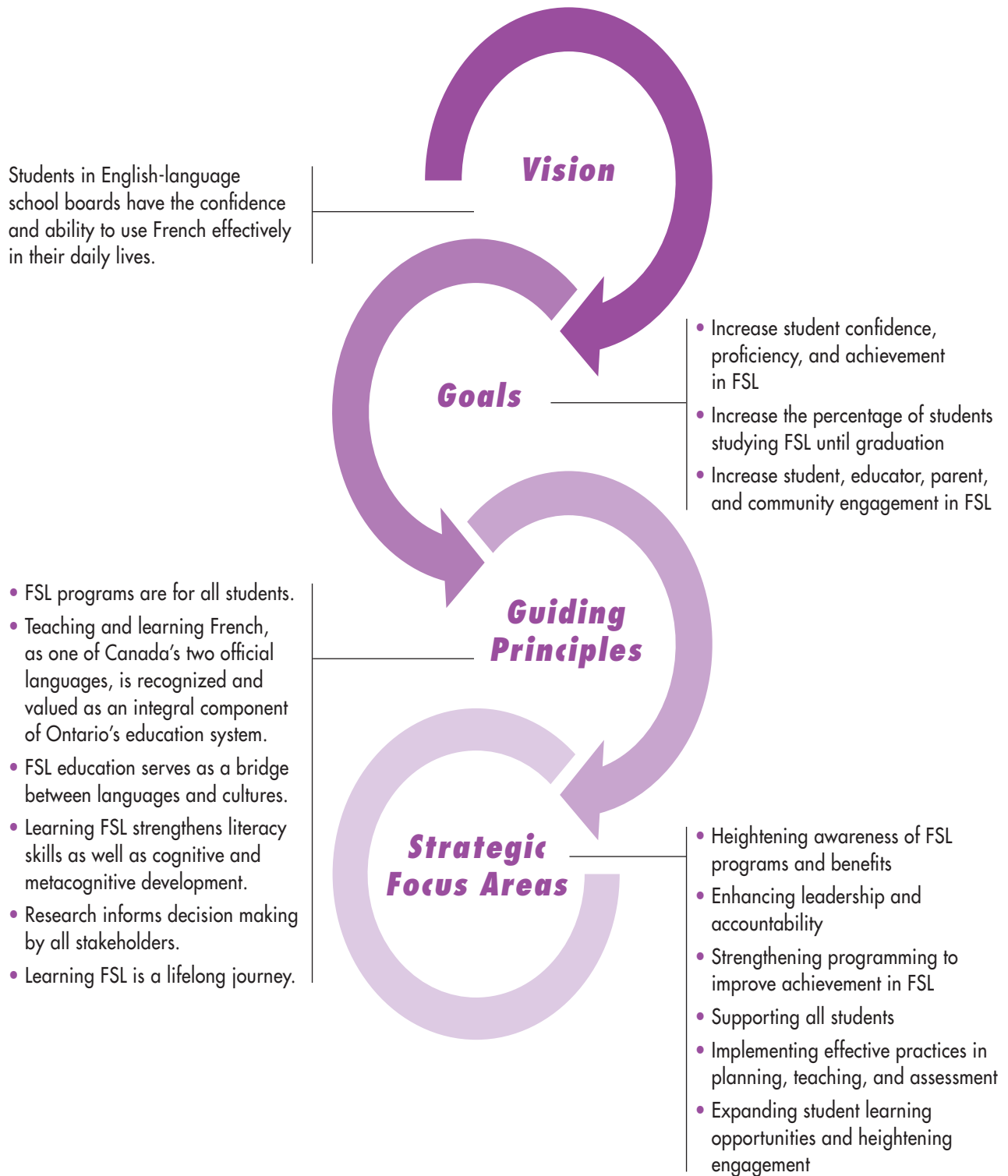
Research informs decision making by all stakeholders.

It is critical that the ministry and stakeholders remain up to date with developments in FSL research so that decision making is informed by research that reflects current thinking and effective practices in FSL education. Although research will be used primarily by educators in the organization, planning, and delivery of programs, it may also be of interest to school and board administrators, guidance counsellors, and teacher advisors, as well as parents and students who wish to make informed choices related to FSL. Educators should be prepared to share their knowledge of research findings with these other stakeholders.

Learning FSL is a lifelong journey.

Students and their families need to be aware of the benefits of continuing on their “FSL journey” throughout elementary and secondary school, and beyond. In learning a language, there are unlimited possibilities for growth and refinement. By continuing their FSL studies, students will be able to consolidate the learning acquired in previous years and reach a level at which they are able to appreciate fully their FSL skills and pursue FSL postsecondary opportunities in education and the workplace. As well, students who study FSL into adulthood provide positive role models for future generations of FSL students. It is important to value the capabilities of FSL learners at *all* stages in their journey, as this provides the motivation for continued study.

A FRAMEWORK FOR FSL, K-12



2. Responding to the Call to Action

Strategic Focus Areas and Suggested Actions

This section presents strategic focus areas and suggested actions to support the attainment of the goals for FSL in Ontario.

The six focus areas, under which the suggested actions are grouped, identify components of a strong FSL plan that school boards can use to develop and implement their own plans over the ten-year period of the FSL framework:

1. Heightening awareness of FSL programs and benefits
2. Enhancing leadership and accountability
3. Strengthening programming to improve achievement in FSL
4. Supporting all students
5. Implementing effective practices in planning, teaching, and assessment
6. Expanding student learning opportunities and heightening engagement

The suggested actions are not intended to be a checklist of actions to complete; rather, the aim is to spark discussion among and/or between stakeholders. In developing their FSL plans under *A Framework for FSL, K–12*, school boards will have the flexibility to determine specific actions to improve FSL programming according to their local needs and circumstances.

School boards, educators, parents, and FSL organizations in Ontario are invited to explore the suggested actions and to work together in identifying effective ways of contributing to the attainment of the goals for FSL. In addition, the ministry recognizes that it too has a critical role in working towards meeting the goals for FSL, and that only the dynamic, concentrated, and collective efforts of all involved will result in a positive impact on FSL, for the benefit of all Ontario students.

FOCUS AREA 1: Heightening Awareness of FSL Programs and Benefits

Schools and school boards

- Raise awareness of the benefits of FSL with a broad range of stakeholders (i.e., parents, students of all ages, trustees, administrators, educators, and community organizations)
- Collaborate with parent organizations that support FSL
- Expose students at an early age to role models who use French in their work or daily lives
- Engage students and parents in discussions regarding possible future advantages in having French-language knowledge and skills (e.g., career possibilities)
- Hold career days and workshops related to opportunities for employment requiring French-language skills
- Celebrate the accomplishments of students in FSL
- Provide materials to school principals to support them in promoting the learning of FSL
- Make information available to parents about local FSL programs in the multiple languages of the community (e.g., brochures)
- Host information sessions for parents about FSL program choices
- Include an FSL section in school board newsletters (e.g., new initiatives, research, opportunities for student exchanges)
- Include items on FSL in school board and school news (e.g., accounts of student exchanges, success stories)
- Increase the visibility of FSL on board and school websites, including a description of the FSL program(s) offered by the school board
- Explore ways to embed FSL in the school culture and to highlight the diversity of French-language countries and French-language regions across Canada
- Increase the visibility of French within and outside the school (e.g., bilingual or multi-lingual signage, incorporating French into announcements and other school activities)

Ministry

- Informs the public about FSL programs and resources in Ontario (e.g., by providing information on its website, at www.edu.gov.on.ca/eng/amenagement/FLS.html, and by sharing information about FSL initiatives with stakeholders)
- Promotes and ensures broad distribution of the document *A Framework for FSL, K–12*
- Issues publications in multiple languages that summarize the information in *A Framework for FSL, K–12*

FOCUS AREA 2: Enhancing Leadership and Accountability

Schools and school boards

- Include analysis of FSL data in the needs assessment of the Board Improvement Plan for Student Achievement
- Where identified as a need, embed FSL in the Board Improvement Plan for Student Achievement

- Include analysis of data and evidence of progress towards Ontario's goals for FSL in the School Improvement Plan (SIP)
- Promote collaboration between FSL and non-FSL educators (e.g., by ensuring that FSL educators are included in professional learning communities within the school and the board)
- Promote collaboration among FSL leaders province-wide
- Promote collaboration among Core French, Extended French, and French Immersion educators within schools and boards
- Promote collaboration among school boards
- Include FSL leaders in board initiatives to ensure consistent FSL practices within boards
- Provide appropriate support to school and board leaders to enable them to improve their knowledge and skills related to FSL education and programs
- Provide appropriate support to school principals, particularly those who do not speak French, to strengthen their role as instructional leaders of FSL programs
- Provide school leaders with opportunities to discuss effective practices in FSL
- Promote awareness of the FSL framework among parents, educators, and trustees
- Develop policies and procedures that are grounded in the FSL framework's guiding principles and support the achievement of Ontario's goals for FSL
- Develop professional learning models⁸ that meet the unique needs of FSL educators
- Consider how future FSL needs may affect the school board's recruitment and hiring process

Ministry

- Collects and analyses FSL data from a variety of sources to inform future provincial initiatives and directions
- Develops support tools to record data, goals, actions, and outcomes
- Shares provincial FSL data with stakeholders to guide decision making
- Engages in conversations with all branches within the ministry whose work involves FSL to ensure the alignment of ministry initiatives and provide cohesive support for school boards, schools, and FSL educators
- Reflects with stakeholders on progress made towards achieving Ontario's goals for FSL
- Updates the electronic version of *A Framework for FSL, K-12* when required
- Engages in ongoing dialogue with school boards regarding the achievement of the goals for FSL
- Analyses long-term trends in FSL as evidenced by local and provincial qualitative and quantitative data
- Follows and analyses current research in FSL
- Introduces initiatives in support of the three provincial goals for FSL

8. As defined in the ministry document *Learning for All, K-12*, *professional learning* refers to "focused, ongoing learning for every educator 'in context', to link new conceptions of instructional practice with assessment of student learning" (Ontario, Ministry of Education, 2011a, p. 7).

FOCUS AREA 3: Strengthening Programming to Improve Achievement in FSL

Schools and school boards

- Explore program delivery options at elementary and secondary schools, as well as entry levels and requirements, to maximize student participation and opportunities to develop proficiency in French
- Explore the use of flexible timetabling and scheduling to provide students with a wider range of options and to avoid conflicts with mandatory courses (e.g., use block scheduling)
- Inform students at all grade levels of the educational opportunities available with continued study of FSL
- Help Grade 8 students and their parents develop a solid understanding of FSL course types
- Facilitate collaboration of educators involved in the transition of FSL students from elementary to secondary school or from one program to another
- Provide opportunities to integrate French-language skills in curricular and extracurricular activities (e.g., volunteer hours)
- Remind students that they may count up to three FSL credits towards the 18 compulsory credits
- Increase possibilities for credit recovery in FSL
- Inform guidance staff about the province's goals for FSL (in view of the important role they play in timetabling and influencing students to pursue FSL)
- Explore the availability of French cooperative education work placements
- Increase course and program offerings (e.g., subjects other than French at the applied level for French Immersion students taking applied courses)

Ministry

- Supports school boards through ongoing dialogue and professional learning opportunities
- Reviews research relevant to FSL in order to inform decision making and enhance support
- Supports school boards in exploring various FSL delivery models by sharing research

FOCUS AREA 4: Supporting All Students

Schools and school boards

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
- Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning⁹

9. See *Learning for All, K-12*, pages 11-21.

- Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
- Implement the Tiered Approach to prevention and intervention¹⁰
- Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
- Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
- Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
- Support English language learners in transferring literacy skills to strengthen first-language and FSL skills
- Consult with students to determine what would engage them in class and help them learn French
- Engage all students in accepting and respecting the diversity of the school community
- Review practices around substitutions for Core French to support the participation of all students

Ministry

- Collects and analyses data on the participation of English language learners and students with special education needs in FSL
- Integrates ways of supporting all students in professional learning opportunities for FSL educators
- Takes every opportunity for collaboration on FSL among ministry divisions

FOCUS AREA 5: Implementing Effective Practices in Planning, Teaching, and Assessment

Schools and school boards

- Ensure that high expectations for student achievement in FSL are maintained
- Facilitate the sharing of effective practices in planning, teaching, and assessment in FSL by providing FSL-specific professional learning opportunities and engaging FSL educators in collaborative inquiry
- Promote reflection on pedagogical practices, with reference to current research related to FSL
- Ensure FSL educators are included in professional discussions and initiatives that strengthen student achievement
- Ensure FSL educators are aware of other resources that support effective practices (e.g., Literacy and Numeracy Secretariat resources, which are available online at www.edu.gov.on.ca/eng/literacynumeracy/publications.html)
- Create opportunities for FSL educators to collaborate with English-language colleagues
- Provide FSL educators with opportunities to set specific targets for each student and plan focused instruction to support student success

10. See *Learning for All, K–12*, pages 22–24.

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- Provide opportunities for moderated marking of oral and written student work in FSL
- Monitor student proficiency and confidence in FSL
- Establish that French is the language of communication in FSL classes and that students are expected to interact with each other in French
- Provide learning opportunities for students to use and reuse language in meaningful activities
- Focus on what students *can* do
- Foster learner autonomy through the explicit teaching of self-assessment and goal setting, and the use of student portfolios to help students track their progress and record tangible evidence to monitor growth (e.g., video clips of students engaged in authentic, spontaneous interaction)
- Implement the action-oriented approach, which builds on previous approaches, to plan authentic, meaningful, interactive, and relevant tasks; emphasize the functional use of language; create a purpose for learning FSL
- Implement the gradual release of responsibility for learning and provide sufficient scaffolding
- Plan tasks that foster the development of higher-order and critical thinking skills as well as the ability to apply French-language skills spontaneously in interactive activities
- Teach new material so that development of oral proficiency provides a foundation on which to build skills in reading and writing, with oral language infused throughout the learning process
- Facilitate a review of the content and format of final exams at the secondary school level (e.g., Is there a focus on functional French, with opportunities to assess listening, speaking, reading, and writing?)
- Promote networking and sharing of resources electronically (e.g., through the Ontario Educational Resource Bank)
- Model lifelong learning of French in the classroom and take an active role in increasing language proficiency (e.g., by researching vocabulary relevant to student interests and participating in immersion programs for educators)

Ministry

- Liaises with the federal government, as appropriate
- Liaises with universities, faculties of education, and providers of FSL Additional Qualifications courses (e.g., to share information on provincial FSL initiatives)
- Supports school boards in deepening understanding of the CEFR to inform instructional and assessment practices
- Develops resources to support effective teaching and learning strategies

FOCUS AREA 6: Expanding Student Learning Opportunities and Heightening Engagement

Schools and school boards

- Capitalize on student interest in technology: use tools to facilitate conversations with French-language speakers; use websites to find authentic resources and software to enhance students' use and understanding of oral French; use videos to enable students to hear and develop an understanding of accents from around the world

- Explore ways to optimize the use of e-Learning resources
- Liaise with francophone communities and promote student participation in French cultural activities, immersion opportunities, and the use of technology and social digital media to connect with French communities
- Foster awareness of community organizations that promote French language and culture or that offer services in French
- Build a sense of community to create a positive and inclusive environment where students feel motivated to improve their French-language skills
- Promote awareness of French resources available through classroom, school, and public libraries
- Provide opportunities for students to have a voice in shaping learning experiences
- Host a Language Assistant through the Odyssey program, where possible¹¹
- Provide information for students and parents about opportunities for bursaries to learn French, such as the five-week intensive language–immersion course¹²
- Invite parents of FSL students to learn about how French is taught in the classroom
- Explore partnerships with parents and community organizations and within the global community to increase opportunities for students to use and/or be exposed to French

Ministry

- Seeks input and feedback on provincial initiatives from the FSL Provincial Working Group
- Meets regularly with major stakeholder groups, provincially and nationally, to cultivate FSL networks for the benefit of students
- Explores ways in which FSL educators can be immersed in a French-language environment while sharing effective strategies for integrating French culture into their teaching

11. For more information, visit the website www.myodyssey.ca/en/page/?plo_supervisors or contact the local supervisor or the provincial coordinator at odyssey.program@ontario.ca.

12. For more information, visit www.myexplore.ca/.

Planning and Reporting on Progress in FSL

Over the ten-year timeframe of *A Framework for FSL, K–12*, at the beginning of Years 1, 5, and 8, school boards will create and submit to the ministry a concise three-year FSL plan that supports the three provincial goals for FSL. This plan, which encompasses both the elementary and secondary levels, is to include at least one measurable goal, based on district needs, for each of the province's three goals for FSL.

The FSL plan, while aligning with other board plans, would assist boards in thinking strategically about FSL and planning with precision in order to support the attainment of the provincial goals for FSL. It should be noted that FSL can be embedded in the Board Improvement Plan for Student Achievement (BIPSA) if it has been identified as a need; however, doing so would not be a substitute for creating the FSL plan.

Boards will also submit a short progress report in Years 4, 7, and 10. Annually, school board staff responsible for FSL will share their progress with ministry staff.

Since research supports the benefits of consulting with stakeholders throughout the planning process, school boards may wish to consider ways of including stakeholders in their FSL planning.

Observing developments in FSL over a decade of focused collaborative effort, from 2013–14 to 2022–23, will enable the ministry to support continuity and alignment in the use of effective instructional practices in FSL programs across the province and to monitor trends in FSL education over time.

A vital component in the planning process is the establishment of baseline data¹³ that can be used to prioritize needs and provide a basis for measuring progress over time. In Year 1 (2013–14) of the plan, school boards will collect and analyse baseline data related to FSL and use their findings to set specific goals to be achieved during the first three-year plan. Boards will monitor progress by comparing data collected over the course of the plan with the baseline data.

The following table presents a summary of milestones over the ten-year period of the FSL plan.

13. See Appendix B, pages 41–42, for suggested questions to facilitate FSL data collection.

FSL PLAN: SUMMARY OF MILESTONES, 2013-14 TO 2022-23					
School boards will:					
YEAR 1 2013-14	YEARS 2, 3, 4 2014-15 TO 2016-17	START OF YEAR 5 2017-18	YEARS 5, 6, 7 2017-18 TO 2019-20	START OF YEAR 8 2020-21	YEARS 8, 9, 10 2020-21 TO 2022-23
Establish baseline data	Implement FSL plan, collect data, and monitor progress	Analyse data and compare with baseline data	Implement FSL plan, collect data, and monitor progress	Analyse data and compare with baseline data	Implement FSL plan, collect data, and monitor progress
Create and submit a concise 3-year plan for 2014-15 to 2016-17 and begin implementation	Review plan annually and adjust as required	Create and submit the 2nd 3-year plan for 2017-18 to 2019-20	Review plan annually and adjust as required	Create and submit the 3rd 3-year plan for 2020-21 to 2022-23	Review plan annually and adjust as required
	Submit progress report to the ministry at the end of YEAR 4 (2016-17)		Submit progress report to the ministry at the end of YEAR 7 (2019-20)		Submit progress report to the ministry at the end of YEAR 10 (2022-23)
ANNUALLY: Reflect and engage in focused dialogue on progress with ministry staff					

3. Parents and Communities as Partners in FSL

Increased parental and community engagement is a critical component of the FSL goals. High levels of engagement in FSL by adult role models in the school, home, and community highlight for students the value that is placed on learning additional languages, especially French, in Ontario.

Parents

Parent involvement leads to student success

Parent engagement matters. Study after study has shown us that student achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved...

Students are more likely to be motivated, to earn higher grades, to have better behaviour and social skills, and to continue their education to a higher level when their parents are actively engaged in supporting their success at school.

Ministry of Education, "Parent Engagement"
www.edu.gov.on.ca/eng/parents/involvement/

Parents and schools share responsibility for children's education throughout elementary and secondary school, and working together increases the effectiveness of the support that each provides. Influential in shaping attitudes and values, parents help their children set goals and look to the future. Parental interest and encouragement can be a significant factor in motivating students to engage fully in learning FSL and to continue their FSL studies throughout secondary school and beyond. FSL educators reach out to parents to build strong relationships and open the lines of communication between home and school. Grounded in mutual understanding, respect, and trust, these relationships provide the foundation upon which positive experiences in FSL are developed and long-lasting impressions formed.

Some parents may think that they have little to contribute to their children's FSL education because they do not speak or read French. This perception is groundless. Parents do not need to possess French-language skills themselves in order to support children in learning FSL.

It is important for parents to understand that skills developed in learning one language are transferable to the learning of others. Parents can support their children in this learning by providing a language-rich environment in the home. Having meaningful conversations and reading with children daily in their home language, as well as surrounding them with books and magazines on a variety of topics, are among the most effective ways for parents to support children's developing skills in any language(s) they may be learning.

Parents can also support their children's FSL learning by exposing them to French through television, movies, and cultural events. Children can be highly motivated to study FSL when they see that French is the language used by many people in their daily lives. Moreover, such experiences help nurture an enduring appreciation of French culture in Ontario, throughout Canada, and around the world.

The offering of FSL programs may differ in school boards across Ontario; therefore, it is essential that parents have access to detailed information about the programs their board offers so that they are aware of their options and are able to make well-informed decisions regarding their children's FSL education.

Communities

While learning FSL may begin in the classroom, research suggests that there are considerable benefits in making it come alive through authentic French-language experiences beyond the school (Mady & Arnott, 2010). In communities that are primarily English speaking, opportunities to provide such experiences may not be readily available. Yet these are the communities in which students most need to be exposed to French in real-life contexts; therefore, they should be encouraged to seek opportunities to make connections with French-language communities across the province and the country as well as internationally.

"Of course, the quality of second-language courses and programs and strengthening of these programs through opportunities for social interaction, cultural activities and exchanges are key factors for attracting and retaining young students."

(Fraser, 2008, p. 14)

Ways in which students could be exposed to authentic French-language experiences include the following:

- Provide opportunities for secondary school students to develop their FSL skills through cooperative education work placements and volunteer community involvement.
 - Cooperative education work placements could be offered in businesses, libraries, and other organizations in which French is used.
 - Volunteer placements could include reading in French to younger children at the local library or helping provide French services in local communities.

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- Provide opportunities for community members and students to share their interest in French language and culture.
- Arrange travel and exchange programs between communities.
- Add a French component to camps and after-school programs.
- Offer French films at local theatres.

FSL Programs in Ontario

It is important that parents and community partners have a clear understanding of the characteristics of each of the three recognized FSL programs – Core French, Extended French, and French Immersion – and the options available in their local school board. This will help them make effective contributions and will support their continuing engagement with FSL education. Information and details regarding high school diploma requirements can be found in Section 6 of *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*, posted on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/os/index.html.

Parents and community partners should be aware that the curriculum documents for the three recognized FSL programs, as well as information about FSL in Ontario, are available on the ministry website, at www.edu.gov.on.ca/eng/amenagement/FLS.html. School boards provide further details about their local FSL programs on their websites, which can be accessed at www.edu.gov.on.ca/eng/sbinfo/boardList.html.

Boards can provide information about FSL programs in several ways – for example, by holding information sessions with parents and community partners or by including a summary chart in a board newsletter. The summary of FSL programs presented in Appendix A is intended to assist boards and educators in raising awareness of the types of FSL programs offered.

FSL in Ontario: Frequently Asked Questions

The following questions and answers are intended as a guide for FSL educators, as well as other board and school staff, in responding to parental concerns.

How will my child benefit by studying French as a second language?

In Ontario and throughout Canada, many jobs require skills in both French and English, and even when it is not a mandatory requirement, French can be a valuable asset in work that involves interacting with the public. Students gain significant advantages when they speak more than one language. Besides creating more work options and the potential to earn a higher income, learning FSL helps strengthen first-language skills and establishes a solid foundation for learning additional languages. Studies have shown that learning more

than one language has a positive effect on the development of problem-solving and creative-thinking abilities. Additional personal benefits include a heightened appreciation for French culture in Canada and around the world, a broadening of global perspectives, and increased opportunities for international travel and study as well as a general understanding and acceptance of diversity.

How can I prepare my child for learning French as a second language?

Children are not expected to know any French prior to beginning Core French, Extended French, or French Immersion. Even if they do not know French themselves, parents can encourage their children to take an interest in French in various ways. Children might enjoy noticing and examining how French is used in their environment – for example, on packaging of food and household items. Some children might also enjoy listening to French children’s songs and rhymes, watching French children’s programming, videos, or movies, counting in French, or singing the alphabet in French. A positive outlook, a commitment to supporting your child’s education, and a belief in your child’s ability to learn provide a strong foundation for a positive experience in FSL.

How can I help my child succeed in learning French as a second language?

Being a positive role model can have a powerful influence on children. Showing your child that you value the learning of French is one of the most important ways to nurture your child’s motivation to do well. You can do this by periodically listening to French audio books with your child, watching French television or movies together, and talking about the many communities in Ontario, throughout Canada, and around the world in which French is spoken. Another way of showing that you value French is by learning along with your child. You may also find it useful to take part in social activities for learners of French or to join a parent group that supports FSL education. Such experiences can increase your confidence in contexts where French is used, and thus enhance your ability to support your child’s FSL learning.

Because literacy skills acquired in one language will transfer to another, seeing their parents reading in English or their first language can motivate children to read on their own, thus developing literacy skills in the languages they are learning. Taking children to the library, reading together, and encouraging them to read in French as well as English are further ways for parents to support the development of their children’s literacy skills.

Some children may be eager to share at home what they have learned in French at school, while others may feel uncomfortable if called upon to “perform”. Asking children to say something in French will not likely result in a demonstration of what they know, whereas encouraging children to read books and magazines in French, their own French compositions, or French labels on packaging shows that you value their French-language skills. You could also look out for opportunities for your child to take part in French activities beyond the classroom, such as school trips, camps, or visits and exchanges. It is always beneficial for children to see that French is the language used by many people in their daily lives.

Learning another language involves skills such as attentive listening, recalling information, inferring, and making predictions. These skills can be developed in any language, often through activities children enjoy such as oral word association and rhyming games; learning song lyrics, poetry, and riddles; playing board, computer, and card games; and doing puzzles of all types. Part of the benefit of these games is the time spent interacting with adults and friends, learning about the world, and seeing how others learn and communicate.

Open communication with the FSL teacher is invaluable in establishing a strong partnership to support your child's success. This may be accomplished by attending curriculum information sessions and parent–teacher interviews. It is important for parents to communicate with the FSL teacher if there are aspects of the children's FSL learning that need particular attention.

I don't speak French. How can I help my child with FSL homework?

Parents of FSL students are not expected to know French. Although French is the language of the FSL class, communication between school and home is in English. Parents may use opportunities such as orientation to school, meet-the-staff night, and parent–teacher conferences to find out about the FSL program, homework expectations, and how to support children's success. Homework completion can be monitored by checking home–school communications.

Parents can help by providing a regular time and place for children to complete work at home. Making homework a routine part of after-school activity will help ensure that children do their homework assignments. Parents can also help to make homework a pleasurable experience by applauding their children's efforts – for example, when they listen to their children read or practise oral French.

Resources designed to assist parents may be available in libraries and on the Internet, and parents are encouraged to access them. One example of an online resource is *The FSL Toolbox* (www.fslhomeworktoolbox.ca/), which has a wealth of information for parents and offers practical tools for learning French, including videos and audio files. As well, the ministry (at www.edu.gov.on.ca/abc123/) provides tips in several languages on a variety of ways to support children's learning at home.

How can I be involved in FSL at my child's school if I don't speak French?

There are many ways in which parents can become involved in FSL, such as assisting on class trips or with special events in the class or school, helping find out where French is spoken or used in the community, organizing French social activities, information nights, or summer programs, and networking with community groups. Many elementary schools and classes look for volunteers to listen to children read in French. Even if your French-language skills are limited, your attentive listening would be appreciated by young students. FSL students are sometimes involved in French drama or music presentations and may be grateful to receive artistic, musical, or technological assistance.

How can I help my child understand the benefits of continuing to learn French until secondary school graduation and beyond?

Children should understand that it takes time to develop French-language skills. Like a novice athlete or musician, an FSL learner cannot be expected to master the required skills without instruction and practice over an extended period. Drawing attention to bilingual role models can motivate children to continue their FSL studies so that they become proficient in French.

It is important to discuss the benefits of having French-language skills with children when they are thinking about secondary school course options, or even earlier than that, so they can make decisions that do not close doors and limit their opportunities in the future. If children find it hard to see how French-language skills will have a positive impact on their chosen field of interest, parents can point out that there are institutions and jobs, both in Canada and around the world, that require French-language skills. Having a high level of proficiency in French can open up a wider range of career opportunities.

What can I do if my child encounters difficulties in FSL?

If you are concerned that your child is experiencing difficulties, you should let the FSL teacher know so that together you can discuss what can be done to help your child's learning. Most children encounter challenges from time to time, but if your child is worried, frustrated, or expresses a concern about learning French, it could be the sign of an underlying problem that should be resolved as soon as possible. Children progress at different rates and learn in different ways, so teachers plan instruction and assessment taking into consideration the students' interests, learning styles, and previously acquired knowledge and skills.

Will my child be able to speak French as well as read, write, and understand it?

All students learning FSL are expected to develop skills in listening, speaking, reading, and writing. The Core French program is intended to help students develop a usable command of the language, while Extended French and French Immersion, which offer more hours of instruction in French, provide opportunities for students to develop greater fluency. As in any other subject, the level of achievement will differ depending on the child.

There are many factors that influence the level of proficiency attained, but students normally progress from being able to use very simple language about themselves and familiar situations to being able to communicate about a broader range of topics, using and understanding increasingly complex language structures. Generally, the more FSL courses taken, the higher the degree of fluency and accuracy attained.

How do I enrol my child in French Immersion or Extended French?

Not all schools offer Extended French and/or French Immersion. School boards have the option of offering Extended French and French Immersion programs based on local demands and resources, and the decision to establish these programs is made by the local board. In addition, boards have the flexibility to decide in which grade Extended French and French Immersion will begin. It is recommended that parents of pre-schoolers check with their

school board to find out about the FSL programs offered, their beginning grade level, and the enrolment options and process. Boards often offer an information session in winter or spring for parents interested in registering their children.

How might French Immersion programs differ at the elementary level?

There are many models of French Immersion programs in elementary schools since school boards have the flexibility to design programs to meet local needs. For example, boards decide the grade at which immersion programs begin as well as which subjects will be taught in French and in which grade courses in English language arts will begin.

“In early immersion programs, students gain fluency and literacy in French at no apparent cost to their English academic skills. Within a year of the introduction of formal English language arts students catch up in most aspects of English standardized test performance.”

(Cummins, 1998, p. 34)

What should my child consider when choosing FSL courses at secondary school?

Grade 8 students should reflect on their strengths, interests, and goals as they consider the course descriptions and expectations contained in the Ontario curriculum documents (www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html). Students may also find it helpful to discuss their choices with their current elementary FSL teacher and where possible a secondary FSL teacher.

Where can my child find out about postsecondary opportunities to study in French?

Students can search for French courses and programs on the websites of postsecondary institutions. The following links provide contacts for all Ontario colleges and universities:

www.tcu.gov.on.ca/eng/postsecondary/schoolsprogram/college/

www.tcu.gov.on.ca/eng/postsecondary/schoolsprogram/university/

French programs might be listed under various headings, so students should check terms such as Modern Languages, Humanities, French as a Second Language, French Immersion, or Français. In addition to finding out about the courses and programs offered, FSL students may be interested in seeing if postsecondary institutions provide opportunities to complete a portion of the FSL program in a French community.

Where can I find out more about FSL programs in Ontario?

The ministry provides information about FSL programs in Ontario on its website, at www.edu.gov.on.ca/eng/amenagement/FLS.html.

School boards provide details about their local FSL programs on their websites. A complete list of all school boards in Ontario is available online at www.edu.gov.on.ca/eng/sbinfo/boardList.html.

Elementary curriculum documents are available online at www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html.

Secondary curriculum documents are available online at www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html.

The following link provides information on French-language and bilingual postsecondary institutions: www.ontario.ca/education-and-training/french-language-institutions.

4. A Review of the Research

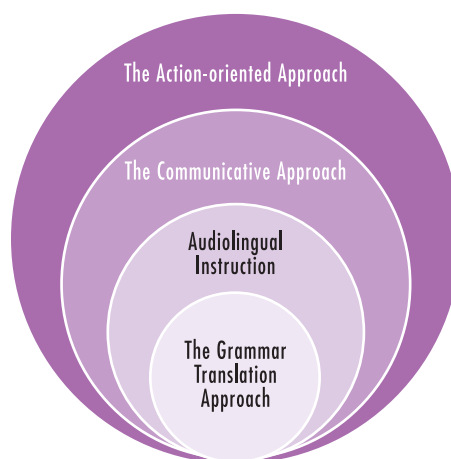
This section presents highlights from research that educators may find useful to inform and support their decision making related to FSL and their communications with other FSL stakeholders. There are numerous aspects to second-language education and acquisition. The research included in this review focuses on FSL programs, and is by no means exhaustive. The section presents an overview of teaching approaches, emphasizes that FSL is for all learners, and suggests research-based actions to improve opportunities for all students to succeed in FSL programs.

The Evolution of FSL Pedagogy

There are many practical, cognitive, and psychological benefits to learning languages. For example, research has documented that individuals who can converse in more than one language enjoy increased employment opportunities and demonstrate enhanced problem-solving skills and confidence in social situations. Recognizing such benefits, researchers have studied the various methods for teaching languages in order to evaluate which are most effective in developing strong second-language capabilities in young learners. Not surprisingly, outcomes differ depending on the strategy.

Second-language teaching approaches have evolved over time to meet the changing needs of society and to reflect new insights from ongoing research. Knowledge of the expectations and experiences of past generations with respect to second-language teaching and learning assists educators and other stakeholders to make informed choices about how to support and strengthen second-language learning for today's and tomorrow's students. The following paragraphs summarize some of the more prominent approaches to second-language pedagogy.

Each approach builds on and includes components of all preceding approaches.



The Grammar Translation Approach

As the motivations for learning languages have evolved with increasing global interconnectivity, so, too, have the approaches to and means of teaching languages. Whereas the focus of language instruction in today's classrooms is on the ability to communicate, traditional methodology in the early twentieth century focused on the ability to translate foreign words into the first-language equivalent (Puren, 2006). This methodology, often referred to as the "grammar translation approach", had its origins in the teaching of classical languages (Lightbown & Spada, 2006). The primary objective of this approach was to enable students to read literature in the target language; a typical classroom activity required students to read text in the second language and translate it into their first language. A common teaching strategy was to present vocabulary lists alongside their translation equivalents, supplemented by explicit teaching of related grammar rules (p. 138). Through the study of foreign words and the grammatical forms of the language, students acquired competencies in reading and writing but not necessarily in oral communication skills.

Audiolingual Instruction

Arising in part as a reaction to the limitations of the grammar translation approach, a subsequent phase in second-language teaching, described by some as "audiolingual instruction", placed a greater emphasis on oral elements. Rather than focusing on the reading of foreign texts, audiolingual teaching provided students with opportunities to listen to and speak the target language. Despite the greater attention given to oral language, however, students taught by this method were still limited in their ability to use the language to communicate. Since free or spontaneous speech might lead to errors that could become entrenched over time as "bad habits", instruction emphasized the repetition of learned expressions rather than impromptu speech. A typical classroom activity would have students memorize and act out a short conversation, without necessarily understanding the context or what they were saying (Lightbown & Spada, 2006, p. 139).

Studies of the use of audiolingual and grammar-based approaches in the classroom have found little evidence to suggest that they lead to second-language comprehension, fluency, or communicative competence. As Lightbown and Spada (2006) explain, "Learners receiving audiolingual or grammar-translation instruction are often unable to communicate their messages and intentions effectively in a second language. Experience has also shown that primarily or exclusively structure-based approaches to teaching do not guarantee that learners develop high levels of accuracy and linguistic knowledge" (p. 143).

The Communicative Approach

Evidence that both grammar translation and audiolingual methods were often ineffective in producing fluent, accurate speakers of the target language led to the development of the "communicative approach". In this approach, instruction focused on providing learners with opportunities to use the language in a meaningful way. Supporters of this approach hold that errors are a natural part of the language-learning process and that communication of meaning should be central, with less emphasis on language form (Lightbown & Spada, 2006). In short, fluency rather than accuracy is the priority. Classroom activities are often organized around such communicative activities as asking for information, expressing likes and dislikes,

describing, inviting, promising, or apologizing – functions that a learner would need to know to get by in a foreign language. Contextual cues, props, and gestures are used to support communication of meaning. Grammar rules are learnt in the context of how they help to express meaning appropriately (Canale & Swain, 1980, p. 2).

The notion that language is acquired most effectively when it is learned for and through communication has been widely accepted and supported through research (see Lightbown & Spada, 2006; Genesee, 1994). In a 2005 study documenting the relationship between teaching strategies and student learning outcomes, authors Netten and Germain define *highly effective teaching* as “the use of strategies which focus on language use (modelling, using and correcting) in spontaneous communication throughout the lesson, without previous practice of vocabulary or forms” (p. 198).

Teaching strategies are an important factor in the achievement of communicative abilities in a second language. Educators who employ *highly effective teaching* methods have been found to be more successful in developing students’ skills in spontaneous communication.

The Action-oriented Approach

Although the communicative approach highlights the value of listening to and producing language as a way to develop oral proficiency, some argue that it does not fully meet the diverse needs of language learners (Puren, 2006). The communicative approach is often associated with the use of themes or literature to organize units of study that may or may not be relevant to students. Recent research has proposed a view of language learning as occurring through “social action”. The “action-oriented approach” focuses on learning functional language related to accomplishing real-life tasks. This approach views students as “social agents” who use “acts of speech” to interact with others in order to complete tasks that involve a “purposeful action ... to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved” (CEFR, 2001, p. 10). Students create and process oral and written texts using general and linguistic competences and a variety of “reception, production, interaction or mediation” strategies (p. 15).

Teachers adopting an action-oriented approach may present language activities to students that closely mimic tasks they might face in everyday life. The tasks are therefore open-ended and require the use of a variety of skills and knowledge, often requiring oral and/or written interaction between two or more students. Grammar is viewed as a tool to enhance oral and written communication skills, and as such is taught in a relevant context. Activities engage learners in meaningful communication that is clearly related to their personal needs and interests and to life beyond the classroom.

Using a Combination of Approaches to Meet Diverse Needs

Each of the approaches to language instruction discussed above provides educators with a set of theoretical principles from which to derive their instructional strategies; however, basing classroom activities exclusively on one approach has limitations. Given the diversity of students’ strengths and needs, readiness to learn, interests, and learning styles, teachers may find that no single set of prescribed procedures is adequate to meet the needs of all students

(Alberta Education, 2008). Teachers generally find it more appropriate to use a combination of approaches in order to meet the needs of their students. Teachers who do so may be said to favour an eclectic approach.

Implicit Linguistic Competence versus Explicit Linguistic Knowledge

There has been considerable debate about the impact of explicit knowledge on the development of proficiency in a second language. Explicit knowledge, in this regard, refers to the conscious awareness and practice of the grammatical rules that govern a language. In this model, knowledge of a language is acquired first through explicit teaching, perhaps through the memorization of vocabulary and verb forms, and then develops into what is often referred to as “implicit competence”, or the internal grammar that facilitates spontaneous oral communication (Netten & Germain, 2005). Through time and practice, it is reasoned, explicit knowledge of language rules will eventually become internalized knowledge that enables language learners to communicate with ease in the second language (Newfoundland and Labrador, Department of Education, 2011).

Neurological research on this topic, however, indicates that the path to implicit competence through explicit knowledge is not so direct. Michel Paradis, for example, has argued that conscious knowledge and implicit knowledge require two different types of memory, which are located in different regions of the brain. The conscious knowledge of rules and grammar is stored in declarative memory, whereas the implicit or intuitive knowledge used when speaking spontaneously requires procedural memory. Studies of patients with Alzheimer’s disease confirm that these two types of memory are located in different parts of the brain and are not directly connected. In his *Neurolinguistic Theory of Bilingualism*, Paradis therefore concludes that explicit knowledge cannot be transformed into implicit competence. While implicit competence is required for spontaneous oral production, explicit knowledge is not (Netten & Germain, 2005).

Canadian studies have supported Paradis’ findings that an explicit emphasis on grammatical forms and rules does not necessarily translate into the spontaneous oral production of language. In a 2005 study conducted by Netten and Germain, two classes of Grade 6 students were given the same number of hours of instruction in French over a five-month period. Students in classroom A spent considerable time developing explicit knowledge of language with a focus on spelling, pronunciation, and error correction. In classroom B, the teacher’s strategy was much more focused on fluency, with an emphasis on student-to-student interaction, open-ended questions, and personalization.¹⁴ Despite the lack of emphasis on language form, the students in classroom B were found to be able to communicate orally with considerable spontaneity and accuracy, while their peers in classroom A were less able to do so.

14. As defined in the ministry document *Learning for All, K–12*, *personalization* refers to “education that puts the learner at the centre, providing assessment and instruction that are tailored to students’ particular learning and motivational needs” (Ontario, Ministry of Education, 2011a, p. 7).

The Role of Explicit Instruction

Though a focus on grammar and language form may not be the single most effective strategy for learning a second language, the role of explicit instruction in language acquisition should not be discounted entirely. As explained by Netten and Germain (2005), “The role of explicit instruction is not to facilitate acquisition as such but to assist in increasing the degree of accuracy of the language that is being or has been acquired” (p. 195). It has been proposed that explicit instruction can be beneficial to students by drawing attention to errors and allowing students the opportunity to self-correct. Research seems to favour a combination of the implicit and explicit approaches to second-language instruction. That is, teaching methods that include correction and attention to form in meaningful and communicative tasks may be effective in capitalizing on the learning benefits of both explicit and implicit strategies (Dagenais, 2008).

FSL and the Development of First-Language Skills

A common barrier to enrolment in FSL programs is the belief that learning French as a second language, especially at a young age, can interfere with or delay the development of proficiency in English. This is of particular concern to parents who are considering enrolling their child in French Immersion or Extended French programs, but also to parents who may feel that time spent during Core French could be better spent on developing English literacy skills.

Standing in direct opposition to these fears, however, is the concept of *additive bilingualism*. The belief that learning an additional language does not interfere with the development of the first language is a central tenet of all second-language immersion programs. While some argue that strong first-language skills facilitate the learning of a second language, research also shows that second-language learning enhances first-language and overall literacy skills. Mastery of the first language is not a prerequisite for learning a second language. Rather, students can develop fluency and proficiency in a second language while continuing to learn their first, as is the case with students in French Immersion programs.

Some studies have pointed to a limited period of time during which students in immersion programs do not perform as strongly as same-age peers who have received instruction in their first language. Students in immersion programs have been found to test lower on some early literacy skills, including word knowledge, spelling, and punctuation. However, this delay has been shown to disappear within one or two years after the immersion student begins receiving instruction in the first language (Fortune & Menke, 2010; Lapkin, Hart, & Turnbull, 2003). Students are able to “catch up”, likely by transferring critical skills, including literacy skills, from French to English and vice versa (Dagenais, 2008).

FSL for All Learners

Despite the many benefits and rewards that learning languages presents, some students have been discouraged from participating in FSL programs. The following section addresses the misconceptions that FSL programs are unsuitable for English language learners and for students with special education needs.

English Language Learners in FSL

The belief that FSL programs are not suitable for English language learners (ELLs)¹⁵ may be based on the assumption that learning an additional language will disadvantage or unfairly burden students who are still working to attain proficiency in English. Requiring students to learn an additional language, it is reasoned, places undue stress on students' capacity to learn and may even interfere with English language acquisition.

There is no evidence to support this claim. In fact, research indicates that exposing English language learners to FSL may have a positive influence on their English acquisition (Lapkin, Mady, & Arnott, 2008, p. 11). In a study conducted by Bild and Swain (1989), Grade 8 students in an Ontario English–French bilingual program were given oral and written tests to measure their French proficiency. Students were selected for the study based on their first language – English, Italian, or a non-Romance language. Bilingual students, or those who were literate in English *and* Italian or another language, performed significantly better than their unilingual English counterparts on almost all measures. Other studies have also concluded that knowing a second language facilitates the learning of a third language (Hoti et al., 2011; Björklund & Mård-Miettinen, 2011, p. 29). Bilingual students are therefore considered to be excellent candidates for French Immersion programs.

A recent survey of English language learners who completed FSL programs indicates that these students can achieve great success in FSL. Of those surveyed, 87 per cent felt that their French was good, or adequate enough to continue FSL at a higher level. Roughly two-thirds felt their French proficiency was good enough to cope with social situations, to understand mass media in French, and to apply for jobs requiring the language. Ninety-five per cent of immigrant parents who enrolled their ELL children in French Immersion reported being satisfied with their decision and with the program (CPF, 2010, p. 8).

There is ample reason to encourage English language learners to participate in FSL programs. In addition to facilitating English proficiency, trilingualism has many other benefits. The ability to communicate in several languages can enhance understanding and appreciation of global diversity. Multilingual individuals also experience practical rewards such as increased career and educational opportunities (Archibald et al., 2006). Recognizing these benefits and students' vast capacity to learn, some regions in Europe have already established trilingual education programs with the expressed aim of establishing trilingualism more widely among students (Ytsma, 2001; Cummins, 2007).

15. As defined in the ministry document *Many Roots, Many Voices*, English language learners are students in English-language schools whose first language is other than English or is a variety of English that is significantly different from the variety used in Ontario's schools, and who may initially require educational interventions to assist them in attaining English language proficiency (Ontario, Ministry of Education, 2005, p. 48; www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf).

Students with Special Education Needs in FSL

Parents and educators work to provide appropriate support when a student experiences challenges in any subject. With respect to learning FSL, a number of academic researchers state that, under the right circumstances, all children are able to learn two languages.

As explained by Archibald and colleagues (2006), “Students with special needs can learn second languages. As with other subjects, they need accommodation, but there is nothing inherent in the learning of a second language that precludes special needs students” (p. 2). For these reasons, some academics have suggested that attention should be paid to creating learning environments where students feel comfortable expressing their ideas in a second language (Gersten & Woodward, 1994). Other language experts have focused on the need for differentiated instruction.

Differentiated instruction is a teaching practice that acknowledges the varied learning needs of all students – including struggling learners, students who are excelling, and all students in between. In order to adapt instruction to learners’ needs, teachers become familiar with students’ learning styles and preferences, interests, readiness, and current level of ability, as well as the factors that motivate their learning. This knowledge enables teachers to be flexible in tailoring the content of instruction and their teaching approaches to the needs and interests of students.

Fortune & Menke (2010, p.10) offer a number of principles to guide practice in additional language education, which include the following:

- Consider the student as a unique individual.
- Put student needs first.
- Hold high expectations for your learners.
- Trust the universal human capacity for language learning.

Motivation and Exposure to French Language and Culture Beyond the Classroom

Educators and parents see that students are motivated to learn a subject when the students express interest in the subject, actively participate in class, and/or devote leisure time to learning in the field. In the context of second-language learning, a great deal of research has been carried out on the relationship between the student’s attitude towards the language of study and his or her success in language learning. It is difficult to determine whether a positive attitude contributes to successful learning or whether success in learning a language creates a positive attitude towards the language. While there are no conclusive findings to prove that motivation causes success in second-language learning, there is evidence to suggest that motivation is associated with the willingness to continue learning (Lightbown & Spada, 2006).

Motivation in second-language learning has been described as occurring in two non-exclusive forms – *instrumental motivation* and *integrative motivation*. Students who are motivated to learn languages for practical purposes, including the ability to use a second language to widen

professional opportunities, may be described as being instrumentally motivated. Integrative motivation, in contrast, is illustrated when a student is learning for personal growth or cultural enrichment. The motivation to speak another language may occur as a consequence of, or arise from the desire for, interaction with speakers of the target language (Lightbown & Spada, 2006).

Exposure to French outside the classroom – through exchange programs or extended visits, for example – has been demonstrated to increase motivation to learn the language. In a survey of English-speaking and French-speaking fourteen- to sixteen-year-olds who took part in a two-week volunteer exchange program, participation in the program was found to have had a positive impact on motivation to learn the second language (Mady & Arnott, 2010). Students in this program volunteered at two cultural festivals – one in their home community and the other where their second language was the dominant language. Students were therefore required to use both official languages to function and communicate in a real non-school setting.

Exchanges between English-speaking and French-speaking students have also been found to have other positive effects on language learning. In a case study of Grade 6 immersion classes in Quebec and Ontario, students who participated in the program reported feeling more confident about themselves and their second-language skills after the exchange experience. The author of the study concludes that even brief contact with native speakers – through authentic interaction opportunities for students and exposure to peer models – can enhance classroom-based learning (MacFarlane, 2001). While no explicit links were drawn to either instrumental or integrative motivation in this study, it could be argued that an exchange program or a connection to French speakers through the use of technology, would likely tap into both forms of motivation: positive exposure to the second-language community would increase positive personal associations while allowing students to experience some of the many opportunities available to those who are able to converse confidently in a second language.

Looking to the Future

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 was developed to strengthen FSL education in Ontario by supporting English-language school boards in maximizing opportunities for students to reach their full potential in FSL.

What will the impact of this framework be for Ontario students, from those who are just beginning elementary school to those who are entering the workforce or embarking on postsecondary studies?

As a result of clearly articulated goals for FSL and in response to the call to action communicated through this framework, it is realistic to foresee cohesive efforts to strengthen FSL education evolving across the province. The collection of data will have allowed stakeholders to analyse the effectiveness of short- and long-term initiatives and actions taken in supporting these ambitious goals.

In a rapidly changing society in which the importance of languages is becoming increasingly evident, it is possible to envision FSL education in Ontario ten years in the future. Learning French will be widely recognized as a valuable component of every child's education. Students of FSL programs will be equipped with the knowledge, understanding, and skills to communicate with confidence in French. Parents, educators, and communities will support students as lifelong learners, and seek opportunities for continued enhancement of FSL education.

A decade from now, stakeholders in FSL will no doubt have different questions and challenges as well as new and exciting opportunities. It is critical that this document be viewed not only as a ten-year initiative, but as a vehicle to carry the current momentum in FSL into the future for the benefit of Ontario's students.

Appendix A: A Summary of FSL Programs in Ontario's English-Language School Boards

	ELEMENTARY SCHOOL	SECONDARY SCHOOL
CORE FRENCH	<ul style="list-style-type: none"> The Core French program must provide a minimum of 600 hours of French by the end of Grade 8. The Ontario curriculum document provides grade-specific expectations for Grades 4 to 8. All students from Grades 4 to 8 take Core French* unless they are enrolled in Extended French or French Immersion. 	<ul style="list-style-type: none"> One FSL credit (110 hours) is compulsory for high school graduation. The Ontario curriculum documents provide grade-specific expectations for applied and academic Core French in Grades 9 and 10, which lead to open and university preparation courses in Grades 11 and 12. In order to meet the needs of their student community, school boards must offer both academic and applied courses in Grades 9 and 10 French as a second language. Schools must offer at least Core French programs from Grade 9 to the end of Grade 12.

	ELEMENTARY SCHOOL	SECONDARY SCHOOL
EXTENDED FRENCH	<ul style="list-style-type: none"> The Extended French program must provide a minimum of 1260 hours of French by the end of Grade 8. A minimum of 25 per cent of all instruction is provided in French. The Ontario curriculum document provides grade-specific expectations for Grades 4 to 8. School boards have the flexibility to offer Extended French earlier than Grade 4. Students are taught French as a subject and French serves as the language of instruction in at least one other subject. Boards have the flexibility to decide which subject(s) will be taught in French and in which grade English instruction will begin. Students follow the same curriculum for the other subject(s) taught in French as their peers in English-language programs. 	<ul style="list-style-type: none"> To complete the program, students accumulate a minimum of seven credits in French: four Extended French language courses (one per grade) and three other subjects in which French is the language of instruction. The Ontario curriculum document provides grade-specific expectations for Extended French language courses from Grades 9 to 12. School boards have the flexibility to decide which subjects will be taught in French. Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs.

* Recognizing the importance of the languages and cultures of First Nation, Métis, and Inuit communities, the ministry provides a Grade 1–12 Native languages curriculum. Students enrolled in a Native language program may be exempt from learning French as a second language (Ontario, Ministry of Education, 2007, p. 27).

	ELEMENTARY SCHOOL	SECONDARY SCHOOL
FRENCH IMMERSION	<ul style="list-style-type: none"> • The French Immersion program must provide a minimum of 3800 hours of French by the end of Grade 8. • A minimum of 50 per cent of all instruction is provided in French. • As research indicates that a student's level of proficiency in French increases with the number of accumulated hours of instruction in French, many French Immersion programs exceed the minimum requirement. • The Ontario curriculum document provides grade-specific expectations for Grades 1 to 8. • School boards have the flexibility to start French Immersion in the primary years or later. • Students are taught French as a subject and French serves as the language of instruction in two or more other subjects. • An immersion program starting in Grade 1 generally provides instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4. • Boards have the flexibility to decide which subjects will be taught in French and in which grade English instruction will begin. • Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs. • Students who start their study of English in Grade 3 or 4 will be expected to achieve the curriculum expectations outlined in <i>The Ontario Curriculum, Grades 1–8: Language, 2006</i> between Grade 3 or 4 and Grade 8. • Students who have completed a French Immersion program in elementary school may proceed to either an Extended French or a French Immersion program at the secondary level. Where only a Core French program is offered in secondary schools, students who have studied French in extended or immersion programs at the elementary level should be considered for advanced placement in the Core French program. 	<ul style="list-style-type: none"> • To complete the program, students accumulate a minimum of ten credits in French: four French Immersion language courses (one per grade) and at least six other subjects in which French is the language of instruction. • The Ontario curriculum document provides grade-specific expectations for French Immersion language courses from Grades 9 to 12. • School boards have the flexibility to decide which subjects will be taught in French. • Students follow the same curriculum for the other subjects taught in French as their peers in English-language programs.

Appendix B: Data Collection and Analysis to Support Goals for FSL

The following suggestions are provided to assist in the collection and analysis of data to support the three goals for FSL that are outlined in this document (page 9).

General
<ul style="list-style-type: none"> • What percentage of elementary FSL students achieves level 3 or 4 – at each grade in each program? • What percentage of secondary FSL students achieves level 3 or 4 – at each grade in each program? • What do the results of diagnostic assessments indicate about student achievement in FSL? • What is the percentage of students moving up in their achievement level in FSL? • Are any students substituting another course for FSL? If so, what course and in what grade? For what reason? • What percentage of secondary students drops an FSL course after starting? • Are secondary school FSL courses ever cancelled? If so, for what reasons? • Do students have access to e-learning or alternative program delivery methods? • What opportunities are there for students to increase their exposure to French or to experience French culture? • What opportunities do students have to provide input and feedback relevant to strengthening FSL programs? • What percentage of FSL students participates in extracurricular FSL activities (French public speaking, etc.)?
Core French
<ul style="list-style-type: none"> • What Core French courses are offered in each secondary school? • What percentage of Grade 9 Core French students continues to Grade 10? Grade 11? Grade 12? • What percentage of Core French students pursues postsecondary studies in French? • To what degree is Core French included in the school effectiveness reviews?
French Immersion (FI) and Extended French (EF)
<ul style="list-style-type: none"> • What percentage of the school board’s student population is enrolled in FI/in EF? • What percentage of students leaves the program at each grade level? Why? • How many courses are offered in each secondary school FI/EF program? • What factors contribute to enrolling/ not enrolling in FI or EF programs?
<i>(continued)</i>

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Educators
<ul style="list-style-type: none"> • How much FSL-specific professional learning is offered? • Are FSL educators supported by central staff who have expertise in French? • Do teachers have access to e-learning or alternative program delivery methods? • What percentage of FSL teachers seeks to transfer out of FSL or leave teaching?
Parent Engagement and Involvement
<ul style="list-style-type: none"> • Is there a local organization for parents of FSL students? • Is there a local FSL working group with parent and community representatives? • Do school councils have representation from an FSL parent perspective? • Have Parent Reaching Out grants been requested and/or provided for FSL initiatives? • What opportunities exist to inform newcomers about FSL? • What opportunities exist to inform parents of pre-school children about FSL?
Possible Survey Topics
<ul style="list-style-type: none"> • How confident do students feel about their French-language skills at the end of Grade 6, 8, 9, 12? • What are elementary and secondary students' attitudes towards learning FSL? • What reasons do students cite for taking/not taking Core French in Grades 10, 11, 12? • What reason do students and/or parents cite for leaving a French Immersion or Extended French program?

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Including **STUDENTS
WITH SPECIAL
EDUCATION NEEDS** *in*
**FRENCH AS A SECOND
LANGUAGE** *Programs*

A GUIDE FOR ONTARIO SCHOOLS

A Companion Resource to *A Framework for FSL, K–12*



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Une publication équivalente est disponible en français sous le titre suivant : *Inclure les élèves ayant des besoins particuliers dans les programmes de français langue seconde : Guide à l'intention des écoles de l'Ontario, 2015.*

This publication is available on the Ministry of Education website at www.ontario.ca/education.

Introduction

*Including Students with Special Education Needs in French as a Second Language Programs*¹ has been developed as part of the Ministry of Education’s ongoing commitment to strengthen French as a second language (FSL) education in Ontario. This document is intended to promote discussion among various stakeholders about issues related to the inclusion of all students, particularly students with special education needs, in FSL programs. It is also intended to serve as a resource for school boards, educators, and other stakeholders as they embrace diversity and work to ensure that schools are places where all students are welcomed and respected, and where all students can succeed.

The foundational belief that all students can learn applies to students across all subject and program areas. Throughout this document, it is emphasized that *decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student.*

Background

Achieving Excellence: A Renewed Vision for Education in Ontario (Ontario 2014a, p. 3) outlines four goals for education in Ontario:


- Achieving excellence
- Ensuring equity
- Promoting well-being
- Enhancing public confidence

These goals are interconnected – success in one leads to success in others. Because of this, ensuring equity in our education system is a foundational step that will help all students in Ontario achieve excellence. A key strategy related to ensuring equity is inclusive education, which is based on the acceptance and inclusion of all students. The fundamental principles of equity and inclusive education have inspired a cultural shift, as barriers are identified and removed and the potential of all students is increasingly recognized and valued. But it is not enough simply to remove barriers.

1. Hereafter, *Including Students with Special Education Needs in FSL*.

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Achieving Excellence reminds us that “it is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of not succeeding” (p. 8). For this reason, *Including Students with Special Education Needs in FSL* focuses not only on ways of making FSL programs more available to students with special education needs but also on the supports these students need to succeed.



Key Terms

French as a Second Language Programs

French as a second language (FSL) is taught in English-language school boards. The FSL programs in Ontario are Core French, Extended French, and French Immersion. For more information about each program, refer to *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013* (available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf) and *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion, Grades 9 to 12, 2014* (available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf).

Students with Special Education Needs

Students with special education needs are students who are receiving special education programs and/or services, including students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC); those who have not been identified by an IPRC but require an Individual Education Plan (IEP); and those who are receiving special education programs and/or services even though they may not yet have an IEP. For more information, see the Ministry of Education’s website, at www.edu.gov.on.ca/eng/parents/speced.html.

Inclusive Education

“Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.” (*Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy, 2009*, p. 4. This publication is available on the ministry’s website, at www.edu.gov.on.ca/eng/policyfunding/equity.pdf.)

In 2013, the Ministry of Education released *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*,² demonstrating its commitment to continue to strengthen FSL education in Ontario. *A Framework for FSL* articulates a vision for FSL education in Ontario – namely, that “students in English-language school boards have the confidence and ability to use French effectively in their daily lives” (Ontario 2013b, p. 8). This document describes three goals, identified by the Ministry of Education, that support this vision:

- to increase student confidence, proficiency, and achievement in FSL;
- to increase the percentage of students studying FSL until graduation;
- to increase student, educator, parent, and community engagement in FSL.

A Framework for FSL also outlines guiding principles, strategic focus areas, and a range of actions that can be applied to strengthen FSL programs and attain these goals. One of these guiding principles is that *FSL programs are for all students*. This principle advances a common understanding of the importance and benefits of FSL education. It is realized when FSL classrooms from Kindergarten to Grade 12 reflect the diversity of the student population, including English language learners and students with special education needs.

Embracing the principle that FSL programs are for all students, *Including Students with Special Education Needs in FSL* builds on *A Framework for FSL*, promoting the inclusiveness of Core French, Extended French, and French Immersion programs. The purpose of *Including Students with Special Education Needs in FSL* is to increase the participation and engagement in FSL programs of students with special education needs – that is, students receiving special education programs and/or services, who may or may not have been identified as exceptional.

Including Students with Special Education Needs in FSL is based on an examination of current research literature, data, policies, and practices, as well as on feedback from various stakeholders, all of which confirm that inclusion in FSL programs is a timely and important topic. Consultations with educators from Ontario’s sixty English-language school boards as well as other groups provided input and valuable feedback from a variety of perspectives, including those of stakeholders in FSL, special education, and the Student Success initiative. By reviewing research on the participation of students with special education needs in FSL and providing information and strategies to support this participation, we hope to engage all stakeholders and encourage them to take action that will contribute to enhanced outcomes for all students.

2. Hereafter, *A Framework for FSL*.

Realizing the Promise of the FSL Framework

Including Students with Special Education Needs in FSL complements *A Framework for FSL* and clarifies the foundational principle that FSL programs are for all students. The Ministry of Education is committed to including and supporting all students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion, and the revised curriculum policy documents for FSL released in 2013 (the elementary curriculum) and 2014 (the secondary curriculum) make specific reference to the importance of supporting all students in FSL programs.

The intended audience for *Including Students with Special Education Needs in FSL* includes educators, resource staff, principals and vice-principals, system administrators, and parents. This document provides information intended to enhance the knowledge and understanding of all stakeholders about the social benefits of, and literacy supports associated with, the study of FSL. It also provides information about the options available to students with special education needs with regard to participation in FSL programs. In addition, it includes examples of actions taken by school boards to ensure that their FSL programs welcome and are respectful of all students. Greater understanding of inclusionary policies and insights into effective practices will enable educators, parents, and other decision makers to overcome incidences of exclusion and ensure that all students have the opportunity to experience the benefits of linguistic duality.

All stakeholders have a role to play in promoting inclusiveness in FSL programs. At the system level, school boards can collect data about participation and achievement in FSL; analyse trends in the participation of students, including students with special education needs, in FSL; ask questions about the inclusiveness of their policies and practices; and propose changes to address emerging areas of need. At the level of the school and the individual student, principals, teachers, parents, and students can all benefit from accurate information about programs, policies, and potential supports. This information, combined with knowledge about the strengths, needs, and pathway goals of individual students, can then be applied in order to make informed, case-by-case decisions that are in the best interests of students.

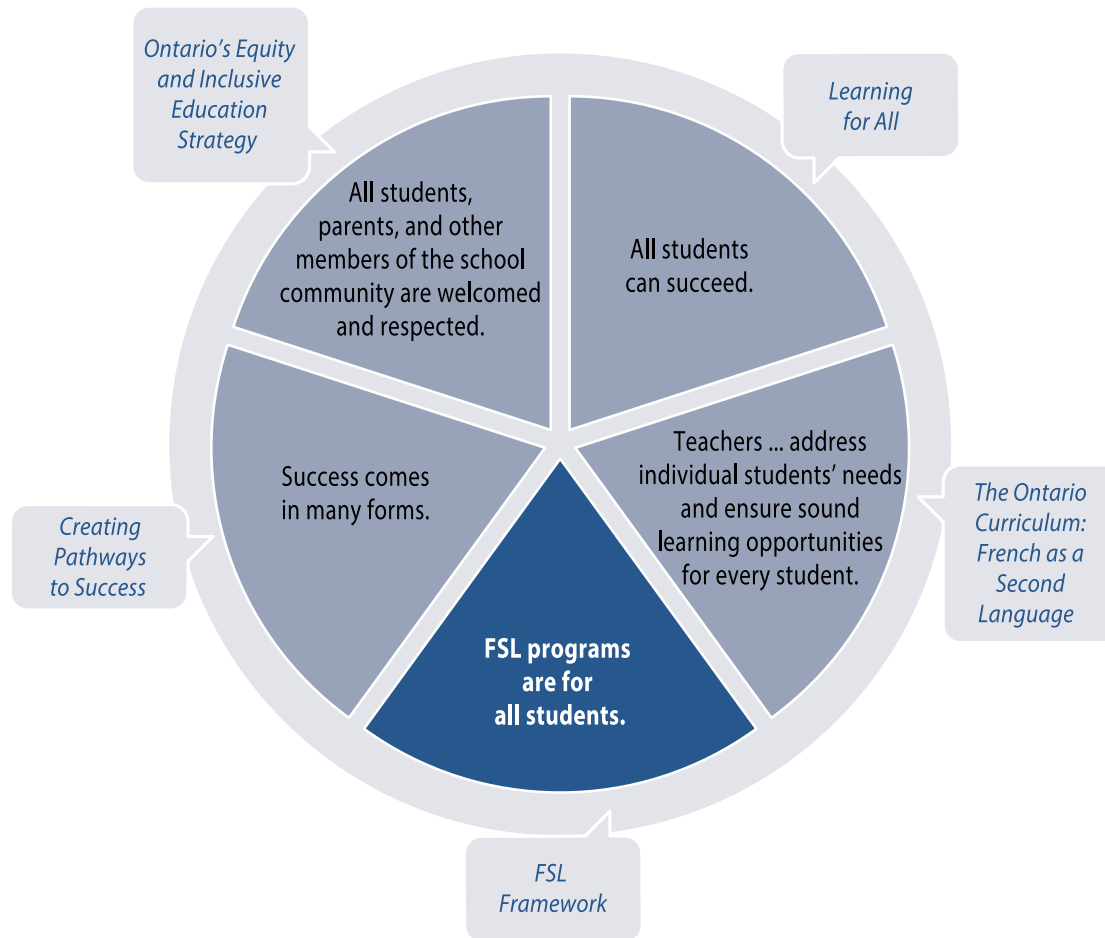
Alignment with Ministry Policies and Initiatives

The beliefs and principles articulated in *Including Students with Special Education Needs in FSL* and in *A Framework for FSL* have strong connections to those in several other ministry initiatives. The following documents endorse principles of diversity and inclusiveness and highlight the importance of supporting all students so that they can succeed:

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*, available at www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*, available at www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*, available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014*, available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf
- *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy, 2009*, available at www.edu.gov.on.ca/eng/policyfunding/equity.pdf
- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013*, available at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

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The following figure highlights ways in which the preceding documents align with the core beliefs and principles underpinning *Including Students with Special Education Needs in FSL*. Each segment features a key quotation relevant to the fundamental principle of supporting all students in their unique education journeys.



The Organization of This Document

Including Students with Special Education Needs in FSL is organized into three sections. Section 1 presents an analysis of research and specific data relevant to the participation in FSL of students with special education needs. Section 2 provides information about relevant legislation and policies, clarifying the basic requirements in Ontario with respect to both FSL education and students with special education needs. Section 3 discusses new ways of thinking about diversity, participation, and engagement, and suggests strategies for aligning educational practices with emerging values to create inclusive environments for all students, including students with special education needs.

1. A Review of Research and Provincial Data

This section presents a review of research findings related to FSL education, with a particular focus on participation in FSL programs, the benefits of studying FSL, and strategies that support students with special education needs, enabling them to participate in these programs and experience their benefits. We also analyse data on the participation of all students, including those with special education needs, in FSL programs in Ontario. Various questions arise from reflecting on these data, and we highlight some questions that boards and schools may wish to consider in the interests of increasing the inclusiveness of FSL programs.

Reviewing Research Findings³

To ensure that practices and decision making related to the participation of students with special education needs in FSL are in the best interests of students, it is important to ground these practices and decisions in reliable research. By presenting findings from recent research, we hope that *Including Students with Special Education Needs in FSL* can serve as a resource for educators seeking to update their practices and to have informed conversations with parents and colleagues about issues related to inclusiveness in FSL programs. Educators, school board staff, parents, and other stakeholders in the educational community may find it useful to draw on the research findings presented here in order to support effective communication, professional learning, and decision making at the board, school, and individual student levels. Reflections from various stakeholders are highlighted throughout the following pages.

3. This commentary and review of research is based on an unpublished literature review conducted in 2014 by Callie Mady (Nipissing University), Stefanie Muhling (York University and University of Toronto), and Katie Rose (Nipissing University). The literature review was commissioned by Nipissing–Parry Sound Catholic District School Board, with funding from the Ontario Ministry of Education, as part of the commitment to support school boards and educators as they respond to the call for inclusive education in FSL programs.

“Research can help us inform policies and procedures at the board level which will then inform the work at the school level. I also think that research is helpful when helping parents make decisions.”

A superintendent of education

Three important findings arise from a review of the literature:

- Students with special education needs benefit from learning French as a second language.
- Specific strategies and supports have been shown to be effective in meeting the needs of students with special education needs.
- Educational policies reflect increasing support for including all students in FSL programs.

The following three subsections provide details related to these findings.

The Benefits of Learning French as a Second Language

Students with special education needs are a diverse group of learners. Many students in this group have no inherent difficulties with learning a second language, as their individual needs are not specifically related to receptive or productive language. In fact, some students in this group have a heightened capacity for many aspects of language learning. Even some students with learning difficulties that relate specifically to language learning can, with the provision of support, experience both academic and social benefits from participation in FSL programs.

Academic benefits include heightened phonological, morphological, and metalinguistic awareness and enhanced ability to use reading strategies. Researchers have found that such awareness and strategies are transferable and applicable across languages. For example, Kruk and Reynolds (2011) compared the reading abilities of French Immersion students (groups of average and at-risk readers) and English students (groups of average and at-risk readers). They determined that at-risk readers benefited from participation in the Immersion program, a finding that they attributed to the transfer of phonological awareness across languages and to increased flexibility in the use of comprehension strategies. Deacon, Wade-Woolley, and Kirby’s (2007) longitudinal study also provides robust evidence of the transfer of knowledge across languages, as English morphological awareness contributed to reading comprehension in French, and French morphological awareness subsequently had a positive impact on reading in English. Sauvé (2007)

suggests that students who learn to read in a second language often receive more explicit instruction in reading strategies. She found no significant difference between students with reading disabilities who were enrolled in French Immersion or English programs in a variety of areas (e.g., spelling, arithmetic, reading comprehension, perceived social acceptance, parent and teacher ratings of behaviour). Moreover, data related to the small group of students who had transferred out of French Immersion indicated that the change of program did not improve their learning outcomes.

“As researchers and educators move forward in their work to understand and address the needs of all students in FSL, they may do so with the knowledge that students with special education needs have the potential to gain second language skills and related cognitive skills, while remaining at least on par academically with students with special education needs who do not study FSL. Furthermore students with special education needs who are included in FSL programs may also gain increased confidence and other affective benefits associated with feeling included.”

A researcher

Social benefits associated with the participation in FSL of students with special education needs include increased motivation, self-esteem, and confidence, which can be linked to being included with one’s peers (Arnett, 2013). Students with special education needs who receive appropriate supports in FSL programs also gain access to the numerous advantages available to all Canadians who have the confidence and ability to communicate in both official languages. These advantages include greater employment options and earning potential, enhanced problem-solving skills, greater creativity, and increased cognitive flexibility and ability to formulate concepts (Alberta Education, 2009).

Effective Strategies and Supports

Research findings offer insight into the effects of removing barriers and providing support for all students in FSL. These findings confirm that all students can be successful when the learning *environment*, learning *goals*, and teaching and learning *strategies* are appropriate for their needs. Arnett (2003, 2008, and 2010) outlines instructional strategies that have been used to create a supportive and inclusive

learning environment in the FSL classroom, including reminding students of the time remaining to complete an activity, minimizing distractions, and providing positive reinforcement. Academic coaching was found to help exceptional students by using positive questioning and active listening to maximize their potential (Harding, 2012). Successful results have also been documented with respect to the use of technology and the promotion of related strategies such as diversified and individualized instructional and assessment practices to increase student engagement (Pellerin, 2013). Another research-based practice, peer tutoring, was found to have positive effects on reading proficiency among FSL students (Bournot-Trites, Lee, & Séror, 2003).

Several researchers who explored aspects of early literacy indicators highlight the importance of early identification of French immersion students who require literacy remediation, given that early identification enhances the effectiveness of remedial instruction for at-risk students (Wise & Chen, 2010; Jared, Cormier, Levy, & Wade-Woolley, 2011; Erdos, Genesee, Savage, & Haigh, 2014; and Bourgoin, 2014). This literature also strongly supports the need for increased assistance for such students within the FSL program. Research identifying and studying ways to support inclusive environments, such as that by Brims (2012), can be used to assess innovations intended to support students with identified literacy-related learning disabilities who are integrated into Core French, Extended French, and French Immersion classrooms. Assistance and strategies that were found to be of potential value in the FSL classroom include the development of phonological and metacognitive awareness, the explicit teaching of reading strategies, assistance in developing and applying reading skills, team teaching, the provision of social support, and the use of assistive technology. Researchers also noted the value of teachers' developing their awareness of ways in which students' home languages influence how they learn French and come to understand the workings of the language. Including such strategies and practices in FSL programs enhances the potential of students with special education needs to benefit from learning FSL.

“Learning another language helps children to become more aware of their own. This awareness can lead to improvements in literacy across the curriculum.”

“Languages without Limits” website, at www.languageswithoutlimits.co.uk/why.html

Research also points to the need to provide supports and professional development opportunities for classroom teachers. Professional learning opportunities can enhance the awareness of resource teachers and FSL teachers of the practical applications of research findings related to supporting all students in FSL programs. Moreover, classroom FSL teachers benefit from support and professional development focused on meeting the diverse needs of their students and providing appropriate accommodations for students with special education needs (Lapkin, Mady, & Arnott, 2009; Lapkin, MacFarlane, & Vandergrift, 2006).

More information on strategies and practices that can support all students in FSL classrooms can be found in Section 3 and Appendix A.

Including All Students in FSL Programs

A review of documents from ministries of education across Canada indicates that they all contain general policies that ensure access to education for students with special education needs. However, it would appear that, in practice, such broad policies are not necessarily being applied in FSL education. In light of this finding, it is important to note that current legislation and policies in Ontario do not endorse exemptions for students with special education needs from FSL programs – it is expected that all students in English-language publicly funded schools will have access to FSL programs.

The issue of access is addressed in various policy documents. As we have noted, one of the principles of *A Framework for FSL* is that “FSL programs are for all students” (Ontario, 2013b, p. 9); this document also explicitly deals with access for students with special education needs. In addition, *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* (Ontario, 2009) calls for each school to create and support a positive school climate that fosters and promotes equity, inclusive education, and diversity. The principles identified in this strategy can support crucial conversations about fostering greater engagement and participation in FSL, as stakeholders collaborate to identify and address discriminatory biases and systemic barriers in order to support the achievement and well-being of all students.

“In my role at the university, I ensure that my syllabi for future teachers of FSL include developing an awareness of research. Identifying barriers and solutions to overcome them was part of a recent assignment to help break myths around ‘privilege’ and FSL.”

A university instructor

Based on her research findings, Arnett (2013) has called for greater inclusiveness in FSL. She states that, by allowing exemptions from French for students with special education needs, schools are not only demeaning the value of FSL programs, but they are also inhibiting students from exploring the possibilities that come with learning a second language. Critical examination of potential biases and barriers to inclusion can lead to positive changes and greater student participation and engagement.

Reflecting on Data on FSL Enrolments in Ontario

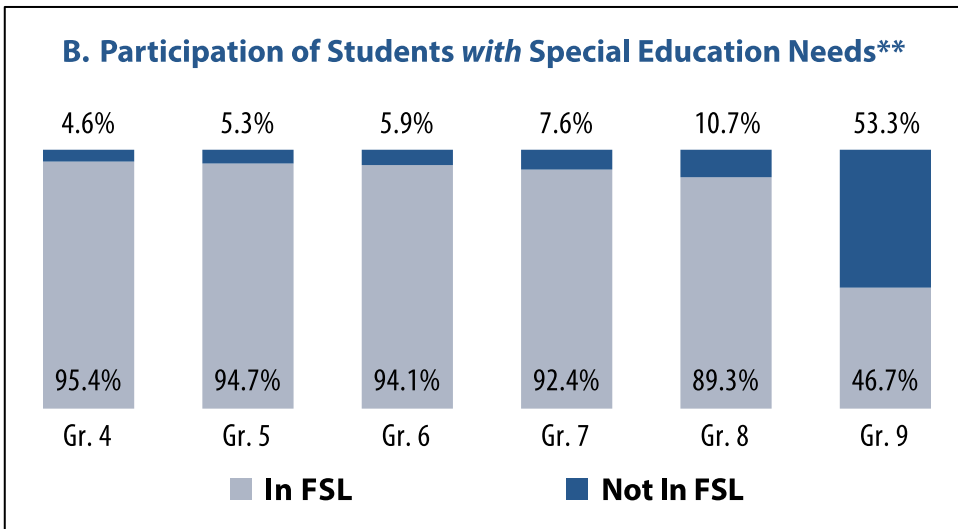
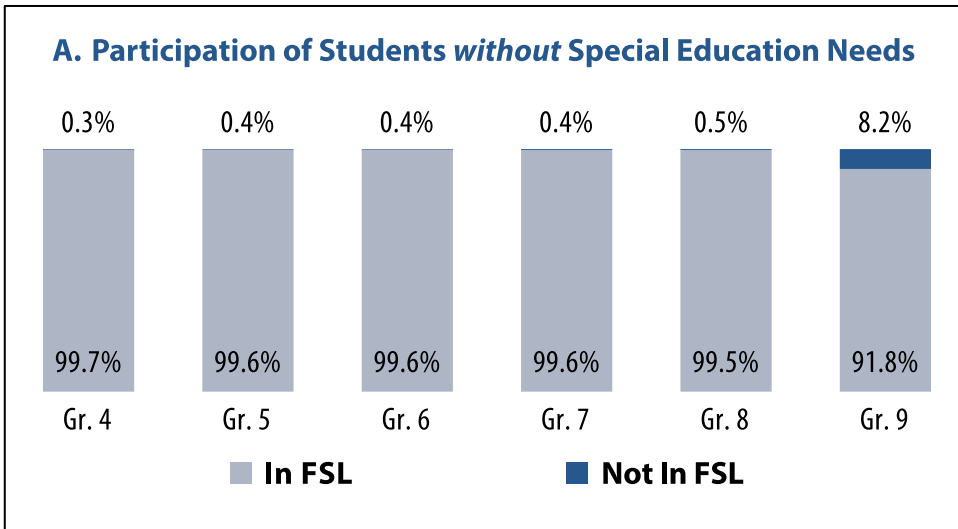
When developing appropriate practices to address issues relating to inclusion in FSL, it is useful to have access to accurate, up-to-date data on participation in FSL programs. By reflecting on such data, and the questions that arise from them, stakeholders are able to assess the need to create or revise practices and procedures.

This section presents data on the enrolment of students, including students with special education needs, in FSL programs in Ontario. The data are from the 2012–13 school year, as these were the most recent data available at the time of the development of this document. They are consistent with comparable enrolment data from previous years.

Graphs A and B show the participation in FSL programs of students without (Graph A) and with (Graph B) special education needs in Grades 4 through 9. These grades were selected because participation in FSL is mandatory from Grades 4 to 8 for all students in English-language elementary schools, and secondary students must earn at least one FSL credit (which would typically be a Grade 9 course) to obtain an Ontario Secondary School Diploma. Both graphs show a pattern of decreasing participation in FSL, with the most significant decline occurring between Grades 8 and 9. However, as Graph B makes clear, the participation of students with special education needs decreased much more substantially, not only from Grade 4 to

Grade 8 but, most dramatically, between Grades 8 and 9: in Grade 8, over 89 per cent of students with special education needs participated in FSL; in Grade 9, that proportion fell to under 47 per cent.

Participation of Students in FSL Programs, Grades 4–9, 2012–13*



* Data used in these graphs are specific to the purposes of *Including Students with Special Education Needs in FSL* and are not strictly comparable to other figures published by the Ministry of Education.

** Calculations related to “students with special education needs” in these graphs are based on the number of students who receive special education programs and/or services.

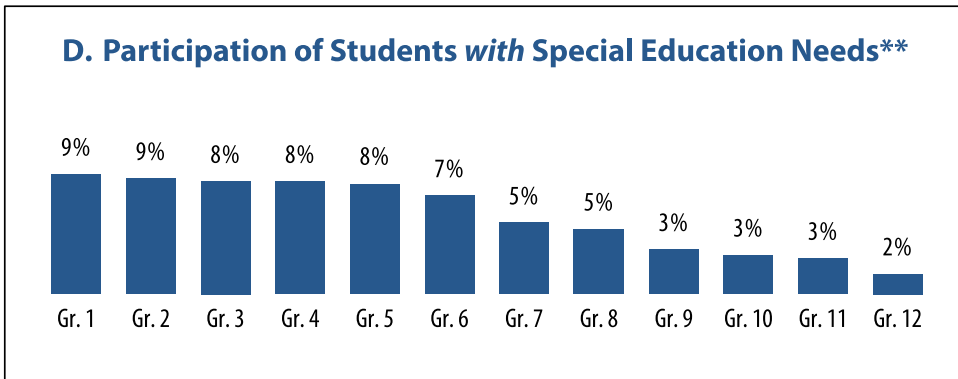
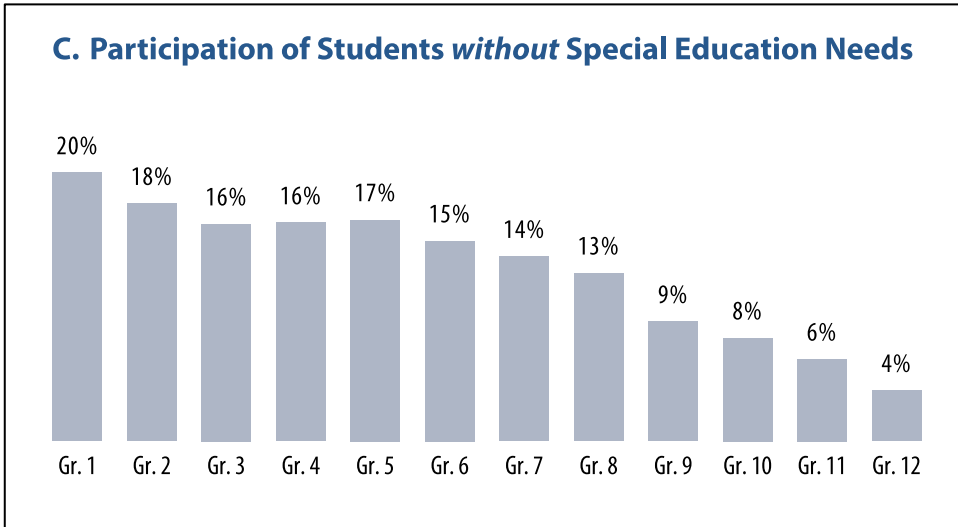
One of the goals of *Including Students with Special Education Needs in FSL* is to stimulate conversations in schools and school boards about student participation in FSL. To that end, administrators and educators may wish to consider the following list of questions, which are intended to support conversations at the school and board levels regarding the participation of students in FSL programs in Grades 4 to 9 and the decline in participation, particularly for students with special education needs, after Grade 8.

Questions for Reflection Relating to the Data in Graphs A and B

- Are decisions with respect to transfers, exemptions, and/or substitutions made on a case-by-case basis, informed by each student's strengths, needs, and interests? If not, how are such decisions made?
- How is student engagement in FSL reflected in our board/school improvement strategies?
- What are our practices and procedures with respect to transitions for all students, including those with special education needs?
- How many students (in our school/district) are enrolled in FSL in Grade 9? How many are not? Why are these students not enrolled?
- To what extent do the data in these graphs align with our awareness of the benefits of FSL, and our commitment to equity and inclusive education?

Graphs C and D show the participation in French Immersion and Extended French programs of students without (Graph C) and with (Graph D) special education needs in Grades 1 through 12. As in Graphs A and B, the data reveal a difference in participation in FSL across grades. They also reveal a consistent gap in the participation of students with special education needs, which is roughly half the participation rate of students without special education needs.

Participation of Students in French Immersion and Extended French Programs, Grades 1–12, 2012–13*



* Data used in these graphs are specific to the purposes of *Including Students with Special Education Needs in FSL* and are not strictly comparable to other figures published by the Ministry of Education.

** Calculations related to “students with special education needs” in these graphs are based on the number of students who receive special education programs and/or services.

The trends in Graphs C and D also raise a number of questions that schools and schools board may wish to consider, with the goal of increasing student participation in all FSL programs.

Questions for Reflection Relating to the Data in Graphs C and D

- What local (school/district) data do we have about participation in various FSL programs? Are there data about why students leave the FSL programs at various times (e.g., in the primary years or between Grade 8 and Grade 9)?
- What factors may contribute to the patterns in these data?
- What supports are available for students experiencing difficulties in FSL programs?
- How do we support the belief that students can be successful in and benefit from FSL?
- What training and support are FSL teachers receiving to help them meet the needs of all learners?

School boards and educators may wish to use these questions, and those related to participation in FSL in Grades 4 to 9, as a basis for investigating patterns within their own school or district. Educators are encouraged to critically reflect on relevant policies and practices at the classroom, school, and district levels (e.g., policies/practices related to transition planning, FSL program reviews, resource team meetings, course selection, timetabling), using an equity and inclusive education lens. Such analysis and reflection can be used to promote equity and inclusive education and to support decision making about participation in FSL programs on a case-by-case basis, to serve the best interests of individual students.

2. Policies That Inform Decision Making

This section of *Including Students with Special Education Needs in FSL* provides information and links to relevant legislation and ministry policies related to FSL, transitions, education and career/life planning, and special education. By outlining actual requirements in these areas, we hope to encourage boards and schools to review their local practices and procedures to ensure that they promote the best possible outcomes for each individual student.

Like all students, students with special education needs have diverse strengths, interests, abilities, and challenges. Not all exceptional students face difficulties in learning a second language; others require specific interventions and supports to enable them to succeed in FSL programs. Because of this diversity, it is important that decisions regarding participation in FSL programs be made on a case-by-case basis, and it is essential that those involved in making these decisions have accurate and up-to-date information about relevant legislation, ministry policies, and related school board procedures. Research suggests that FSL program decisions are sometimes based on practices and traditions that boards and/or schools assume to be grounded in policy when, in fact, relevant policies may have changed over time or proposed policy may never have been formalized.

FSL Policies and Practices

Until 2004, the ministry's Policy/Program Memorandum (PPM) No. 58 provided for the possibility of exemptions from the elementary Core French program. Since the revocation of PPM No. 58 in 2004, however, there is no ministry policy outlining exceptions to the inclusion of all students in FSL programs.

The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013 and *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014* are inclusive of all students. These documents state that, “to be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students” (Ontario, 2014b, p. 35).

In the section “Planning French as a Second Language Programs for Students with Special Education Needs”, the FSL curriculum policy documents outline program and planning considerations to meet the needs of all students.⁴ They describe the importance of supporting all learners in FSL and include information about appropriate instructional approaches; the importance of identifying the areas of strength and need in the student’s Individual Education Plan (IEP); the provision of instructional, environmental, and/or assessment accommodations; and the modification of curriculum expectations, as outlined in the IEP.

In addition, the secondary FSL curriculum includes new courses that are intended to enhance the participation, engagement, and achievement of all students in FSL. The new Grade 9 course in Core French is an introductory course for students with little or no previous knowledge of French. In French Immersion, new applied courses in Grades 9 and 10 provide an additional pathway option for students.

Supporting Successful Transitions: Education and Career/Life Planning

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools is based on three core beliefs (Ontario, 2013a, p. 9):

- All students can be successful.
- Success comes in many forms.
- There are many pathways to success.

The education and career/life planning program in every school is intended to be inclusive (designed to engage all learners) and holistic (taking the whole student into account). Through this program, students will get to know themselves as learners, explore their opportunities, set goals, and make decisions. The program also supports students throughout the many transitions that they experience, including the one from elementary to secondary school.

As part of the education and career/life planning program, students are required, with teacher support, to document and reflect on their learning, as well as their strengths, interests, and goals, in “All About Me” portfolios (for students in Kindergarten to Grade 6) and Individual Pathways Plans (IPPs – for students in Grades 7 to 12). As students engage in FSL programs, second language learning becomes part of these educational self-portraits. These portfolios and IPPs are useful sources of information when planning for transitions for all students, including students

4. See the FSL curriculum documents for Grades 1–8 (pp. 30–40) and for Grades 9–12 (pp. 38–43).

with special education needs. Students and parents contemplating decisions about pathways, courses, and the transition between elementary and secondary school – including options for the study of FSL – may find it useful to review IPPs. In addition, the “All About Me” portfolios and IPPs can be used as a source of information when developing transition plans, which are required for all students with an IEP. (For further discussion of IEPs, see “Individual Needs and the IEP” below.) With respect to FSL, decisions can be further informed by access to current, reliable information about the cognitive, social, and academic benefits of second language learning, up-to-date information about FSL courses in different pathways, and information about the potential employment advantages associated with second language proficiency.

For more information about transitions and the education and career/life planning program, see *Creating Pathways to Success*, which can be found on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf.

Information on the supports that will be available in the classroom to particular students can also inform decisions made during transition planning. It is important that students and parents are aware that all classrooms, including FSL classrooms, are required to provide appropriate supports for students who have special education needs. As noted earlier, to ensure that all students receive the support they need to be successful in FSL, both the elementary and secondary FSL curriculum documents include sections that are intended to support FSL teachers in planning for students who have special education needs, based on accommodations, modifications, or alternative expectations outlined in the IEP. As the curriculum documents also note, FSL teachers “have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal” (Ontario, 2013d, p. 35).

In order to support educators in continuing to develop the professional knowledge and skills needed to meet the needs of diverse learners in FSL, other Ministry of Education resources provide further information and strategies related to differentiated instruction, universal lesson design, and the integration of instruction and assessment practices. More information and examples of such strategies can be found on the following websites:

www.edu.gov.on.ca/morestudentsuccess/instruction.html

www.edu.gov.on.ca/eng/general/elemsec/speced/asdsecond.pdf

www.curriculum.org/fsl

www.edugains.ca/newsite/di/index.html

www.edugains.ca/newsite/curriculum/index.html

“I need to learn more about strategies and accommodations to support my students. I also want to collaborate with my special education resource teacher so that he will know more about my program.”

An FSL teacher

Course Selection and Credit Requirements

Course selection is a significant aspect of education and career/life planning, and it is important that all stakeholders understand the available options and requirements. *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011* sets out the requirements that govern the policies and programs of all publicly funded elementary and secondary English-language schools in Ontario. It outlines (on p. 55) the credit requirements for the completion of the Ontario Secondary School Diploma (OSSD), which include one credit in French as a second language. Up to three FSL credits may be used to meet compulsory credit requirements for the OSSD.

Ontario Schools states that secondary school principals have the discretion to substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. These substitutions “should be made to promote and enhance student learning or to respond to special needs and interests” (p. 61). It should be noted that there is no policy or program requirement suggesting that such substitutions should be made for FSL in particular. If a substitution for a compulsory credit is deemed necessary or in the best interests of an individual student, there are a variety of options. For example, if a Grade 8 student is planning to enrol in a Grade 9 learning strategies course in the coming school year, the principal could:

- defer a compulsory credit that would have been taken in Grade 9 to a later year, or
- substitute the learning strategies course for a compulsory credit in another subject area (e.g., courses in arts, health and physical education, geography, French as a second language, and information technology that are not prerequisites for a compulsory Grade 10 credit).

For more information on credit requirements and substitutions, see *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*, which can be found on the ministry’s website, at www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf.

Special Education Policies and Practices

The Education Act and the regulations made under it mandate the provision of special education programs and services in Ontario's publicly funded schools. School boards must establish policies and practices in accordance with current legislation and Ministry of Education policies. Decision makers at the local level comply with provincial policies in different ways. Their local practices and procedures can have a profound impact on the participation of students, particularly students with special education needs, in FSL programs. Consequently, it is important that decision makers at the local level understand what is and what is not required.

The following section focuses on aspects of program planning for students with special education needs who are enrolled in FSL programs. For details on legislation and policies related to special education – including those related to the identification of exceptional students and determining needs for accommodations, modifications, and/or alternative expectations – readers should consult the ministry website, at www.edu.gov.on.ca/eng/policyfunding/speced.html.

Individual Needs and the IEP

A key process in program planning for students with special education needs is the development of the Individual Education Plan (IEP). This is a working document that outlines the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.⁵ It must include all subjects or courses in which the student requires instructional, environmental, and/or assessment accommodations and/or modified or alternative expectations. The development, implementation, and monitoring of an IEP is a collaborative effort that involves the student, parents, and school staff. If a student requires accommodations and/or modified or alternative expectations in FSL, it is important to include the FSL teacher as part of the team creating and implementing that student's IEP.

For detailed information on the development and implementation of IEPs, consult *The Individual Education Plan (IEP): A Resource Guide* (2004), which can be accessed on the ministry's website, at www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf.

5. Students with IEPs may or may not have been identified as exceptional by an Identification, Placement, and Review Committee (IRPC).

The supports recorded in IEPs may vary from subject to subject. For example, some students with special education needs do not necessarily experience difficulty in second language learning, so the supports needed by a student in FSL may differ from those needed by the same student in another subject. Students who have strengths in oral communication may enjoy the oral focus of learning French, and students who may require literacy remediation in other subjects can benefit from the extra time that is spent on literacy strategies in the FSL classroom. Joy and Murphy (2012) reported that students with special education needs who were beginning FSL studies with their peers “[felt] like all the other students in the class, like they’re on a more even playing field with their peers” (p. 112). These students demonstrated greater confidence and lower frustration and anxiety than they had in the past and took pride in their new skills.

The following four case studies⁶ illustrate a range of support for students with special education needs who are enrolled in Core French, Extended French, or French Immersion programs in different grades. The unique learning profile of each student is considered by a team of relevant educators, who identify and implement accommodations and/or modifications that are appropriate for the student’s individual needs.

6. Note that these case studies are not IEPs. Sample IEPs can be accessed at www.edugains.ca/newsite/SpecialEducation/transitions.html.

CASE STUDY A – JODIE**Providing Accommodations in a Grade 2 French Immersion Program**

Jodie is a Grade 2 student who is currently enrolled in French Immersion. She has strong relationships with her peers and says that music and drama are her favourite subjects. Jodie's teachers and her parents have been in regular communication about her progress. Jodie's FSL teacher has observed that she understands oral instructions and, with support, is able to communicate effectively. She also observed that Jodie is continuing to experience difficulty in reading fluency and comprehension. Jodie has not been identified with an exceptionality by an IPRC. A team composed of the French teacher, special education resource teacher, and school principal reviewed the relevant assessment data and decided to develop an IEP outlining Jodie's strengths and needs and including a list of accommodations to be applied in her French classes.

The information discussed at the team meeting included the following items:

- Jodie's reading assessments from Grade 1 indicated that she achieved Level 2 in reading fluency and comprehension in French (using the assessment tool GB+).
- Jodie is slowly making gains in her reading but is behind many of her peers; she sometimes experiences difficulty understanding text in other classes (e.g., science and technology).
- Jodie's classroom teachers have focused on the reading strategies of phonemic awareness and using contextual cues.
- The resource teacher will include Jodie in a primary reading intervention program for twenty minutes twice a week, with a focus on improving her reading fluency.
- Jodie's classroom teachers will use the following instructional accommodations:
 - ◆ bilingual voice-to-text software,
 - ◆ scribing, and
 - ◆ extra time for processing instructions and information.

CASE STUDY B – JOSEF

Implementing an IEP in a Grade 6 Core French Program

Josef is a confident Grade 6 student who enjoys using the computer and playing sports and games. His strengths include oral language (speaking), decoding, computer keyboarding, gross motor skills, and kinesthetic/tactile learning. Josef has been identified with a Mild Intellectual Disability, and he spends part of each school day in a special education class. In addition to listing Josef's strengths, which are noted above, his IEP includes areas of need related to reading and writing skills, listening comprehension, and problem-solving and critical-thinking skills.

Josef's special education classroom teacher, French teacher, and special education resource teacher, as well as a special education consultant, contributed to the development of his IEP, including some modified expectations for Core French. Josef's Annual Program Goals for French are to complete the Grade 5 expectations for Speaking and Listening, with a focus on using a variety of listening and speaking strategies to communicate information and participate in simple interactions.

Listed below are modifications that have been made to the complexity of the specific curriculum expectations for Reading and Writing as part of Josef's IEP for the first term of the school year:

- *Using Reading Comprehension Strategies:* focus on using pictorial and contextual cues to predict meaning and confirm understanding
- *Writing in a Variety of Forms:* apply some of the structural elements of text to create a greeting card

Josef's IEP lists the following teaching strategies and assessment methods to support his goals:

- daily peer support
- use of a personal word bank and picture dictionary
- the provision of models (i.e., sample greeting cards) and a writing checklist
- simple, structured oral assessments (e.g., daily check-ins)
- weekly anecdotal observations and feedback (e.g., during guided reading)

CASE STUDY C – MARIAM

Providing Accommodations in a Grade 8 Core French Program

Mariam is a Grade 8 student whose strengths include oral language, intellectual curiosity, and number and mathematical skills. Mariam's areas of need include writing skills, self-regulatory skills, problem-solving skills, gross motor skills, and social skills with peers. Mariam has been identified with an exceptionality – autism – and is receiving special education support in a regular classroom, with withdrawal assistance.

With the input of the French teacher in the development and monitoring of her IEP, instructional, environmental, and assessment accommodations were identified to support Mariam's achievement of the Grade 8 Core French expectations (and all subjects identified in the IEP), as shown in the following chart.

Accommodations for Mariam

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Visual individualized daily schedule • Use of a laptop with text-to-speech, speech-to-text, and concept-webbing software • Visual supports to augment auditory information • Organization coaching • Incorporating student's interests whenever possible • Task analysis • Praise, reassurance • Shaping when introducing new behavioural expectations 	<ul style="list-style-type: none"> • Strategic seating • Quiet setting with reduced social interaction for breaks • Sensory equipment 	<ul style="list-style-type: none"> • Individual or quiet setting • Periodic breaks • Videotaping of responses • Use of a laptop with speech-to-text and concept-webbing software

CASE STUDY D – NIALL**Supporting Transition in a Grade 9 Extended French Program**

During a meeting prior to his transition from Grade 8 to Grade 9, Niall's Grade 8 teachers met with secondary school staff to review his strengths and needs. Niall's areas of strength include social skills with adults, strong expressive language (speaking) skills in English and French, and the ability to follow routines. Assessment data from teachers and psycho-educational testing indicate difficulties in the areas of reading and writing; Niall was identified with a learning disability in Grade 4. He has been receiving indirect support in a regular classroom setting. At the meeting, Niall's French teacher shared that Niall has been more successful when sharing his ideas and opinions orally, sometimes using a digital recorder.

Discussions with Niall about his educational and personal goals reveal that he particularly enjoys health and physical education and math, in part because the learning activities can be kinesthetic. Niall is thinking about a future career in business. He believes that continuing to learn French would be an asset, although he has some concerns about the reading and writing components of this and other subjects. He has found it helpful to use a computer with grammar and spell checks, to have extra time to complete reading/writing tasks, and to work in a quiet setting, but he still finds reading and writing tasks very challenging.

Niall's IEP includes instructional and assessment accommodations related to the Reading and Writing strands in FSL and other program areas that involve reading and writing tasks. For his first semester in Grade 9, Niall's courses will be Science, French, Health and Physical Education, and Learning Strategies. In his second semester, he will take English, Mathematics, Issues in Canadian Geography (in French), and Information and Communication Technology in Business. The high school resource teacher will set up a meeting with Niall and his parents during the first week of school, at which time they will discuss:

- resources and supports (including technology) available to help Niall with his coursework in his first semester;
- ways for Niall to self-advocate for his learning needs, particularly in his French and Science classes; and
- results of discussions with the guidance counsellor about career goals and community volunteer opportunities.

3. Creating Inclusive Environments Together

This section begins with a discussion of mindsets and ways of thinking about inclusion, achievement, and success. We discuss the importance of open, progressive mindsets and the need to align practices with such beliefs. To support boards and schools in exploring their own practices and beliefs, we provide sample questions that can be used when assessing local practices and the values that underpin them. Finally, we outline a range of actions and strategies that schools and boards may wish to consider to help them create inclusive environments together.

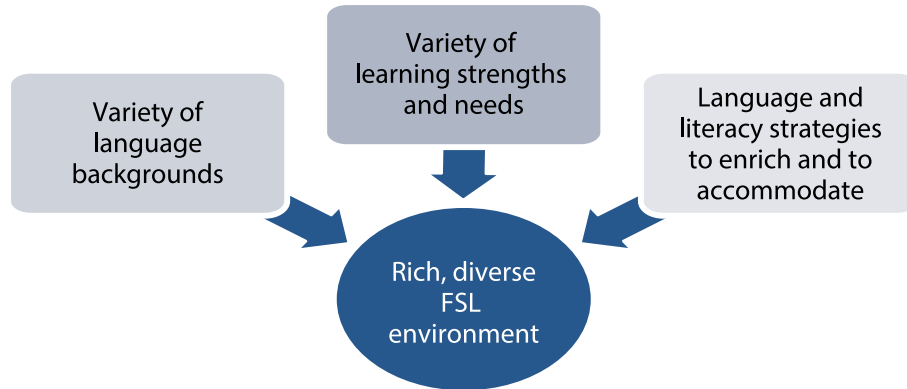
Aligning Practices and Beliefs

In the twenty-first century, educators and other stakeholders in the educational community have been moving away from “either/or” ways of thinking, which polarize program options, towards “both/and” ways of thinking, which promote diversity and positive learning environments. As an example of “either/or” thinking, French Immersion programs were sometimes considered to be “enrichment” programs and therefore unsuitable for, or unable to meet the needs of, some students. This sense of exclusivity distinguished optional Immersion programs from mandatory Core French programs and led to misleading comparisons between optional and mandatory FSL programs. Furthermore, the idea that FSL was not suitable for some students extended beyond the realm of optional programs, leading to practices that exempted students from even mandatory FSL.

In contrast, from a “both/and” perspective, all FSL programs are seen as offering *both* opportunities for enrichment *and* opportunities for support, based on individual students’ strengths and needs. Rather than focusing on a perceived need for exclusion, the “both/and” perspective promotes discussion of initiatives to support teachers and resource staff in providing high quality FSL education for all. From this perspective, FSL programs are enriched by including a diverse group of learners, and all students benefit from an explicit focus on second language and literacy strategies. The following diagram illustrates how FSL programs are viewed from a “both/and” perspective.

“Both/And” Thinking

FSL programs are enriched by including a diverse group of learners.
All students benefit from second language education
and a focus on literacy strategies.



Other perspectives/mindsets can also affect decision making about inclusiveness in FSL programs. Based on many years of research on achievement and success, Carol Dweck (2006) has identified two kinds of mindsets – *fixed* and *growth*. In a fixed mindset, people believe that their basic qualities, such as intelligence or talents, are fixed traits. They believe that they are born with certain abilities and that, because of this, their success or failure is pre-determined (“*I can’t do French; I’m just not good at learning languages*”). She contrasts this with a growth mindset, in which people believe that their intelligence and abilities can be developed through dedication and hard work – brains and talent are just the starting point (“*French was pretty hard for me at first, but the more I practise, the more I can communicate my ideas in French*”). Dweck and other researchers have applied this theory of mindsets in a variety of settings and have found that a growth mindset leads to a love of learning, a higher degree of perseverance in problem-solving situations, and a higher degree of resilience, as errors and challenges are seen as a natural part of learning.

This theory of mindsets provides a useful tool for examining beliefs about the participation in FSL of students with special education needs. It allows us to identify and analyse values and beliefs that may underlie local/district procedures and policies related to the inclusion of students with special education needs in FSL programs. In the following chart, the statements on the left reflect a fixed mindset. They might be considered “unproductive beliefs”, because they perpetuate the status quo, lead to the categorization of students, and may limit the inclusiveness of FSL programs. The statements on the right reframe these beliefs within a growth mindset. By moving towards these more “productive beliefs”, we are able to take actions on a case-by-case basis and develop evidence-based practices that reflect a commitment to equity and inclusiveness, that provide more opportunities for all students, and that continue to improve FSL teaching and learning.

Moving Towards Productive Beliefs about Participation in FSL Programs

FIXED MINDSET ----->	GROWTH MINDSET
The learning needs of students with special education needs cannot be met in an FSL program.	If a student's learning needs are not met, changes may have to be made to the teaching/learning program.
Having French as the language of instruction offers an additional layer of difficulty that students with special education needs "just don't need".	Language learning is a challenging and rewarding experience with the potential to benefit all students. Students with special education needs may benefit from particular strategies and/or supports to meet their individual needs as second language learners.
FSL programs are better suited to some learners than others. Optional French Immersion programs should be pursued only by certain students.	All students have equitable access to FSL programs. When parents make choices about optional programs, these choices are informed by specific information about each program (and not information that reflects old assumptions about the attributes students need in order to be able to succeed in FSL).
Because FSL teachers do not have the resources or training to support students with special education needs, such students would be better served by exemption from FSL.	Teachers need the support of the larger community to create a learning environment that supports all students. FSL teachers, like all teachers, need appropriate training and resources in order to help them support students with special education needs in their classrooms.
Students with special education needs won't benefit from learning French.	Students with special education needs are included in FSL programs based on their ability to participate in the regular classroom, not based on the subject of instruction. When students with special education needs require additional supports or resources, these are offered in all applicable subject areas, enabling students to benefit from the learning.
Students with special education needs benefit from support only if it is in French, when French is the language of instruction.	If support in the language of instruction is not available, students with special education needs benefit from support in English that meets their cognitive, social, physical, behavioural, and/or emotional learning needs.

Asking Critical Questions: A Whole-System Approach

Engagement of and collaboration among all stakeholders are important elements of ensuring the provision of equitable and inclusive FSL programs. School boards engage in regular reviews of their FSL programs, policies, and procedures. Trustees, supervisory officers, and committees strive to offer the highest quality FSL programs and to meet the needs of their local community. School administrators, teachers, and guidance, Student Success, and special education staff frequently make decisions that affect the participation of individuals or groups in FSL programs. Parents, students, and other members of the school community communicate with each other to make decisions about programs and pathways, as they weigh options and make choices based on individual interests, strengths, and needs. The vision for inclusive education in Ontario welcomes and respects all of these stakeholders. All of these participants have an important voice in supporting the vision for inclusive education, that “every student is supported and inspired to succeed in a culture of high expectations for learning” (Ontario, 2009, p. 10).

Stakeholders at all levels are encouraged to consider ways to collaborate with each other and engage in conversations about inclusive education in FSL. The chart below includes examples of questions that tend to be posed, in a variety of situations, when decisions are being made about participation in FSL. The adjacent conversation points suggest ways of addressing these questions to eliminate or reduce barriers to inclusion that may be implied – however unintentionally – by them.

Engaging in Conversations about FSL That Promote Inclusiveness

Questions That Can Limit Inclusiveness	----->	Conversation Points to Promote Inclusiveness
<i>Parents making program decisions</i>		
How can I tell if my child will be successful in French Immersion?		<ul style="list-style-type: none"> • The differences between programs • The goals of each program • How teachers will assess learning • Supports available for students experiencing difficulties
<i>Schools developing students' transition plans</i>		
Would this student benefit from substituting a learning strategies course for Grade 9 Core French?		<ul style="list-style-type: none"> • The student's strengths and interests • Supports available for this student in his/her course work • Potential benefits from a learning strategies course • Options for accommodating a learning strategies course, including the range of possible course substitutions
<i>Boards developing policies related to inclusion in FSL programs</i>		
Which students should take FSL?		<ul style="list-style-type: none"> • Supports and accommodations offered to meet the needs of all learners • The type of information about each program that needs to be available for the community • The benefits of learning FSL

Strategies and Examples of Inclusive Practices

There is a wide range of strategies that schools and boards can consider in order to support all students in FSL programs. *A Framework for FSL* (2013b, pp. 16–17) lists several of these strategies, as follows:

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
- Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning
- Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
- Implement the Tiered Approach to prevention and intervention
- Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
- Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
- Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
- Support English language learners in transferring literacy skills to strengthen first-language and FSL skills
- Consult with students to determine what would engage them in class and help them learn French
- Engage all students in accepting and respecting the diversity of the school community
- Review practices around substitutions for Core French to support the participation of all students

Appendix B below outlines a sample process for a board-level gap analysis related to inclusive education in FSL, suggesting how actions in various areas might be reviewed. Such a review might then serve as the basis for developing further actions to promote equitable and inclusive practices. The following pages describe more fully some specific examples of strategies to promote inclusive practices in FSL and provide examples of how these strategies might be implemented.

“Research and data help us as a monitoring tool.
We can use data to do a gap analysis and plan for our
moving forward.”

A principal

STRATEGY 1

Review practices used to inform parents about all FSL programs, including optional programs.

Staff can review information on board, school, and/or teacher websites as well as other methods of providing information (e.g., parent information nights, school-based interviews). Questions raised in a review might include the following:

- Is accurate and relevant information available to parents about each of the available FSL programs?
- Are the messages inclusive?
- Could the information be updated to include and represent more “productive beliefs” about participation and inclusion in these programs?

When school boards offer choices about FSL programs, the following types of information can be helpful to parents as they make decisions:

- a description of each FSL program available in the board (not just the optional programs);
- a comparison of each FSL program based on the expected degree of French proficiency, the schools and grades in which the programs are offered, and the language of instruction in various subjects (including options with respect to the language of instruction in secondary school courses);
- ways in which parents can support their children at home, particularly if the parents do not speak French;
- how parents register/enrol their children in FSL programs.

Example of Practice: When providing information about programs, focus on the programs themselves rather than on the abilities of the students, as shown in the following graphic.

Providing Information about FSL Programs

<p>BEFORE</p> <p>Is my child a good candidate for French Immersion?</p> <p>Good candidates for the program:</p> <ul style="list-style-type: none"> • Enjoy language • Have strong listening and focusing skills • Have strong communication skills in their mother tongue • Enjoy new experiences 	<p>AFTER</p> <p><i>We say oui!</i></p> <p>Embark on a pathway towards becoming bilingual:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>French Immersion</p> <ul style="list-style-type: none"> • Provides English and French instruction in various subjects • Immerses students in language and cultural experiences • Provides opportunities to develop enhanced proficiency in French </td> <td style="vertical-align: top; width: 50%;"> <p>Core French</p> <ul style="list-style-type: none"> • Is offered daily as part of the regular English program • Provides valuable educational experience and builds intercultural understanding • Provides opportunities to develop functional communication skills in French </td> </tr> </table>	<p>French Immersion</p> <ul style="list-style-type: none"> • Provides English and French instruction in various subjects • Immerses students in language and cultural experiences • Provides opportunities to develop enhanced proficiency in French 	<p>Core French</p> <ul style="list-style-type: none"> • Is offered daily as part of the regular English program • Provides valuable educational experience and builds intercultural understanding • Provides opportunities to develop functional communication skills in French
<p>French Immersion</p> <ul style="list-style-type: none"> • Provides English and French instruction in various subjects • Immerses students in language and cultural experiences • Provides opportunities to develop enhanced proficiency in French 	<p>Core French</p> <ul style="list-style-type: none"> • Is offered daily as part of the regular English program • Provides valuable educational experience and builds intercultural understanding • Provides opportunities to develop functional communication skills in French 		

STRATEGY 2

Board and school leaders review practices regarding transfers, exemptions, and substitutions within FSL programs.

To promote inclusiveness in FSL programs, boards and schools might assess their procedures and practices with respect to allowing students to transfer out of FSL programs, exempting them from FSL requirements, or allowing other courses to serve as substitutions for FSL courses. They might also consider the underlying beliefs reflected in their practices. Questions might include the following:

- Do these procedures and practices reflect an equitable and inclusive approach to FSL education?
- Are there steps in these procedures that may be perceived as excluding some students or groups?
- Can the language associated with board or school practices in relation to FSL be perceived as excluding some students or groups?

Example of Practice: To foster commitment to equitable and inclusive FSL programs, an Ontario school board superintendent sent out a memorandum informing elementary and secondary principals, FSL teachers, and resource teachers that the superintendent's approval was required for transfer from an FSL program or exemption from an FSL requirement. The memo stated that, prior to recommending such a transfer or exemption, school staff were to share evidence that they had completed the steps of a common procedure for assessing the needs of "students of concern". To enhance awareness among school principals and staff about the importance of inclusiveness in FSL programs, the superintendent and the FSL program coordinator shared research about the benefits of FSL. In addition, they provided information on instructional and assessment strategies, to increase the confidence of school staff in supporting all students. They also ensured that information about FSL programs, benefits, and pathways was shared with the community at parent information sessions.

STRATEGY 3

Seek opportunities for staff collaboration and professional development in order to support all students.

By including FSL teachers on school leadership teams, transition teams, and resource teams, schools can ensure that such teams reflect a greater variety of perspectives.

Example of Practice: A resource teacher wanted to learn more about supporting French Immersion students in her school. She invited other resource teachers from schools offering French Immersion to meet after school to discuss relevant issues. The school board curriculum department supported this initiative by providing release time to enable the group to continue their collaboration. The network, which grew to include the board's special education consultant and its FSL consultant, shared resources, discussed ways to maximize the use of assistive technology, and engaged in problem solving around the needs of specific students. The network members found the discussions so useful that they decided to continue to meet once a month.

These strategies and examples illustrate the engagement of schools and school boards in an ongoing process of reflecting on practice and making strategic changes to support all students. It is important that this process be based on a firm belief in the learning potential of all students, as perceptions of students' abilities can have a significant impact on their participation in FSL programs, their motivation, and their achievement. Genuine respect, high expectations, and deep knowledge of individual students' strengths and learning needs provide the foundation of inclusive FSL programs.

Conclusion

“Education creates opportunities, and it can do so for everyone.”

Achieving Excellence, p. 9

The implementation of inclusive FSL programs varies among boards and schools in Ontario, depending on individual and collective beliefs about second language teaching and learning. However, current research and provincial policy both recognize the importance of equity and inclusiveness in FSL education. By promoting informed decision making about participation in FSL programs and providing up-to-date information about supports available in the FSL classroom and options available to students in various FSL programs and pathways, *Including Students with Special Education Needs in FSL* supports the belief, articulated in *A Framework for FSL*, that FSL programs are for all students. *Including Students with Special Education Needs in FSL* has highlighted beliefs, values, and mindsets that promote inclusiveness and, at the same time, has outlined practical procedures and strategies that can be applied to help ensure that all students succeed in their educational goals. It encourages all of us, as educational stakeholders, to reflect on our attitudes and values, as part of a process of continuous improvement. Efforts to strengthen FSL education for all students reflect an ongoing commitment to translate what is known about key elements of inclusive and differentiated practice into reality in every classroom.

A Framework for FSL invited all of us to look to a future when “learning French will be widely recognized as a valuable component of every child’s education” (Ontario, 2013b, p. 38). *Including Students with Special Education Needs in FSL* supports this vision of the future by highlighting research that points to the benefits of second language learning and the importance of removing potential barriers to access. In Ontario, we recognize the value of our vibrant and increasingly diverse communities. We also recognize that equity and excellence go hand in hand, and we believe that *all* learners benefit from positive, respectful environments that promote continuous learning and high expectations. As we continue to explore and share ways to provide equitable opportunities and support to all learners in FSL programs, we plant the seeds of inclusivity and respect for future generations.

Appendix A

*Research-based Strategies to Support Students with Special Education Needs**

Instructional Strategies

- Differentiation of learning content, process, and/or product, depending on students' needs
- Use of memory aids (e.g., sentence starters, visual/auditory cues)
- Multi-sensory instruction and use of visual and manipulative supports
- Use of alternative learning resources (e.g., resources at different levels of complexity)
- Use of graphic organizers
- Teacher modelling
- Academic coaching (e.g., asking questions, scaffolding)
- Adding wait time
- Use of technology, including assistive technology
- Peer tutoring
- Reminding students of time remaining to complete an activity
- Minimizing distractions
- Providing positive reinforcement
- Providing social support

Assessment Strategies

- Early identification of at-risk students
- Use of technology, including assistive technology
- Varying the assessment format (e.g., oral, written, visual)
- Allowing additional time
- Providing an alternative location with fewer distractions
- Providing opportunities for self-assessment and individual goal setting

* Adapted from a literature review conducted by Mady, Muhling, and Rose (2014).

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Intervention Strategies

- Explicit attention to strategies used by students
- Use of literacy strategies that transfer across languages
- Focus on metacognitive awareness
- Focus on phonological awareness
- Team teaching

Appendix B

Bridging the Gap from Policy to Practice

The concept of inclusion can be examined from two points of reference: inclusive education as the removal of barriers or marginalization, and inclusive education based on key goals that build and sustain positive learning environments (Australian Research Alliance for Children and Youth, 2013). In order to support multiple ways of thinking about inclusion, and to bridge the gap between inclusive policy and inclusive school practice, organizational support from a number of levels is needed.

The following chart outlines a possible approach to a gap analysis that might be conducted by a school board in relation to inclusive FSL programs. It outlines promising practices in five areas and provides key questions that can be used for reflection and discussion.

Promising Practices	What are we doing in this area?	What evidence do we have relating to our activities?	What gaps exist?
<p>Leadership Support School and board leaders are supporters of inclusive education and are knowledgeable about the benefits of FSL. They demonstrate a commitment to reflection on and continuous improvement of policies and practices to promote the inclusiveness of FSL programs.</p>			
<p>Access to Opportunities All students are welcomed and respected in Core French, Extended French, and French Immersion programs. FSL classrooms reflect the full diversity of learners in the community.</p>			
<p>Collaborative Approach Collaborative problem solving is used when students are not succeeding in FSL. Educators, students, and parents share in decisions about participation in FSL programs, and communicate regularly about progress.</p>			
<p>Differentiated Instruction Different modes of instruction and assessment are used to maximize student success in achievement of the FSL curriculum expectations (or individual goals outlined in an IEP).</p>			
<p>Ongoing Professional Learning Ongoing training and collaboration empower FSL teachers with the <i>skills</i> to plan appropriate assessment and instruction in an inclusive environment, and the <i>belief</i> that all students can contribute to the classroom community in positive ways.</p>			

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OCTOBER 31, 2019

ENROLMENT SUMMARY

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**DURHAM DISTRICT SCHOOL BOARD ENROLMENT SUMMARY
FOR OCTOBER 31, 2019**

	ELEMENTARY	SECONDARY	TOTAL
CITY OF PICKERING	7,096	2,477	9,573
TOWN OF AJAX	11,692	4,779	16,471
TOWN OF WHITBY	13,079	5,654	18,733
CITY OF OSHAWA	14,264	5,460	19,724
TOWNSHIP OF UXBRIDGE	1,753	1,100	2,853
TOWNSHIP OF SCUGOG	1,812	1,014	2,826
TOWNSHIP OF BROCK	1,124	390	1,514
DURHAM ALTERNATIVE		459	459
TOTAL	50,820	21,333	72,153

**DURHAM DISTRICT SCHOOL BOARD ENROLMENT SUMMARY
OCTOBER 31, 2018 AND OCTOBER 31, 2019
ELEMENTARY**

TOTAL NUMBER STUDENTS		
	Oct. 31, 2019	Oct. 31, 2018
CITY OF PICKERING	7,096	6,715
TOWN OF AJAX	11,692	11,130
TOWN OF WHITBY	13,079	13,273
CITY OF OSHAWA	14,264	13,182
TOWNSHIP OF UXBRIDGE	1,753	1,812
TOWNSHIP OF SCUGOG	1,812	1,877
TOWNSHIP OF BROCK	1,124	1,056
TOTAL	50,820	49,045

DURHAM DISTRICT SCHOOL BOARD ENROLMENT SUMMARY
OCTOBER 31, 2018 AND OCTOBER 31, 2019
SECONDARY

	TOTAL NUMBER STUDENTS		FULL-TIME EQUIVALENT	
	Oct. 31, 2019	Oct. 31, 2018	Oct. 31, 2019	Oct. 31, 2018
CITY OF PICKERING	2,477	2,489	2,471.41	2,584.14
TOWN OF AJAX	4,779	4,888	4,773.31	4,828.52
TOWN OF WHITBY	5,654	5,622	5,639.94	5,333.00
CITY OF OSHAWA	5,460	5,458	5,436.61	5,258.92
TOWNSHIP OF UXBRIDGE	1,100	1,168	1,095.10	1,226.33
TOWNSHIP OF SCUGOG	1,014	1,063	1,003.85	1,058.43
TOWNSHIP OF BROCK	390	381	388.79	385.01
DURHAM ALTERNATIVE	459	521	403.75	430.50
TOTAL	21,333	21,590	21,212.76	21,104.85

DURHAM DISTRICT SCHOOL BOARD ENROLMENT SUMMARY
OCTOBER 31, 2018 AND OCTOBER 31, 2019
TOTAL

	TOTAL NUMBER STUDENTS		FULL-TIME EQUIVALENT	
	Oct. 31, 2019	Oct. 31, 2018	Oct. 31, 2019	Oct. 31, 2018
CITY OF PICKERING	9,573	9,204	9,567.41	9,299.14
TOWN OF AJAX	16,471	16,018	16,465.31	15,958.52
TOWN OF WHITBY	18,733	18,895	18,718.94	18,606.00
CITY OF OSHAWA	19,724	18,640	19,700.61	18,440.92
TOWNSHIP OF UXBRIDGE	2,853	2,980	2,848.10	3,038.33
TOWNSHIP OF SCUGOG	2,826	2,940	2,815.85	2,935.43
TOWNSHIP OF BROCK	1,514	1,437	1,512.79	1,441.01
DURHAM ALTERNATIVE	459	521	403.75	430.50
TOTAL	72,153	70,635	72,032.76	70,149.85

ELEMENTARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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CITY OF PICKERING

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Altona Forest	35	38	30	31	38	32	28	33	40	39	13	344	309	333
Bayview Heights	51	36	25	28	34	30	40	32	31	32	0	339	306	319
Claremont	17	14	15	17	14	7	23	19	14	19	0	159	158	162
Elizabeth B. Phin	37	40	38	50	35	29	31	44	33	49	17	386	385	390
Fairport Beach	33	33	17	19	11	16	22	17	19	26	10	213	214	207
Frenchman's Bay	29	22	87	83	59	74	61	63	57	72	0	607	596	590
Gandatsetiagon	59	50	56	48	53	59	45	60	65	51	0	546	509	506
Glengrove	32	36	39	33	32	30	32	31	32	32	6	329	322	322
Highbush	53	82	61	56	79	64	57	70	72	50	19	644	555	525
Maple Ridge	29	45	80	94	78	79	71	62	62	67	0	667	691	645
Rosebank	23	26	17	22	28	21	22	19	16	22	0	216	220	217
Sir John A. Macdonald	29	23	42	40	40	34	44	35	28	31	9	346	348	364
Valley Farm	75	73	57	67	66	64	84	61	84	73	10	704	712	697
Valley View	35	48	37	30	35	40	33	30	44	34	0	366	364	355
Vaughan Willard	30	38	23	25	35	21	29	30	32	21	26	284	267	269
Westcreek	32	26	40	29	35	30	23	40	33	44	0	332	307	312
William Dunbar	54	56	39	53	42	73	86	64	67	80	119	614	598	616
TOTAL	653	686	703	725	714	703	731	710	729	742	229	7,096	6,861	6,829

TOWN OF AJAX

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Alexander Graham Bell	31	27	33	29	31	58	62	81	60	81	167	493	449	488
Applecroft	38	35	31	34	24	33	31	28	31	38	0	323	305	314
Bolton C. Falby	69	69	47	64	63	70	51	53	63	66	26	615	612	610
Cadarackque	29	38	89	85	84	71	71	73	82	69	0	691	671	687
Carruthers Creek	99	93	72	97	78	79	78	80	78	77	9	831	798	801
da Vinci	75	77	63	108	88	94	87	89	95	83	0	859	846	855
Dr. Roberta Bondar	19	25	22	16	21	17	19	17	22	20	0	198	204	213
Duffin's Bay	17	26	21	14	23	23	17	26	24	30	0	221	237	236
Eagle Ridge	62	51	67	73	75	60	73	57	65	74	20	657	656	630
Lakeside	31	22	27	26	22	31	31	23	29	45	7	287	281	288
Lester B. Pearson	37	40	30	49	32	32	47	27	44	38	8	376	351	350
Lincoln Alexander	61	38	51	43	46	51	44	57	51	67	0	509	492	487
Lincoln Avenue	31	30	20	33	28	36	37	35	29	40	0	319	323	321
Lord Elgin	32	24	18	14	16	21	16	20	17	23	0	201	184	190
Michaelle Jean	28	30	107	113	108	102	94	81	79	80	0	822	822	791
Nottingham	48	46	35	58	54	61	58	62	70	69	0	561	558	597
Roland Michener	25	28	27	13	27	14	29	28	31	24	14	246	232	235
Romeo Dallaire	55	52	37	44	53	52	67	65	57	62	9	544	505	513
Southwood Park	36	40	85	79	85	77	89	70	77	72	0	710	696	707
Terry Fox	49	39	39	37	39	32	49	36	59	42	8	421	396	403
Vimy Ridge	68	61	69	73	77	81	53	73	64	83	0	702	658	668
Viola Desmond	87	78	58	77	84	71	71	70	70	83	0	749	719	631
Westney Heights	31	41	26	37	40	29	33	31	46	43	18	357	362	366
TOTAL	1,058	1,010	1,074	1,216	1,198	1,195	1,207	1,182	1,243	1,309	286	11,692	11,357	11,381

NOTE: Gr. 1-8 SP.ED. Totals have been included in grade by grade class counts

ELEMENTARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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TOWN OF WHITBY

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Bellwood	52	45	43	52	35	42	47	38	45	46	10	445	460	469
Blair Ridge	42	48	53	64	58	65	66	74	92	87	0	649	633	672
Brooklin Village	58	59	81	83	74	77	81	79	82	77	9	751	759	757
C.E. Broughton	26	30	26	29	26	33	28	33	26	28	5	285	282	281
Captain M. VandenBos	43	56	62	69	71	76	68	78	65	68	20	656	611	646
Chris Hadfield	56	62	81	91	97	85	105	91	87	87	0	842	829	876
Col. J.E. Farewell	61	38	28	40	57	44	59	43	44	55	11	469	444	433
Dr. Robert Thornton	35	33	37	29	32	39	24	35	40	29	0	333	332	333
E.A Fairman	29	22	20	23	28	30	26	23	32	18	0	251	249	255
Fallingbrook	38	42	39	40	51	57	40	55	43	44	9	449	412	420
Glen Dhu	37	63	54	59	52	52	50	47	60	47	7	521	545	535
Jack Miner	30	23	33	38	39	38	82	48	43	66	94	440	420	439
John Dryden	50	61	70	70	86	88	77	85	75	81	0	743	760	775
Julie Payette	31	23	98	99	79	104	91	103	95	74	0	797	772	783
Meadowcrest	22	26	46	39	53	43	46	46	41	37	0	399	393	399
Ormiston	45	55	41	37	49	44	40	46	45	34	9	436	403	381
Pringle Creek	50	61	36	55	56	53	68	63	58	70	63	570	571	582
Robert Munsch	46	78	48	70	76	76	70	74	75	89	0	702	695	734
Sir Samuel Steele	44	47	50	40	53	48	49	53	62	51	11	497	494	509
Sir William Stephenson	51	38	43	41	36	55	52	51	57	39	28	463	463	464
West Lynde	48	48	44	50	53	43	46	47	34	47	10	460	462	449
Whitby Shores	52	71	78	64	75	72	78	70	70	78	0	708	688	711
Williamsburg	54	61	49	54	67	70	72	77	99	83	9	686	641	692
Winchester	53	42	46	38	66	53	65	46	60	58	10	527	492	531
TOTAL	1,053	1,132	1,206	1,274	1,369	1,387	1,430	1,405	1,430	1,393	305	13,079	12,810	13,126

NOTE: Gr. 1-8 SP.ED. Totals have been included in grade by grade class counts

ELEMENTARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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CITY OF OSHAWA

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Adelaide McLaughlin	38	38	37	32	25	28	39	35	39	33	29	344	325	316
Beau Valley	20	24	14	24	23	18	19	17	28	30	0	217	207	219
Bobby Orr	22	22	29	23	30	26	29	17	23	22	31	243	251	238
Clara Hughes	111	82	90	78	79	84	79	59	64	75	19	801	781	747
College Hill	32	21	25	35	29	19	30	24	28	18	8	261	236	235
Coronation	32	31	29	32	42	43	54	56	39	39	68	397	404	407
David Bouchard	46	40	77	56	70	51	63	59	51	47	20	560	584	584
Dr. C.F. Cannon	36	39	30	46	42	40	27	32	38	38	9	368	380	374
Dr. S.J. Phillips	42	37	40	44	49	39	36	50	38	39	0	414	404	413
Elsie MacGill	40	56	38	36	45	41	53	49	39	44	0	441	416	
Forest View	59	55	48	54	48	36	40	43	62	39	10	484	473	470
Glen Street	46	39	44	32	37	37	44	42	24	39	20	384	390	382
Gordon B. Attersley	55	39	35	53	36	42	45	30	31	31	20	397	385	377
Harmony Heights	33	24	19	25	37	24	40	39	40	37	26	318	308	313
Hillsdale	8	16	9	12	24	8	18	9	7	20	7	131	137	143
Jeanne Sauve	28	26	96	103	109	107	76	80	68	59	0	752	768	707
Kedron	30	42	39	36	40	28	50	38	31	50	0	384	392	400
Lakewoods	33	34	36	23	31	33	32	28	28	25	10	303	300	302
Mary St. Community	23	24	16	22	16	23	17	11	12	13	0	177	169	166
Norman G. Powers	44	48	50	46	64	75	78	70	79	85	5	639	607	654
Northern Dancer	81	89	67	65	84	69	74	72	77	67	19	745	733	661
Pierre Elliott Trudeau	57	79	61	72	80	71	80	74	77	84	0	735	743	767
Queen Elizabeth	49	66	44	47	60	55	55	48	44	39	19	507	482	481
Seneca Trail	47	59	41	51	47	54	60	61	58	60	19	538	528	505
Sherwood	45	41	45	49	45	48	44	27	44	55	20	443	432	814
Stephen Saywell	46	63	49	64	44	53	58	58	57	73	0	565	625	542
Sunset Heights	60	46	47	52	29	61	39	38	39	40	0	451	364	337
Village Union	39	40	41	39	42	41	39	32	36	40	17	389	389	377
Vincent Massey	59	57	49	57	56	54	50	55	56	43	9	536	530	513
Walter E. Harris	28	29	76	75	74	62	65	73	61	54	0	597	580	589
Waverly	30	46	37	35	43	45	32	38	45	29	14	380	389	399
Woodcrest	37	53	34	39	32	38	36	35	26	33	0	363	373	364
TOTAL	1,356	1,405	1,392	1,457	1,512	1,453	1,501	1,399	1,389	1,400	399	14,264	14,085	13,796

NOTE: Gr. 1-8 SP.ED. Totals have been included in grade by grade class counts

ELEMENTARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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TOWNSHIP OF UXBRIDGE

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Goodwood	17	25	17	16	25	19	25	26	24	14	10	208	227	229
Joseph Gould	44	53	45	50	52	48	54	48	64	70	20	528	528	541
Quaker Village	27	29	31	34	37	37	37	41	41	52	20	366	365	375
Scott Central	25	29	30	34	25	35	26	31	29	30	9	294	300	314
Uxbridge	33	25	44	38	31	39	36	38	38	35	0	357	343	353
TOTAL	146	161	167	172	170	178	178	184	196	201	59	1,753	1,763	1,812

TOWNSHIP OF SCUGOG

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Cartwright Central	41	35	25	22	26	29	29	28	21	32	8	288	301	299
Greenbank	20	18	18	22	11	16	20	17			0	142	128	133
Prince Albert	26	23	27	24	28	28	23	27	29	17	0	252	251	245
R.H. Cornish	52	27	65	60	62	81	77	65	94	66	51	649	623	656
S.A. Cawker	34	30	34	30	42	37	50	71	73	80	34	481	443	465
TOTAL	173	133	169	158	169	191	199	208	217	195	93	1,812	1,746	1,798

*Epsom - Closed and consolidated into Prince Albert

TOWNSHIP OF BROCK

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
Beaverton	17	24	26	21	23	15	20	15	13	17	10	191	196	174
McCaskill's Mills	38	41	40	37	48	51	50	51	49	47	32	452	459	446
Sunderland	43	42	33	40	43	42	24	33	28	26	9	354	348	351
Thorah Central	12	17	13	13	10	17	11	8	13	13	10	127	124	121
TOTAL	110	124	112	111	124	125	105	107	103	103	61	1,124	1,127	1,092

NOTE: Gr. 1-8 SP.ED. Totals have been included in grade by grade class counts

ELEMENTARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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MUNICIPAL SUMMARY

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8	TOTAL	PROJ	TOTAL
											SP. ED.	ENROL	ENROL	ENROL
												OCT	OCT	OCT
												31/19	31/19	31/18
CITY OF PICKERING	653	686	703	725	714	703	731	710	729	742	229	7,096	6,861	6,715
TOWN OF AJAX	1,058	1,010	1,074	1,216	1,198	1,195	1,207	1,182	1,243	1,309	286	11,692	11,357	11,130
TOWN OF WHITBY	1,053	1,132	1,206	1,274	1,369	1,387	1,430	1,405	1,430	1,393	305	13,079	12,810	13,273
CITY OF OSHAWA	1,356	1,405	1,392	1,457	1,512	1,453	1,501	1,399	1,389	1,400	399	14,264	14,085	13,182
TWP. OF UXBRIDGE	146	161	167	172	170	178	178	184	196	201	59	1,753	1,763	1,812
TWP. OF SCUGOG	173	133	169	158	169	191	199	208	217	195	93	1,812	1,746	1,877
TWP. OF BROCK	110	124	112	111	124	125	105	107	103	103	61	1,124	1,127	1,056
TOTAL	4,549	4,651	4,823	5,113	5,256	5,232	5,351	5,195	5,307	5,343	1,432	50,820	49,749	49,045

NOTE: Gr. 1-8 SP.ED. Totals have been included in grade by grade class counts

CITY OF PICKERING					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Dunbarton H.S.	354	371	327	382	1,434	1,429.37	1,402	1,441
Pine Ridge S.S.	262	265	258	258	1,043	1,042.04	1,044	1,048
TOTAL	616	636	585	640	2,477	2,471.41	2,446	2,489

TOWN OF AJAX					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Ajax H.S.	274	302	303	311	1,190	1,188.02	1,199	1,179
J.Clarke Richardson Col.	433	415	439	461	1,748	1,747.52	1,788	1,819
Pickering H.S.	448	467	466	460	1,841	1,837.77	1,840	1,890
TOTAL	1,155	1,184	1,208	1,232	4,779	4,773.31	4,827	4,888

TOWN OF WHITBY					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Anderson C.V.I.	175	179	202	241	797	793.02	782	830
Brooklin H.S.	353	346	314	316	1,329	1,326.56	1,320	1,306
Donald A. Wilson S.S.	464	387	348	350	1,549	1,546.05	1,557	1,410
Henry Street H.S.	194	219	176	218	807	807.00	827	801
Sinclair S.S.	281	269	299	323	1,172	1,167.31	1,201	1,275
TOTAL	1,467	1,400	1,339	1,448	5,654	5,639.94	5,687	5,622

NOTE: Gifted and Special Education students are included in the grade by grade breakdown.
 (Please contact Special Education Officer if more information is required).

SECONDARY SCHOOL ENROLMENT - OCTOBER 31, 2019

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CITY OF OSHAWA					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Eastdale C.V.I.	236	224	248	289	997	991.58	1,037	1,017
G.L. Roberts C.V.I.	127	95	112	101	435	430.54	429	450
Maxwell Heights S.S.	370	402	411	403	1,586	1,580.62	1,618	1,679
O'Neill C.V.I.	357	326	309	317	1,309	1,303.12	1,283	1,243
R.S. McLaughlin C.V.I.	313	279	269	272	1,133	1,130.75	1,165	1,069
TOTAL	1,403	1,326	1,349	1,382	5,460	5,436.61	5,532	5,458

TOWNSHIP OF UXBRIDGE					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Uxbridge S.S.	279	239	291	291	1,100	1,095.10	1,125	1,168
TOTAL	279	239	291	291	1,100	1,095.10	1,125	1,168

TOWNSHIP OF SCUGOG					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Port Perry H.S.	239	239	273	263	1,014	1,003.85	1,019	1,063
TOTAL	239	239	273	263	1,014	1,003.85	1,019	1,063

TOWNSHIP OF BROCK					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
Brock H.S.	83	100	99	108	390	388.79	391	381
TOTAL	83	100	99	108	390	388.79	391	381

DURHAM ALTERNATIVE					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
SCHOOL	9	10	11	12	31/19	31/19	31/19	31/18
DASS	2	13	72	372	459	403.75	450	521
TOTAL	2	13	72	372	459	403.75	450	521

NOTE: Gifted and Special Education students are included in the grade by grade breakdown.

(Please contact Special Education Officer if more information is required).

MUNICIPAL SUMMARY					TOTAL	FULL-TIME	PROJ	TOTAL
					ENROL	EQUIVALENT	ENROL	ENROL
					OCT	OCT	OCT	OCT
MUNICIPALITY	9	10	11	12	31/19	31/19	31/19	31/18
CITY OF PICKERING	616	636	585	640	2,477	2,471.41	2,446	2,489
TOWN OF AJAX	1,155	1,184	1,208	1,232	4,779	4,773.31	4,827	4,888
TOWN OF WHITBY	1,467	1,400	1,339	1,448	5,654	5,639.94	5,687	5,622
CITY OF OSHAWA	1,403	1,326	1,349	1,382	5,460	5,436.61	5,532	5,458
TOWNSHIP OF UXBRIDGE	279	239	291	291	1,100	1,095.10	1,125	1,168
TOWNSHIP OF SCUGOG	239	239	273	263	1,014	1,003.85	1,019	1,063
TOWNSHIP OF BROCK	83	100	99	108	390	388.79	391	381
DURHAM ALTERNATIVE	2	13	72	372	459	403.75	450	521
TOTAL	5,244	5,137	5,216	5,736	21,333	21,212.76	21,477	21,590

NOTE: Gifted and Special Education students are included in the grade by grade breakdown.
 (Please contact Special Education Officer if more information is required).

FRENCH IMMERSION ENROLMENT - OCTOBER 31, 2019

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ELEMENTARY									TOTAL	TOTAL				
									ENROL	ENROL				
									OCT	OCT				
SCHOOL	1	2	3	4	5	6	7	8	31/19	31/18				
Brooklin Village	64	64	48	45	51	37	43	38	390	389				
Cadarackque	63	63	63	48	46	49	59	50	441	447				
Cptn Michael VandenBos	43	41	37	42	33	37	38	38	309	310				
David Bouchard	56	39	47	33	36	35	28	26	300	315				
Frenchman's Bay	87	83	59	74	61	63	57	72	556	538				
Jeanne Sauve	96	103	109	107	76	80	68	59	698	655				
John Dryden	46	42	41	34	31	27	27	15	263	251				
Julie Payette	98	99	79	104	91	103	95	74	743	730				
Maple Ridge	74	78	68	62	48	45	33	40	448	420				
McCaskill's Mills	21	19	19	19	18	17	16	11	140	138				
Meadowcrest	46	39	53	43	46	46	41	37	351	348				
Michaëlle Jean	107	113	108	102	94	81	79	80	764	740				
R.H. Cornish	48	38	46	51	48	32	49	33	345	352				
Sir John A. Macdonald	30	32	29	18	26	17	15	16	183	185				
Southwood Park	81	61	70	64	64	58	58	55	511	510				
Uxbridge	44	38	31	39	36	38	38	35	299	301				
Walter E. Harris	76	75	74	62	65	73	61	54	540	537				
Elementary Totals	1,080	1,027	981	947	870	838	805	733	7,281	7,166				
SECONDARY														
SCHOOL									9	10	11	12		
Ajax H.S.									44	54	32	16	146	154
Donald A. Wilson S.S.									191	151	119	77	538	451
Dunbarton H.S.									77	72	29	49	227	201
Pickering H.S.									82	81	71	33	267	225
Port Perry H.S.									37	22	35	5	99	105
R.S. McLaughlin C.V.I.									106	90	70	35	301	213
Uxbridge S.S.									46	31	30		107	88
Secondary Totals									583	501	386	215	1,685	1,437
GRAND TOTALS	1,080	1,027	981	947	870	838	805	733	583	501	386	215	8,966	8,603

DDSB Enrolment Data

Table 1: FSL Enrolment in DDSB 2019-2020

Panel	French Immersion Count and Percentage	Core French Count and Percentage
Elementary (2019-2020)	7,267 (Grades 1-8) 19% of K-12 FSL enrolment	22,503 (Grades 4-8) 60% of K-12 FSL enrolment
Secondary (2019-2020, Semester 1)	1,070 3% of K-12 FSL enrolment	2,976 8% of K-12 FSL enrolment
Secondary (2019-2020, Semester 2)	992 3% of K-12 FSL enrolment	2,926 8% of K-12 FSL enrolment

Note: Percentages do not sum to 100% due to rounding.

The following tables (Tables 1-8) provide more detailed summaries by grade for each of the FSL Programs.

Table 2: DDSB FSL Student Enrolment Grades 1-8 in 2019-2020

DDSB French Program Student Enrolment - 2019-2020		
Grade	French Immersion Student Count	Non-French Immersion Student Count
1	1056	NA
2	1031	NA
3	982	NA
4	952	4313
5	867	4547
6	842	4425
7	804	4561
8	733	4657
Total	7267	22503

Table 3: DDSB Core French Student Enrolment Grades 9-12 in 2018-2019 and 2019-2020

DDSB Secondary French Program Student Enrolment							
Core French Student Count							
	2018-2019				2019-2020		
Grade	Level of Study	Semester 1	Semester 2	FSF Total Student Count	Semester 1	Semester 2	FSF Total Student Count
9	Applied	695	690	1385	702	783	1485
9	Academic	1424	1275	2699	1313	1259	2572
10	Applied	3	0	3	0	0	0
10	Academic	435	488	923	527	398	925
11	University	270	313	583	261	268	529
12	University	235	204	439	173	218	391
FSF Total		3062	2970	6032	2976	2926	5902

Table 4: DDSB enrolment Grades 9-12 in 2018-2019 and 2019-2020

DDSB Secondary French Program Student Enrolment						
French Immersion Student Count						
	2018-2019			2019-2020		
Grade	Semester 1	Semester 2	FIF Total Student Count	Semester 1	Semester 2	FIF Total Student Count
9	312	243	555	307	302	609
10	287	225	512	266	269	535
11	252	208	460	294	224	518
12	166	206	372	203	197	400
FIF Total	1017	882	1899	1070	992	2062

FSL Elementary enrolment: Historical Trends in FI Enrolment

As can be seen in Table 5, FI enrolment has increased by 12% from the 2015-2016 to the 2019-2020 school year. This pattern is consistent with FI enrolment trends in other school boards across Ontario. This is also consistent with the findings in the literature review, which found that parents are attracted to the bilingualism offered by FI and the perceived advantages that bilingualism will afford their children (CPF Ontario, 2019).

Table 5: DDSB Elementary French Immersion enrolment over time

<i>School Year</i>	<i>Elementary French Immersion Enrolment (Grades 1-8)</i>	
2015-2016	6401	<i>Elementary French Immersion enrolment has increased by 866 students over 5 years board wide. This represents a 12% increase over the last 5 years.</i>
2016-2017	6818	
2017-2018	7113	
2018-2019	7090	
2019-2020	7267	

In 2019, students in FI made up roughly 17.5% of DDSB's elementary school student population.

Table 6: FI enrolment in 2019 in comparison to general elementary school enrolment

DDSB Total enrolment	50,820
Total FDK enrolment	9,200
DDSB Total enrolment - Grades 1-8	41,620
DDSB Total enrolment - FI - Grades 1-8	7,281

Although enrolment in FI has increased over the past five years, there is also a pattern of decline in FI enrolment as students move through the grades. As can be seen in Table 7, fewer than half the students in the cohort analysis continued in FI to Grade 12, although it must be noted that the attrition to Grade 12 does not take into account the students who may have completed their FI credits by Grade 11, or who may have left the board.

Table 7: Cohort analysis of FI attrition from Grade 1 to Grade 12

Year in Grade 1	Grade 1 FI enrolment	Year in Grade 12	Grade 12 FI enrolment	% Attrition
2008-2009	676	2019-2020	294	57%
2007-2008	667	2018-2019	302	55%
2006-2007	614	2017-2018	278	55%
2005-2006	553	2016-2017	223	60%

FSL Secondary enrolment: Historical Trends

In 2019-2020, 7,964 DDSB secondary students were enrolled in FSL courses with 25% of students enrolled in FI courses and 75% enrolled in Core French courses. As can be seen in Table 8, since 2015-2016 there has been an increase in secondary FI courses enrolment (26% total increase) and a decrease in secondary Core French course enrolment (8.6% total decrease). These changes have been consistent across all secondary schools.

Table 8: DDSB Secondary French Program enrolment 2015-2016 to 2019-2020
DDSB Secondary French Program Enrolment - 5 Years

<i>French Immersion</i>							
FIF Enrolment Over Time							
Grade	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 <i>Enrolled*</i>	2019-2020 FIF Total
9	466	477	558	555	307	302	609
10	412	426	447	512	266	269	535
11	344	383	390	460	294	224	518
12	308	324	362	372	203	197	400
FIF Total	1530	1610	1757	1899	1070	992	2062
*Enrolled Semester 2 2019-2020 numbers are subject to change. Semester 2 actuals will be available in June.							
French Immersion courses have seen a 26% increase in student enrolment over the last 5 years.							

<i>Core French</i>								
FSF Enrolment Over Time								
Grade	Level of Study	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 <i>Enrolled*</i>	2019-2020 FSF Total
9	Applied	1794	1625	1665	1385	702	783	1485
9	Academic	2734	2608	2596	2699	1313	1259	2572
10	Applied	1	1	7	3	0	0	0
10	Academic	961	1035	998	923	527	398	925
11	University	545	561	596	583	261	268	529
12	University	377	373	395	439	173	218	391
<i>FSF Total</i>		<i>6412</i>	<i>6203</i>	<i>6257</i>	<i>6032</i>	<i>2976</i>	<i>2926</i>	<i>5902</i>
Core French courses have seen an 8.6% decline in student enrolment over the last 5 years.								

DDSB Dual Track French Immersion Schools - Split Grade Proportion - 2019-2020

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG	School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Brooklin Village	1	3	1	1	Cadarackque P.S.	1	3	1	1
	2	3	2	1		2	3	1/2	1
	2/3	1	3	1		2/3	1	2/3	1
	3	2	4	1		3	3	3/4	1
	4	2	4/5	1		4	2	4/5	1
	5	2	5/6	1		5	1	5/6	1
	5/6	1	6	1		5/6	1	6/7	1
	6	1	6/7	1		6	1	7/8	1
	7	1	7/8	2		6/7	1		
	7/8	1				7/8	4		
8	1								
Total student count in split grades		70	134		Total student count in split grades		167	171	
Total student count in straight grade		315	121		Total student count in straight grade		264	18	
Proportion of students in a split grade (%)		18%	53%		Proportion of students in a split grade (%)		39%	90%	
Captain M. Vandenbos P.S.	1	2	1/2	1	David Bouchard P.S.	1	3	1	1
	2	1	2/3	2		2	2	2/3	1
	2/3	2	3/4	1		2/3	2	3/4	1
	3	1	4	1		3	2	4/5	1
	4	1	5	1		4	1	5/6	1
	4/5	1	5/6	1		4/5	1	6/7	1
	5/6	1	6	1		5/6	1	7/8	1
	6	1	7/8	2		6	1		
	7	1				7	1		
	7/8	1				8	1		
8	1								
Total student count in split grades		118	158		Total student count in split grades		73	140	
Total student count in straight grade		200	90		Total student count in straight grade		232	46	
Proportion of students in a split grade (%)		37%	64%		Proportion of students in a split grade (%)		24%	75%	

DDSB Dual Track French Immersion Schools - Split Grade Proportion - 2019-2020

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG	School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
John Dryden P.S.	1	2	1	1	Maple Ridge P.S.	1	4	1/2	1
	2	2	1/2	1		2	4	2/3	1
	3	2	2/3	1		2/3	1	4/5	1
	4	1	3	1		3	3	5/6	1
	4/5	1	4	2		4	2	7	1
	5	1	5	2		4/5	1	8	1
	6	1	6	2		5	1		
	7/8	2	7	2		6	2		
			8	3		7/8	3		
Total student count in split grades		66	37	Total student count in split grades		110	89		
Total student count in straight grade		202	332	Total student count in straight grade		338	56		
Proportion of students in a split grade (%)		25%	10%	Proportion of students in a split grade (%)		25%	61%		
School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG	School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
McCaskill's Mills P.S.	1	1	1	1	R. H. Cornish P.S.	1	2	1/2	1
	2	1	2	1		1/2	1	2/3	1
	3	1	3	1		2	1	3/4	1
	4/5	1	3/4	1		2/3	1	4/5	1
	5/6	1	4/5	1		3	2	5/6	1
	7	1	5/6	1		4	2	6	1
	8	1	6/7	1		5	1	7	1
			7/8	1		5/6	1	7/8	2
			8	1		6	1		
						7	1		
				7/8	1				
				8	1				
Total student count in split grades		54	122	Total student count in split grades		89	159		
Total student count in straight grade		87	113	Total student count in straight grade		257	64		
Proportion of students in a split grade (%)		38%	52%	Proportion of students in a split grade (%)		26%	71%		

DDSB Dual Track French Immersion Schools - Split Grade Proportion - 2019-2020

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG	School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG	
Southwood Park P.S.	1	4	1/2	1	DDSB Dual Track French Immersion Schools - French Students					
	2	3	2/3	1						
	2/3	1	4/5	1						
	3	3	5	1						
	4	2	6/7	1						
	4/5	1	7/8	1						
	5	2								
	5/6	1								
	6	2								
	7	2								
8	2									
Total student count in split grades					Total student count in split grades					
65					812					
Total student count in straight grade					Total student count in straight grade					
449					2344					
Proportion of students in a split grade (%)					Proportion of students in a split grade (%)					
13%					26%					
					English Students					
					532					
					631					
					46%					

DDSB Single Track French Immersion Schools - Split Grade Proportion - 2019-2020

School	Grade	Class Count	School	Grade	Class Count	School	Grade	Class Count	School	Grade	Class Count
Frenchman's Bay P.S.	1	4	Jeanne Sauve P.S.	1	5	Julie Payette P.S.	1	5	Meadowcrest P.S.	1	2
	1/2	1		2	5		1/2	1			
	2	4		3	6		2	1			
	3	3		4	4		3	1			
	4	3		4/5	1		4	1			
	5	2		5	3		5	2			
	5/6	1		5/6	1		4	1			
	6	2		6	3		4/5	1			
	7	2		7	4		5	1			
	7/8	1		8	3		5/6	1			
8	2	8	2	6	1						
Total student count in split grade		65	Total student count in split grade		48	Total student count in split grade		26	Total student count in split grade		171
Total student count in straight grade		488	Total student count in straight grade		645	Total student count in straight grade		714	Total student count in straight grade		178
Proportion of students in a split grade (%)		12%	Proportion of students in a split grade (%)		7%	Proportion of students in a split grade (%)		4%	Proportion of students in a split grade (%)		49%
Michaëlle Jean P.S.	1	5	Uxbridge P.S.	1	2	Walter Harris P.S.	1	4	DDSB Single Track French Immersion Schools		
	1/2	1		2	2		2	4			
	2	5		3	2		3	4			
	2/3	1		4	1		4	2			
	3	5		4/5	1		4/5	1			
	4	4		5/6	1		5	2			
	5	3		6	1		6	3			
	5/6	1		7	1		7	2			
	6	3		7/8	1		7/8	2			
	7	3		8	1		8	2			
8	3										
Total student count in split grade		60	Total student count in split grade		82	Total student count in split grade		25	Total student count in split grade		477
Total student count in straight grade		696	Total student count in straight grade		218	Total student count in straight grade		512	Total student count in straight grade		3451
Proportion of students in a split grade (%)		8%	Proportion of students in a split grade (%)		27%	Proportion of students in a split grade (%)		5%	Proportion of students in a split grade (%)		12%

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** March 2, 2020

SUBJECT **District-Wide FSL Programs Review** **PAGE NO.** Page 1 of 6

ORIGIN: Norah Marsh, Acting Director of Education
Margaret Lazarus, Superintendent of Education/French Curriculum

1. Purpose

The purpose of the report is to seek approval from Durham District School Board Trustees on the scope of a District-Wide Review of all French as a Second Language (FSL) programs.

2. Ignite Learning Strategic Priority/Operational Goals

Success – Set high expectations and provide support to ensure all students and staff reach their full potential every year

Well-Being – Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff

Equity – Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement

Engagement – Engage students, parents and community members to improve student outcomes and build public confidence

3. Background

At the January 6, 2020 Standing Committee of the Whole the Trustees voted the following:

- A DISTRICT REVIEW OF FRENCH IMMERSION AT DURHAM DISTRICT SCHOOL BOARD TO BE UNDERTAKEN BY STAFF
- THE REVIEW WILL BE INITIATED BY A STAFF REPORT OUTLINING THE SCOPE OF THE REVIEW
- THE FINAL REPORT TO BE SUBMITTED TO THE BOARD IN THE FALL OF 2020.

ADMINISTRATIVE REPORT

Currently the DDSB offers both Core French and French Immersion (FI) Programs. Core French is mandatory in the province of Ontario from Grades 4-8 for all students in English-language elementary schools with the expectation that students have accumulated a minimum of 600 hours of French instruction in elementary school (French Instruction Policy). One mandatory Core French credit is required in Grade 9; however, students may choose to continue in Core French through to graduation in grade 12.

French Immersion within the DDSB has one entry point at Grade 1. From grades 1 to 3, students are immersed in 100% French instruction. English instruction is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of Grade 8, the French Immersion program must provide students with a minimum of 38,000 hours of French Instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) and a minimum of 6 additional courses in which the language of instruction is French.

Currently, DDSB has 10 dual-track elementary schools and 7 single-track French Immersion elementary schools. In the secondary panel, there are 7 dual track secondary schools and no single-track FI school. Tables 1 to 3 display the number of students enrolled in our French programs.

Table 1

DDSB French Program Student Enrolment - 2019-2020		
Grade	French Immersion Student Count	Non-French Immersion Student Count
1	1056	NA
2	1031	NA
3	982	NA
4	952	4313
5	867	4547
6	842	4425
7	804	4561
8	733	4657
Total	7267	22503

ADMINISTRATIVE REPORT

Table 2

DDSB Secondary French Program Student Enrolment						
French Immersion Student Count						
	2018-2019			2019-2020		
Grade	Semester 1	Semester 2	FIF Total Student Count	Semester 1	Semester 2	FIF Total Student Count
9	312	243	555	307	302	609
10	287	225	512	266	269	535
11	252	208	460	294	224	518
12	166	206	372	203	197	400
FIF Total	1017	882	1899	1070	992	2062

Table 3

DDSB Secondary French Program Student Enrolment							
Core French Student Count							
		2018-2019			2019-2020		
Grade	Level of Study	Semester 1	Semester 2	FSF Total Student Count	Semester 1	Semester 2	FSF Total Student Count
9	Applied	695	690	1385	702	783	1485
9	Academic	1424	1275	2699	1313	1259	2572
10	Applied	3	0	3	0	0	0
10	Academic	435	488	923	527	398	925
11	University	270	313	583	261	268	529
12	University	235	204	439	173	218	391
FSF Total		3062	2970	6032	2976	2926	5902

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4. Analysis**4.1: Growing Interest and Concerns**

DDSB values fairness, equity and respect as essential principles to ensure that all students have the opportunities they need to fulfil their potential. The Board is also committed to the principles of equity as outlined in Ontario's Equity and Inclusive Education Strategy and in accordance with the Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

The District-Wide FSL Program Review will examine challenges and successes of the two French programs as it pertains to our board from key stakeholders' perspectives, will identify program needs and recommend strategies to ensure that the principles established from this review be applied when considering changes in programming. The FSL District Review Committee will focus on key elements of the delivery of FSL programs at the elementary and the secondary level and will gather data from multiple sources to provide an in-depth, inclusive analysis of the status of French programming and its relationship to the broader experience of all our students. The following will be examined:

- Provincial trends and experiences
- Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)
- Program viability
- Resource implications (staffing, facility and finance)
- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

4.2: Consultations

The consultation component of the FSL Review will be grounded in DDSB's Public Consultation Policy which "recognizes the value of public consultation [and as such,] will conduct appropriate public consultation to ensure that recommendations and decision which will result from this district-wide review, reflect the values and concerns of the entire community." (Consultative Process). To capture representative feedback on DDSB French programming, multiple stakeholders will be included and given multiple opportunities to comment on DDSB programs. Sessions will be geographically located for ease and equity of access and will include:

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- Face-to-Face Forums with:
 - Parents/guardians
 - Community members
 - Staff
 - Students
- On-line surveys
- Crowdsourcing software for idea generation
- Dedicated phone line and email address to gather further input from the community

At the April Board of Trustees Standing Committee Meeting, The FSL District Review Committee will provide the Trustees with a more detailed report outlining the consultation process including key dates and topics.

4.3: The District Review Committee

The FSL District Review Committee will consist of staff from a variety of departments including: Equity, Curriculum, Innovation, Inclusive Student Services, Facilities Services, Business Services, Property & Planning, and Assessment & Accountability.

4.4: Proposed Timelines

Table 4

Month	Action
February-March	<ul style="list-style-type: none"> ○ Literature Review ○ External School Boards FSL Reviews ○ Grade 11 Student Survey (examines why students are choosing to leave or remain in FSL programs) ○ Determination of operational plan
March	Promotion of the Consultation Sessions
April	Consultation Sessions
May	Consultation Sessions
June	Consultation Sessions
July -August	Data analysis and draft report
September	Data analysis and draft report
October	Draft report presented to Board of Trustees
November	Final report presented to Board of Trustees

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5. Conclusion/Recommendation

The review will look at existing policy and practice and provide recommendations to inform access, organization and resource allocation for FSL programming within the District

This report is presented to DDSB Trustees for approval of the scope of the FSL Program Review.

Report reviewed and submitted by:



Margaret Lazarus, Superintendent of Education/Family of Schools/French Curriculum

Norah Marsh, Acting Director of Education



DDSB FSL LITERATURE REVIEW

CORE FRENCH & FRENCH IMMERSION

DURHAM DISTRICT SCHOOL BOARD FRENCH AS A SECOND LANGUAGE REVIEW

Objectives of the Review

Beginning in February 2020, the Durham District School Board (DDSB) undertook a review to gather, analyze and triangulate data from multiple sources in order to prepare a comprehensive report on French language programs within its jurisdiction.

The resulting report examines the following topics:

- Provincial trends and experiences
- Lived experiences of students, parents/guardians' interactions with FSL programs (Core and FI)
- Program viability
- Resource implications (staffing, facility and finance)
- Access to the Diplôme d'études en langue française (DELF) exam
- Patterns and trends in enrolment, retention, attrition, student demographics
- Equity of programming

To capture representative feedback on DDSB French programming, multiple stakeholders have been given multiple opportunities to comment on DDSB programs. Sessions were geographically located for ease and equity of access and included

- Face-to-Face Forums with:
 - Parents/guardians
 - Community members
 - Staff
 - Students
- On-line surveys
- Crowdsourcing software for idea generation
- Dedicated phone line and email address to gather further input from the community

Rationale for this review

Currently the DDSB offers French as a Second Language (FSL) programming to approximately 37,734 students. Students enroll in Core French or French Immersion (FI). (These programs are described in more detail below.) The two are not mutually exclusive; indeed, there is overlap

between them in family membership and community engagement, and in dual track schools, they may share space such as the gym or a computer lab.

Implications resulting from rising enrolment in the FI program prompted DDSB to review FSL programming as a whole. The data obtained from this review will inform planning and decision-making for the board and will provide community members with a big-picture context in which these decisions must be made.

The overarching question to be informed by the review is this: How should DDSB best move forward to meet the Ontario Ministry of Education goals of FSL programming while ensuring high quality inclusive education for all students?

This review is being released simultaneously to consultations in the interest of transparency. By providing the information we have examined thus far it provide the opportunity for feedback on other research sources that may be helpful in our deliberations, while also give equity of access to the research we have currently consulted.

Literature review

This section presents an overview of trends and issues related to Canadian FSL programs, with emphasis on the Ontario context, and the place of DDSB within this landscape.

English-French bilingualism in Canada

While local and national identities remain influential features of the 21st century, rapid technological developments have encouraged the emergence of global awareness and citizenship. Contemporary issues such as climate change, economic co-dependency, pandemics, and mass migration of people show us that the future of our students may be an uncertain one, but definitely it will be a global one. The ability to communicate in a global context is a significant advantage to individuals and to the societies in which they live.

Approximately 270 million people on Earth speak the French language. As one of the official languages of the United Nations, it is recognized as a language of international relations. English and French are Canada's two official languages. English-French bilingualism in Canada has grown steadily since the first Official Languages Act of 1969, reaching the highest peak so far (17.9%) in 2016. In 2016, 11.2% of Ontario's population was bilingual (Statistics Canada, <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016009/98-200-x2016009-eng.cfm>).

Benefits of second language learning

For the individual, the benefits of learning a second language have been well documented (See Cummins, 2007; Lapkin, Mady, & Arnott, 2009; Lazaruk, 2007; Netten & Germain, 2005; Leung, 2020; O'Brien, 2017). Ontario's Ministry of Education (2013a, 2013b, 2018) lists the following advantages:

- enhanced cognitive and academic performance, notably problem-solving, creativity and reasoning
- enhanced first language and literacy skills which support the acquisition of additional language proficiency
- enhanced interpersonal and social skills through an increase in confidence and self-esteem
- increased open-mindedness and an enhanced ability to appreciate diverse perspectives

- increased awareness of diverse cultures and global issues
- enhanced career opportunities in an increasingly global economy.

In surveys conducted by various school boards (e.g., Thames Valley District School Board (TVDSB), 2015), parents indicated that they chose FSL programs, particularly FI for these reasons.

Other provinces share Ontario's perspective. Here for example, is this statement from the Saskatchewan Ministry of Education (2015):

The aim of the Core French program is not to produce bilingual students. It does, however, provide a solid introduction and base upon which students can build second language skills. The program also provides many of the cognitive and other benefits that result from second language learning (p. 7).

Bilingual students enjoy enriching opportunities to participate in cultural events and exchange programs, and language studies in post-secondary education.

A society benefits from citizens who are interculturally competent and are able to participate effectively in an international context. Given Canada's multicultural character, bilingualism can strengthen national identity and cohesion.

Despite the acknowledged benefits of bilingualism, and particularly of English-French bilingualism in Canada, there is a disconnect between the professed ideal and the lived reality. Canada is officially bilingual, yet French is essentially absent in many parts of the country. This was expressed in a study with Core French students in British Columbia who recognized the advantages of speaking French for work and travel opportunities but did not find it useful in BC because they did not see, hear or experience life in French. Additionally, they were unaware of opportunities in government, service industries or education where French would be relevant (Desgroseilliers, 2017). The advocacy organization, Canadian Parents for French (CPF) has repeatedly called for increased support for the integration of French in Canadian society.

French as a Second Language (FSL) Education in Canada

In 1970, the Official Languages Act included funding for mandatory second language instruction in provinces and territories. Initially, most programs were offered as 40-50-minute blocks in secondary schools, but today instruction is usually a 30-40-minute period two to five times weekly in elementary grades. St. Lambert, Quebec, was the first to experiment with a FI program in 1965. The immersion model grew in popularity and is now in place in all provinces and territories except Nunavut.

FSL programs are intended for the development of French language proficiency among non-francophones, the majority of whom are native English speakers. Generally, FSL education is a success story but with some caveats. In 2016-2017, 46% of Canadian students were enrolled in an FSL program, 11.3% in FI and 34.3% in Core French. Quebec is not included in these data.

Canadian jurisdictions offering FSL programs face common challenges:

- overwhelming French Immersion enrolment
- a lack of qualified FSL teachers in all programs
- inconsistent standards of language proficiency of students and teachers
- a scarcity of teaching tools and resources designed for diverse FSL learners

(Canadian Association of Immersion Professionals (CAIP), 2018; Ontario Public School Boards' Association (OPSBA), 2018, 2019). These issues are discussed more fully in this report.

Models of FSL programs

This section outlines the models of FSL in Canada. Although these descriptions below refer to Ontario, the models are replicated in similar fashion across the nation. Ontario students commonly choose among three options: Core French, Extended French and FI. Not all boards offer all three options. For example, the DDSB does not offer Extended French. It is important to note that even in the FI program, English language curriculum policy documents determine the curriculum for any subject other than FSL, even though instruction is in French.

a) Core French

Core French enrolment is compulsory in elementary grades and is usually offered in Grades 4-8. Ontario students in Core French must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. One French credit for the Ontario Secondary School Diploma (OSSD) is mandatory. Students usually satisfy that requirement in Grade 9. Students can take French as a subject from Grades 9 - 12. Elementary school Core French enrolment remains steady but drops significantly between Grades 9 and 10.

Core French Enrolment 2016-2017	Canada	Ontario	Durham DSB
JK & SK	8,456	6141	NA
Grade 1	35,954	27,436	NA
Grade 2	39,197	28,749	NA
Grade 3	44,151	30,395	NA
Grade 4	176,648	109,830	4297
Grade 5	200,561	108,699	4531
Grade 6	199,446	109,683	4404
Grade 7	187,955	111,452	4534
Grade 8	192,529	112,861	4636
Grade 9	111,875	68,369	1625 (Applied) 2608 (Academic)
Grade 10	43,652	21,247	1035 (Academic)
Grade 11	28,874	13,640	561 (University)
Grade 12	15,731	8,406	373 (University)

Table 1 Enrolment in Core French 2016-2017 (Canadian Parents for French, 2018a, p. 4)

Upper Grand District School Board (UGDSB) (Upper Grand District School Board, 2017b) found that only one in four students continued in Core French beyond Grade 9. Female students and students in the Academic course-type were far more likely to remain in French courses until graduation (p.19-22). Student survey responses provided reasons for dropping French, the top ones being lack of interest, lower grades because French was too difficult, and timetable conflicts with other priority courses. The UGDSB recommended the strategies suggested in *A Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013a) to increase student engagement (UGDSB 2017, p. 25-26). These include taking advantage of student interest in technology, connecting face to face and virtually with francophone communities, and participating in cultural and cross-disciplinary events in French (Ontario Ministry of Education, 2013a, p. 18-19). Student surveys conducted by the Thames Valley District School Board (TVDSB, 2015) expressed similar data.

b) Extended French

Ontario students in an Extended French program learn French as a subject and French serves as the language of instruction in at least one other subject. Entry into Extended French programs varies but is usually at the upper elementary school grades.

c) French Immersion

FI is more intense. In FI, students learn French as a subject and French serves as the language of instruction in two or more other subjects. Among elementary schools, French immersion programs vary by entry point and intensity. Early entry points could be JK, Grade 1 or Grade 2. Some schools offer later immersion starting around Grade 4 or 5. The proportion of English to French as the language of instruction varies by grade. In Ontario, FI students have accumulated a minimum of 3800 hours of French instruction by the end of Grade 8.

At the secondary level, French is the language of instruction in some courses. FI students will acquire 10 credits through instruction in French: four are for FSL (language) courses, six are for other subjects. The school grants a certificate in French Immersion to students who complete the program at graduation.

Entry into FI programs has been rising steadily over the decades in Canada and in Ontario, as Table 2 indicates. DDSB data is consistent with the provincial and national trends.

Enrolment	Canada		Ontario	
	% in FI	% in Core	% in FI	% in Core
2012-2013	9.9	37.2	9.1	41.3
2016-2017	11.3	34.3	12	39.8

Table 2 FI enrolment in Canada and Ontario (CPF, 2018a, p. 1)

Why is FI increasing so dramatically? The benefits of bilingualism have been outlined above and student proficiency levels are high in FI as evidenced in student success at the B1 and B2 levels of the DELF exam (Carr, 2019). Graduates of FI programs are now parents seeking advantages for their own children (CPF Ontario, 2019). Sometimes the advantages parents seek are not just second language skills but the byproducts of a parallel school-within-a school that has been

described as a “private school within a public system” (Lewis, 2016). The implications of rising FI enrolment are described in later sections of this report.

However, the initial enrolment uptake of FI is not maintained as grades progress. FI programs tend to have a single entry point. Although spaces open up in later grades, there are pre-requisites in terms of language knowledge and skill, making it unlikely that a Core French student would move successfully into a FI program. The greatest drop off occurs in the transition to high school between Grades 8 and 9.

FI Enrolment 2016-2017	Canada	Ontario	Durham DSB
JK & SK	48,858	32,428	NA
Grade 1	43,138	26,234	1068
Grade 2	42,283	24,080	1041
Grade 3	38,680	21,560	987
Grade 4	37,799	22,289	954
Grade 5	35,742	20,654	869
Grade 6	33,883	18,666	843
Grade 7	33,951	17,308	804
Grade 8	30,863	15,566	733
Grade 9	23,050	9,650	477
Grade 10	19,932	8,673	426
Grade 11	16,506	6,563	383
Grade 12	13,337	5,391	324

Table Enrolment in French Immersion 2016-2017 (CPF, 2018a, p. 4)

The TVDSB (2015) data showed that there was a slight fluctuation in FI enrolment from SK to Grade 4. From Grades 5 to 8, enrolment remained steady, even slightly increasing with the influx of Extended Immersion students in Grade 7. (The Extended Immersion has since been dropped at TVDSB.) However, roughly 32% of enrolled students dropped FI after Grade 8. Those who remained in the program in Grade 9 tended to stay with it to the end of Grade 12 (TVDSB, 2015, p. 24).

The pattern was similar in the UGDSB (2009). Of the 372 FI students who started in JK, 191 remained by Grade 8 (UGDSB, 2009, p. 2). The DDSB data also shows this pattern.

Why do students withdraw from FI? For its review, the TVDSB (2015, p. 30-37) conducted an extensive survey of students, parents and staff. The list of reasons below is a composite of findings from the TVDSB as well as from research conducted by the PDSB (Bennett & Brown, 2017, p. 24-25) and the UGDSB (2017a, b):

- Academic challenges in the program
 - difficulties learning French and/or English
 - heavier workload
 - a need to improve English language skills
 - a desire to improve grades (English program is considered less challenging)
 - a need for additional support (additional tutoring more expensive, parents/guardians do not speak French)
 - special education and English Language Learner (ELL) supports are not as easily available
 - feeling additional pressure to succeed
 - teacher suggested it
- Characteristics of the program
 - disappointed with the quality of instruction (engaging pedagogy, lack of differentiated instruction)
 - outdated materials/lack of resources
 - too much homework
- Reasons behind parents'/guardians' decision to withdraw
 - support learning, development, social, and emotional needs
 - opinion about the French Immersion program has changed
 - transportation issues (transportation not provided, unsafe public transit, lack of public transit, long "commute" for children, inconsistent schedules)
 - child struggling socially
 - siblings/ friends at different schools
 - childcare issues
- Reasons behind students' decision to withdraw
 - no longer interested in the French Immersion program
 - want to be with siblings, friends
- Pursuing other programs
 - chose to attend regional or gifted programs
- Relocation
 - moving outside the district/board
 - FI not offered at home (middle) school
 - complicated transportation issues
- Teachers
 - teachers' lack of French language skills - inability to speak French well
 - high teacher turnover
 - English speakers used as supply teachers, EAs and RCEs
- Class Composition
 - Potential for limited social opportunities given their classmates are consistent year-after-year

d) Extended French

Extended French programs are less common. They are usually offered in secondary school. To enrol in an Extended French program in Ontario, a student must have accumulated 1260 hours of French instruction by the end of Grade 8. A student in an Extended French program accumulates seven high school credits in courses in which the language of instruction is French. Four of these credits are for FSL (language) courses and three are for other subjects. The school grants a certificate in Extended French when these requirements are met.

Alternative models of FSL

Lewis (2016) has wr that “In the global village of today, and in the bilingual, plurilingual, pluricultural, forward-thinking country of Canada, it is the role of the Canadian school system to seek out more pathways to develop students’ competencies in multiple languages.” She argued that Canadian school boards should offer a wider range of models such as those described below.

a) Intensive French and Intensive French with Intensive or Immersion follow-up

Lewis (2016) described Intensive French as a mini-immersion for half a year, an enrichment of the Core French program. Students remain in their neighborhood schools – an obvious advantage. They spend three to four times the number of hours regularly scheduled for FSL in a concentrated period of time (five months) at the end of the elementary school cycle (in Grade 5 or 6). Other subjects are compressed to accommodate this in the rest of the year.

Lewis claimed that students who begin with Intensive French in Grades 5 or 6 and follow through in Post-Intensive French until at least Grade 10 arrive at an ntermediate level of competence. As a variation, students have the option to move from Intensive French into Late Immersion in Grade 6 or 7.

b) Late late ntensive French

Intensive FSL is offered in concentrated blocks such as an entire immersion semester in Grade 9 or 10.

Distribution of Models

In preparing its *Report of the Secondary FSL Review Committee*, the Upper Grand District School Board (UGDSB, 2017b) surveyed 32 Ontario school boards, 23 of which responded. The responses indicated the following:

- 78% of school boards offered French Immersion as the most common optional program. Extended French was offered in 66% of school boards and 50% of all boards contacted offered both FI and Extended French. Three school boards (9%) did not offer either French immersion or Extended French.
- Course offerings varied from site to site based on staff availability and qualifications. The most consistently offered optional courses in both the FI and EF programs are Geographie & Histoire in Grade 9 and 10 (82%) and Civics/Careers (63%) in Grade 10.
- Boards consistently expressed the efforts underway to shift the culture away from exemption for Grade 9 French and toward supporting special needs and English language learners to attract and retain students in FSL programs. (UGDSB, 2017b, p. 4)

Currently, the offers Core and Immersion FSL programs.

The distribution of Canadian students in FSL programs is of some concern. The Lang Committee Report (2013) lauded the success of FI programs but regretted the decline of Core French.

The number of youth enrolled in a regular French as a second language program fell from 1.8 million to 1.36 million, a 24% decrease. In short, despite the rise in immersion program enrolment, the proportion of youth outside Quebec who have received French as a second language instruction in the last 20 years has fallen from 53.3% to 43.9%.

(Section 2.2.2)

The Lang Committee put forward several recommendations in hopes of bolstering enrolment and retention in Core French. These recommendations mirror those in the Ministry of Ontario's *A Framework for French as a Second Language in Ontario Schools (O, 2013a)*, document.

Models: Single and dual track

Singletrack elementary schools offer instruction in one language - either English or French.

Dualtrack elementary schools offer instruction in English and French in various configurations. Despite its goal of a 60/40 balance, FI was growing in many dual track schools in PDSB. The board established threshold criteria where consideration of converting a school to singletrack would be necessary: when the English track would require triple-grade classes and/or when the English program dropped below 40% of the school enrolment. Community response and availability of space would then be taken into account (Brown & Bennett, 2017).

The tables below outline the advantages and disadvantages of single and dual track models. The tables draw upon the research conducted by the PDSB (PDSB, 2012, p. 9-11; Brown & Bennett, 2017 p. 17-20), the Ottawa-Carlton District School Board (OCDSB, 2019), the UGDSB, 2009, Appendix C) and School District 68 Nanaimo-Ladysmith in British Columbia (Ladyman Consulting, 2011).

Topic	Single track advantages	Dual track advantages
Culture	<ul style="list-style-type: none"> • more opportunities for French language/culture to be displayed around the school (e.g., posters, displays) • more likely for extra-curricular activities, assemblies, etc. to be in French 	<ul style="list-style-type: none"> • more exposure to Canada's two official languages • foster a greater understanding of Canadian identity and multiculturalism (are examples of a bilingual Canada)
Language	<ul style="list-style-type: none"> • immersed in one language – full immersion • more informal opportunities to use French (e.g., playground, hallways) • elective courses taught in French 	<ul style="list-style-type: none"> • exposing students at an early age to both languages can enable them to recognize similarities between words and increase competencies in both languages • non-immersion students have more opportunities to be exposed to French

Community	<ul style="list-style-type: none"> one school fosters its own community environment 	<ul style="list-style-type: none"> Students attend the neighborhood school smaller community schools stay open due to higher enrollment at the school because of the FI program
Classes	<ul style="list-style-type: none"> fewer combined grades 	<ul style="list-style-type: none"> FI and non-immersion students may take some courses/subjects together
Resources	<ul style="list-style-type: none"> resources and funds for only one program at the school (may be cheaper) easier for the administration to manage the budget 	<ul style="list-style-type: none"> more accessibility of resources for both languages (e.g., in the library, in classrooms)
Students	<ul style="list-style-type: none"> less likely to succumb to peer pressure to speak English 	<ul style="list-style-type: none"> both FI and non-immersion students interact with each other, thus promoting tolerance and understanding
Demission	<ul style="list-style-type: none"> no advantages found 	<ul style="list-style-type: none"> students are able to stay in the same school (if it's their home school) if they choose to withdraw from the FI program; less disruptive for the students
Staff	<ul style="list-style-type: none"> more staff who speak French increases the likelihood that students use French outside the classroom (e.g., at recess, in the hallways) more likely to have support staff (SERTs, supply teachers) who speak French more likely that the administrator speaks French teacher satisfaction is reported to be higher 	<ul style="list-style-type: none"> teachers of both the FI and non-immersion programs benefit from each other's expertise more opportunities for staff collaboration and professional development together CF teacher could do FI coverage both FI and non-immersion staff interact with each other, thus being role models for students
Parent/Guardian Involvement	<ul style="list-style-type: none"> more commitment from parents/guardians (e.g., willing to drive to FI school, become involved in the School Advisory Council [SAC]) 	<ul style="list-style-type: none"> more involvement of parents/guardians if school is in local/neighborhood area

Table : Advantages and disadvantages of dualtrack model

Topic	Single track disadvantages	Dual track disadvantages
Culture	<ul style="list-style-type: none"> • less exposure to Canada's two official languages • less understanding of Canadian identity and multiculturalism 	<ul style="list-style-type: none"> • less opportunities for French language/culture to be displayed around the school (e.g., posters, displays) • less likely for extra-curricular activities, assemblies, etc. to be in French
Language	<ul style="list-style-type: none"> • students may exhibit delays in learning English oral and written language 	<ul style="list-style-type: none"> • students are less likely to speak French outside the classroom
Community	<ul style="list-style-type: none"> • local non-immersion students travel further • English-only schools are perceived as <ul style="list-style-type: none"> ○ less academically rigorous ○ more likely to have populations that are new to Canada and from low SES backgrounds ○ more likely to have more students with special needs ○ more likely to accommodate specialized learning-needs programs • distances to a school with an English program <ul style="list-style-type: none"> ○ students may have to be bussed or walk further distances to an English single track school 	<ul style="list-style-type: none"> • disappearance of the English program at the school • English track can be perceived as second best

Classes	<ul style="list-style-type: none"> • increasing demand for FI may lead to overcrowding in FI schools while space is available in English track schools • possible boundary reviews required 	<ul style="list-style-type: none"> • more combined/triple grades
Resources	<ul style="list-style-type: none"> • fewer English resources 	<ul style="list-style-type: none"> • fewer French resources • harder for the administration to manage the budget and allocate resources to two programs
Students	<ul style="list-style-type: none"> • students may consider themselves to be in a better program/school 	<ul style="list-style-type: none"> • division between FI and non-immersion students
Demission	<ul style="list-style-type: none"> • students who withdraw from the FI program have to attend another school; more disruptive for the students 	<ul style="list-style-type: none"> • negative perception from peers for not continuing in the FI program
Staff	<ul style="list-style-type: none"> • difficult to find/hire fully bilingual staff 	<ul style="list-style-type: none"> • less likely to have support staff (SERTs, supply teachers) who speak French • support staff are divided between the FI program and non-immersion program • typically one teacher teaches two classes (English/French) so there are two primary teachers • limited opportunities for staff collaboration and team teaching • dichotomy between FI and non-immersion teachers
Parent/Guardian Involvement	<ul style="list-style-type: none"> • less involvement if school is not in the local/neighborhood area 	<ul style="list-style-type: none"> • may not want to be involved because they feel overshadowed by the non-immersion parents/guardians

Table : Advantages and disadvantages of singletrack model

The information in the tables above is supported by abundant research: Adams, Oracheski, & MacDonald, 2007; Alberta Education, 2014; Bennett, Favaro, & Lam, 2014; Crawford, 1978; Cummins, 1979; Doell, 2011a, 2011b; HWDSB, 2009; Kissau, 2003; Ladyman Consulting Inc., 2011; Lapkin, Andrew, Harley, Swain, & Kamin, 1981; Manitoba Education, Citizen and Youth, 2007; PDSB, 2012; UGDSB, 2017a, 2017b; YRDSB, 2012.

Models: Start Point, time and intensity

The literature is plentiful but inconclusive as to the optimum age/grade at which to offer FSL (Netten, 2007). Murphy (2001) wrote that empirical evidence does not support the popular belief that proficiency is correlated to an earlier starting time. Turnbull, Lapkin, Hart and Swain (1998) found that oral fluency tends to be better among students who begin at a younger age but in comparing early, middle, and late immersion students, there were no statistical differences on the listening, written, and reading test scores in French. Some brain research suggests the age of 7 and under is an optimal window of opportunity for language learning (Ladyman Consulting, 2011). Other studies present contradictory findings and support an early start point (Edwards, McCarrey, & Fu, 1980; Krashen, 1981; Lapkin, Hart, & Swain, 1992).

Benefits of early introduction to FSL are transferable literacy skills across languages, stronger oral fluency, availability of more resources appropriate for younger learners, and a more inclusive class cohort (Baker, 2006; Cummins, 1979; Lepage & Corbeil, 2013; Swain & Lapkin, 2000; Turnbull et al., 1998; Willms, 2008). A drawback is that special learning difficulties may be less noticeable (Arnett & Mady, 2010).

There are advantages to delaying FSL until the middle grades and even later. Later entry into FI increases the likelihood of remaining in the program (Ladyman Consulting, 2011). However, enrolment in later FSL programs, especially when students are more participatory in the choice, is more influenced by student friendships and logistical considerations such as transportation.

The bottom line seems to be that proficiency can be achieved through multiple entry points. The OCDSB found that all their immersion program supported success on the DELF exam. "Recent past analysis of the results showed no statistically-significant difference in success rates at the B2 level for students enrolled in EFI MFI in grade 8 or in extended/immersion French in grade 12" (OCDSB, 2019, p.9).

More influential than start point seem to be time and pedagogical approach. The amount of time a student spends in a francophone instructional context correlates positively on language proficiency (Lazaruk, 2007; Smyth, Stennett, & Gardner 1974). Engagement surfaces as an influential factor in retaining students, which in turn influences proficiency. The optimal level of intensity is debateable.

Neither time nor intensity mean much without effective teaching and learning strategies, which is why considerable research has been directed at pedagogy. Arnott and Lapkin (2019) have observed that

Instruction in core French has advanced from its grammar-translation roots to 'newer' approaches, emphasizing oral communication, interaction, and reconsideration of CF learners as social agents (i.e., action-oriented approach) (p. 8).

Lyster (2019) describe the current pedagogy that emphasizes a more holistic, active, student-centred approach. Arnott and Masson (2019) extend this in advocating a multidisciplinary approach such as arts-based instruction.

However, Core FSL teachers continue to face undermining challenges related to the chronic marginalization of CF in schools, less than ideal teaching spaces, less support for resources, and insufficient professional learning. Arnott and Lapkin (2019) that “Overall, what should have been an exciting evolution [in pedagogy] has become an institutionalization of core French, which has hampered the potential impact of positive instructional change. Consequently, innovative thinking has been stifled regarding ways to revolutionize core French” (p. 8). Respondents to the OPSBA survey (2018) corroborate Arnott’s and Lapkin’s .

Learner Proficiency

One challenge to measuring and comparing proficiency is the lack of a consistent cross-Canada standard. According to long-past studies (Cummings & Swain, 1986; Genesee, 1987), FI students outperform students from regular FSL programs in all types of French-language tests, approaching native French students in reading and listening comprehension. However, conceptions of second language success have changed since the 1980s (Arnett, 2013). While some educators still cherish the ideal of native-like proficiency, a shift is occurring towards a broader multidimensional definition of success that is focused on progression and real-life application. The Common European Framework of Reference (CEFR) supports this shift.

More school boards are learning about the CEFR (Council of Europe, n.d.). CEFR can be applied to student competency at all levels including university. Thus, it provides a goal-oriented roadmap for progressive attainment. Lewis described a “fine example” of the application of CEFR in the Edmonton Public School Board which has “implemented bilingual programs in six languages and has been working for years with the CEFR-inspired “student language passport”: a digital portfolio of language experiences, and related benchmarks and credentials.” The CEFR also contributes to fair, transparent hiring of FSL educators. In Europe, job postings indicate the level of proficiency required.

More school boards are encouraging students to voluntarily “challenge” the Diplome d’études en langue Française (DELFL). The DELFL is used by the French National Education to certify French language skills internationally. The CEFR and the DELFL build greater clarity and consistency of expectations based on globally accepted descriptions of competency levels among jurisdictions (Carr, 2019; Lewis, 2016). The UGDSB (2015) reported that offering the DELFL deepened student and teacher capacity and engagement. From 2014 to 2017, UGDSB students achieved 96% to 100% success rate on the DELFL and 87 teachers had been trained as correcteurs.

The popularity of the DELFL continues to grow. In the participation rose to over 1500 students (87% of all eligible), with 94% success rate in 2018-2019. In 2020, 350 students in the TVDSB applied to take the DELFL, and 70 TVDSB educators have been trained to act as scorers (Jennifer Moodie, personal communication, March 3, 2020). In 2016, 79 DDSB students the DELFL. 2019, 303 students took the exam, and 70 teachers were trained in September 2019, to be scorers. The DDSB anticipated that 400-450 students would apply to write the exam in 2020.

The DELFL is an excellent opportunity for students to capstone their FSL journey. The number of DDSB students challenging the exam, and their success rates suggest that they are confident in their proficiency in French.

DELFL Exam in DDSB	2018	2019	
Exam level	# students who wrote	# students who wrote	Pass rate
A2	13	41	93%
B1	96	151	90%
B2	99	111	89%

Table DDSB DELF results

The rising popularity of the DELF challenges for school boards attempting to accommodate the growing number of students wishing to write. Finding adequate rental space and completing the scoring within the 10-day window can be difficult scheduling the oral component. In order to qualify as markers, teachers must complete a four-day specialized training session at about \$1000 per teacher – a cost that comes out of the French budget. Retraining every five years and upgrading to score the higher levels of the exam are necessary. Some school boards have applied a student fee, which offsets costs and discourages an impulsive application. However, a fee may act as a barrier to access, as does a policy of capping the number of applicants through a first-come first-served application process. In total, the DDSB spent \$49,459.60 on administering and scoring the DELF exam in 2019, up from \$24,263.05 in 2018.

Access & equity

Equity across FSL programs has emerged as a compelling concern across Canada (Sinay, et al., 2018, p. 27), so much so that the UGDSB requested that the OPSBA advocate for a provincial review of FSL education with a consideration of the impact of FI in Ontario.

In 2016, Steven Hurley's (2016) article in *EdCanada* used the example of FI to tackle the issue of school choice in public education and its adjacent issue of equity, especially regarding access and support. He wondered "what pressures and concomitant effects does [broad inclusion] place on the system in terms of being able to support all who choose the program? And what commitment is there to the success of all who enroll in an FI program?"

Hurley's questions are prescient. Schools struggle to ensure adequate support to students with learning challenges given the scarcity of qualified FSL teachers, education assistants and RCEs, and the scarcity of diverse French instructional materials (Genesee, 2007; Joy & Murphy, 2012; Mady & Arnett, 2009). Arnett (2013) summed up the problem:

...there are not always a lot of resources to help FSL teachers learn how to be more inclusive. It is not just a matter of having resource teachers who can provide support to particular students in the classroom...there is a limit to how much individual teachers can reasonably do on their own to facilitate an inclusive, academically beneficial learning experience within the classroom. I have known teachers who have metaphorically moved mountains to help all students in their classes find success in French, but I also know the toll it has taken on them. The "system" has got to do more to support FSL teachers in making their classrooms inclusive.

In her observation of FSL education across Canada, Lewis (2016) observed that “despite increased efforts to promote differentiation of instruction and inclusionary practices, French Immersion does not historically retain anywhere near the same percentages of special education students as the rest of the system, especially at the intermediate and secondary grades”. Mulhiney and Mady (2017) noted that policy and curriculum documents in 80% of provincial and territorial jurisdictions refer to inclusion of students with special education needs, yet actual application is inconsistent, and exclusionary practices, often informal, are widespread. For example, a perception that FI is an enrichment program may discourage enrolment. Because the exclusion of such students raises an ethical and legal issue in a publicly funded system, Mulhiney and Mady (2017), along with Arnett (2013) caution against the use of exemptions to divert EELL) and students with special needs away from French programs in general, and especially FI. “Exemptions are problematic because they perpetuate the idea that FSL study is not for all, and particularly that exceptionalities and FSL cannot coexist” (Arnett 2013). Furthermore, exemptions, which are not applied to other subjects such as math, imply that FSL is less important.

While school boards express commitment to choice among and inclusivity for all FSL programs, practical conundrums complicate implementation, with implications for access and equity. The surging enrolment in FI is forcing school boards to assess FI’s effect on regular English programs. One option is limiting access to FI through capping and lotteries – strategies that advocacy groups such as Canadian Parents for French have strenuously opposed, and one that clearly restricts access.

Transportation is another practical consideration related to equity. Families in economically challenged circumstances cannot afford to pay the additional transportation costs when transportation to French Immersion schools is not provided by a school board. Likewise, school boards facing extensive budget pressures are concerned about diverting funds into more bussing, in addition to the environmental impact of such transportation plans.

Having set entry point (e.g., Grade 1) for FI and Extended or Intensive FSL (e.g., Grade 5) programs mitigate against equity and choice. contributes to the perception that certain FSL programs, particularly FI, become an exclusive school within a school

Renown researcher Douglas Wilms (2008) has made the case that FI in New Brunswick contributed to significant inequity (Cooke, 2010). His research showed that FI classes were smaller than Core English class (19.5 vs 21.3) and included fewer students with special education plans. The OCDSB review in 2019 includes data that corroborate Wilms’ research. Compared to single-track FI schools, single-track English schools had a higher proportion of English Language Learners, students with , students who live in lower income neighborhoods (Miller, 2019a; OCDSB, 2019, p. 7-8).

Wilms’ research found that students from the highest socioeconomic group were nearly twice as likely to enroll in early FI while those in the lowest socioeconomic group were half as likely to enroll. In his words, “When one compares socioeconomic status of those in EFI to those in CE, the divide is comparable to or larger than the divide between non-Hispanic whites and African-Americans in the US” (p.93). Data from the Toronto District School Board (TDSB) (Sinay et al., 2018) support Wilms’ findings:

In Grades K-6, students whose family income was at the professional/senior management level (\$100,000+) had much higher representation in the French Immersion program

(63%), in comparison to the Extended French (38%) and TDSB baseline (35%). In contrast, students with a family SES of the unskilled clerical/trades work (\$30,000–\$49,999) tended to be underrepresented in the French Immersion program (3%), compared to the Extended French (6%) and TDSB (10%) representation at the Grade 7–8 level.

Students whose family SES is non-remunerative (less than \$30,000) tended to be underrepresented—especially in Grades K–6—in French Immersion (7%), as well as slightly underrepresented in Extended French (16%), compared to the TDSB baseline (23%). (Sinay et al., 2018, p. 86)

These findings are not universal, however. The TVDSB (2015) found that “FI and non FI families did not differ for any of the socio-economic variables” (p. 30) nor did families differ regarding languages spoken at home, early childhood experiences, or parents’ perceptions of their children’s literacy skills (p. 31).

In FI programs, females outnumber males (TVDSB, 2015). The gender imbalance is intensified by the predominance of female FSL teachers – 86% in elementary grades (CAIP, 2018, p.13).

FI programs can segregate by ability (based on Early Years Evaluation scores), which grows with advancing grades. As early as SK, children enrolled in FI are already ahead of their peers, most likely a result of higher socioeconomic status. This feature intensifies over time. Although students can transition *out* of set-entry FSL programs, movement cannot go the opposite way. Students who do well in FI tend to remain there while those who struggle often move to the English Core program, thereby accentuating the FI exclusiveness. The attrition of FI students means that the program caters to a more and more select group (Sinay et al., 2018, p. 32-33).

Hurley (2016) went further to highlight a troublesome philosophical, perhaps ethical problem that FI brings to the forefront - the tension between the individual (the success of *my* child) and the greater society (the success of *all* children).

Refreshed narratives around personalization, the development of individual potential and the desire to have our children maintain a competitive edge appear, in some ways, to be diametrically opposed to a vision of systems that are committed to social justice, equity and the success of all. (Hurley, 2016)

This tension is evident elsewhere, including in Durham. FI enrolment at a DDSB school (Maple Ridge) grew from 263 in 2014 to 456 by 2019-20 while the regular English program enrolment rose only marginally (188 to 220) and was expected to drop. A plan to turn Maple Ridge school into a single-track FI school upset the communityne concerned parent expressed: “They are bussing students from eight other schools into our school and claiming enrolment is exploding.” There was a sense of division growing within the school community of those who lived within the English catchment area and those who lived within the FI boundary.

Coming back to the tension between individual advantage versus collective good, Willms (2008) pointed out that early FI benefitted a few but negatively affected the majority in the English Core:

The most fundamental choice of parents in a public-school system is the right to enroll their children in a school where they can learn with their peers. But school choice is not a right when it has a negative effect on the educational choice for other children, especially those who are most vulnerable. And this is the perverse effect that early French immersion is having in New Brunswick (p. 95).

Countering Willms, Joseph Dicks maintained that eliminating or limiting early FI would deprive children of opportunity and that what was needed were broader accessibility and more support so that all students could have expectations of success (Cooke, 2010).

The New Brunswick conflict more than a decade ago has played out many times since in jurisdictions across Canada. On the one hand, FI offers the ideal of choice and advantages. On the other, its actual implementation can accentuate inequity and undermine the vision of universality of public education.

FSL in Ontario

The Ontario Ministry of Education (OME) (2013a) expressed its vision for French education in this province: “Students in English-language school boards have the confidence and ability to use French effectively in their daily lives” (p. 8). Three main goals support this vision:

1. Increase student confidence, proficiency, and achievement in French as a second language (FSL).
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent, and community engagement in FSL. (p. 9)

All school board decisions should be filtered through these three goals.

Underpinning the goals are guiding principles for FSL in Ontario:

- *FSL programs are for all students.* A *Framework for French as a Second Language in Ontario Schools* (O, 2013a) emphasizes that the benefits of second language learning should be open to *all* students. FLS educators should apply differentiated instruction, accommodations and modifications to meet the needs of diverse students, including students with special needs and English language learners. This principle has significant implications for access and equity, as well as for the resources of staffing and learning materials needed to implement effective FSL programming.
- *Teaching and learning French, as one of Canada’s two official languages, is recognized and valued as an integral component of Ontario’s education system.*
- *FSL education serves as a bridge between languages and cultures.* FSL promotes intercultural competency and acceptance of diversity.
- *Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.* The Ministry attempts to dispel the misconception that learners should master their first language before learning a second. It references studies showing that students who participate in FSL education develop strong English-language literacy skills (Lapkin, Mady, & Arnott, 2009; Netten & Germain, 2005) and improved memory and creativity (Lazaruk, 2007). The Ministry encourages FSL teachers to “collaborate with teachers of all subjects to help students make connections between French and English, and when possible, between French and the students’ other languages. By making these connections, FSL students can develop a strong understanding of how languages work and which language-learning strategies are most effective for them” (p. 11).
- *Research informs decision making by all stakeholders.* Some policy decisions related to FSL education can arouse strong emotions among stakeholders. The Ministry appeals for

decision-making based on “research that reflects current thinking and effective practices in FSL education” (p. 11).

- *Learning FSL is a lifelong journey.* An awareness that the benefits of FSL accrue over time should encourage the long-range pursuit of FSL education into adulthood. This principle has implications for the retention of students in FSL programs.

The graphic image on page 12 of the *Framework* document (Ontario Ministry of Education, 2013a) shows how the vision, goals, guiding principles, and strategic focus areas are nested together in a coherent framework.

While there are considerable local differences among English school boards in Ontario, they share many common successes and challenges when it comes to FSL education. This next section summarizes them.

Successes of FSL in Ontario

a) FSL is growing

FSL education in Ontario could be called a success story albeit with caveats.

The Education Act makes French language instruction mandatory in Ontario schools. Ontario students study French from Grades 4 to 9. One secondary school credit in French is required for graduation although students can be exempted under certain conditions. School boards have the option to offer additional FSL programming such as French Immersion and Extended French based on resources and demand.

In Ontario in 2016-2017, 51.9% students were enrolled in an FSL program – roughly 12 % in a French Immersion program, 39.8% in Core French (Canadian Parents for French, 2018a). Canadian Parents for French Ontario (2019) reported that “284,448 students were doing more French than the Ministry of Education requires and are enrolled in French Immersion, Extended French or Core French from Grades 10 to 12.”

Enrolment in FI is exploding. Enrolment in FI grew 5.7% annually over 11 consecutive years, making Ontario 7th in FI participation among the predominantly English provinces/territories. The success of FI in Canada has led to inter-related challenges that are being experienced in Ontario, and in jurisdictions across Canada.

b) FSL is becoming more inclusive

A positive chicken-and-egg situation has developed in which school boards are adopting more inclusive practices, encouraging greater instructional differentiation, and attempting to provide more support for English language learners and students with special needs. There has been an increase of allophone enrolment in FSL programs, particularly in districts of high immigrant arrivals (CPF Ontario, 2018).

These practices reflect Ontario’s Ministry of Education directives expressed in *A Framework for French as a Second Language in Ontario Schools* (Ontario Ministry of Education, 2013a), and supporting documents: *Learning for all: A guide to effective assessment and instruction for all students, Kindergarten to Grade 12* (Ontario Ministry of Education, 2013c); *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* (Ontario

Ministry of Education, 2014a); *A Parent Guide on Supporting your Child's Success in French Immersion and Extended French and Kindergarten in a French Immersion Setting* (Ontario Ministry of Education, 2014); *Including Students with Special Needs in FSL Programs* (Ontario Ministry of Education, 2015); and *Welcoming English Language Learners into French as a Second Language Programs* (Ontario Ministry of Education, 2016).

The Ministry's message is clear: FSL programs should be available to all students, and all students should be supported in achieving success in them.

c) FSL pedagogy is becoming more relevant and engaging

A revised Ontario FSL curriculum came into play for elementary students in 2014 and secondary students in 2015. These curricula emphasize authentic and spontaneous communication and encourage innovative pedagogy as opposed to more traditional grammar and translation (although accuracy remains important) (Arnott & Lapkin, 2019). Cross-transfer language-to-language, across programs (Core and FI), and across disciplines provides a variety of situations in which to apply language skills (Arnott & Masson, 2019; Lyster, 2019).

The use of technology (e.g., Skype conversation with francophones anywhere in the world) and access to over 8000 electronic resources through IDELLO and TFO have brought FSL into the real world of the 21st century (CPF Ontario, 2019).

Partnerships between the Ministry of Education and French-supporting organizations are building networks and creating experiential opportunities beyond the classroom for students to use their French. One example is FrenchStreet.ca, developed by CPF Ontario and the Ministry in 2015. Others include the French public speaking contest Le Concours d'art oratoire.

d) Assessing FSL student proficiency is becoming more consistent and accurate

As mentioned above, more students are testing their French language skills by voluntarily challenging the DELF. The CERF is providing clear and consistent standards of achievement. FSL teachers across Canada are learning more about CERF and participating as markers in the program. However, countering its benefits, the DELF, which was affordable at a lower demand, is becoming increasingly costly for school boards. When boards charge exam fees and/or limit participation, the DELF becomes an example of inequity.

Challenges related to FSL education in Ontario

School boards across Ontario and indeed, across the country, are facing similar challenges when it comes to FSL programming. These challenges are inter-related and are discussed in this section.

a) Funding

School boards receive federal funding to support FSL education. Each board can allocate that money as it sees fit, with minimal accountability and no guarantee that the money will be spent on programming needs (e.g., reading materials as opposed to transportation).

CPF applauds the continuation of the per FSL student amount funding related to the delivery of Core, Extended, and Immersion French programs but states that school boards continue to use FSL grants to pay for other priorities. Because boards are not required to report on FSL expenditures, there is a lack of transparency and accountability which can undermine FSL programming (CPF Ontario, 2019). In its submission to the Lang Committee (Lang Report, 2013),

CPF requested greater transparency in the disbursement of funds to ensure that they are directed to FSL use.

b) Proficiency of Ontario FSL students

The proficiency of students in FI programs is considered generally high by contemporary standards (CPF, 2017). Core French proficiency lags behind that of FI students. The PDSB found that while French language proficiency of both English program and FI groups improved over a five-year period, achievement for students in the FI program was higher in both report card and EQAO scores (PDSB, 2012, p. 8).

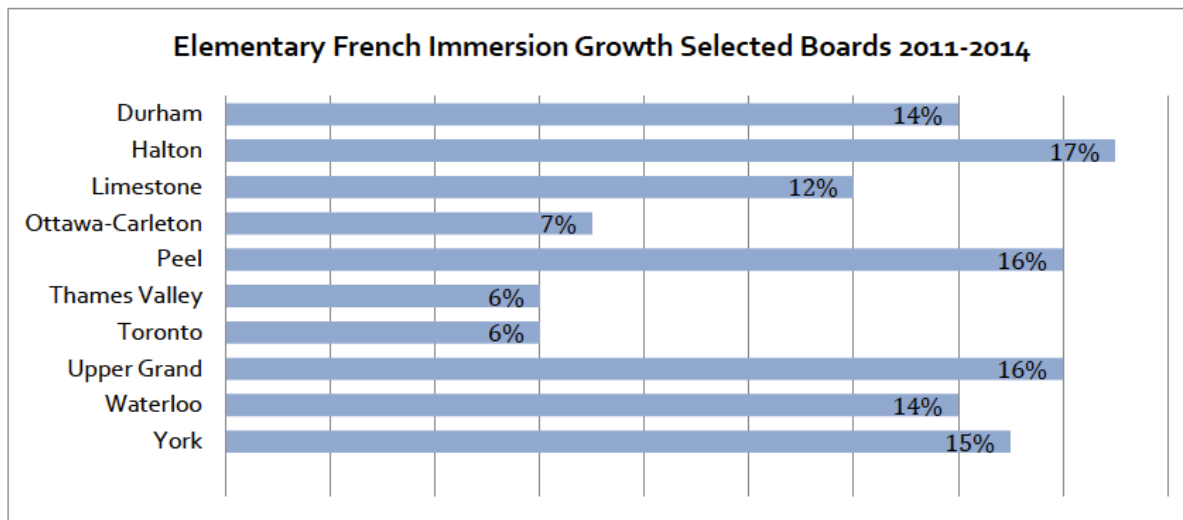
To raise proficiency levels, Arnott and Lapkin (2019) have suggested a redistribution of Core French time:

Rather than increasing the time for core French in a year, the time is distributed differently; think of semestering that occurs in many secondary schools so that instructional periods last for about 80 minutes as opposed to the 30- to 40- minute periods we associate with core French at the elementary level. (Arnott & Lapkin, 2019, p. 8)

Two Ontario studies show that proficiency and retention among Grade 7 Core French students improved under this model (Arnott & Lapkin, 2019).

c) Rising enrolment in French Immersion

Ontario parents are choosing FI for their children. In 2018, 72% of Grade 1 OCDSB students were enrolled in FI (Miller, 2019b).



adapted from Ministry of Education data, 2014

Figure (OPSBA, 2018, p. 8)

While the graph above accurately shows general trends, it may be misleading and somewhat outdated. For example, a reason for the relatively low percentage growth for the OCDSB is because there was already a high proportion in FI prior to 2011. Many boards have experienced significant growth since 2014. Over the last decade, FI enrolment in the OCDSB has increased by 10% while enrolment in English has declined by the same percentage (OCDSB, 2019). In 2018-2019, 48% of OCDSB elementary students were enrolled in FI and roughly 29% were in the English program

At 14% growth, the DDSB has seen one of the greatest increases of FI enrolment in Ontario, and that was up to only 2014. Forecasting 10 years ahead, the UGDSB (2017) expected “a significant increase in secondary FI enrolment, which more than doubles by the year 2026” and predicted that English track enrolment “will drop from about 95% to about 88%. The key driver for increases in student enrolment is linked to FI, not RT [regular English track], which remains relatively static” (p. 7).

English track and all FSL programs are affected by English school boards’ efforts to address the popularity of FI. Thus, it is impossible to disentangle a discussion of FI from the wider context of FSL education.

Difficulties develop when FI enrolment overwhelms English/French Core enrolment in a school. Small English/regular cohorts in dualtrack schools make it difficult to create viable single-grade classes. Sometimes as many as three grades are combined to make one viable class, presenting a challenging teaching and learning situation (HDSB, 2016). This is especially difficult in a split Grade 3 / 4 class when the Grade 4 students have Core French but the Grade 3 students do not. Even combined-grade classes can be too small. The OCDSB report (2019) highlighted the comparison between English and FI class composition:

In 2018-2019, there were 690 ENG classes. Of these classes, 59% (410) had straight grade levels, 40% (275) had split grades and 1% (5) had triple grades. This is in comparison to EFI [early French immersion] classes where 81% are straight grade and 19% were split grades. There were no triple EFI grades. (p. 4)

One criticism of FI programs is that the same students stay together year year, but this is also a feature of classes in small-cohort English track programs.

When FI enrolment pressure becomes too great for a dual trackschool, tough decisions about multiple boundary changes and conversions into single-track schools take place. Relocating English track students out of neighborhood schools to accommodate FI raises community protest. Families are disrupted. Separated siblings, transportation scheduling and pre-and post-school child-care are all affected.

Bussing scattered students to FI schools significantly increases transportation costs – factor that some consider unwarranted for a discretionary program. Some boards do not cover transportation costs for students outside the walking zone of an FI school (e.g., the Toronto Catholic School Board.). Toronto District School Board (TDSB) has proposed the elimination of bussing for students in FI and Extended French Grades SK-8 and of tokens for secondary students in FI and Extended French in 2020.

While withdrawing transportation curtails costs, it raises the question of equity of access. As CPF put it, “Without access to free transportation, providing equal opportunity for student achievement through FI or Extended French education is impossible” (CPF Ontario, 2019). The TDSB subsidizes families who meet criteria through an equity fund but its own research showed that the majority of families with children in elementary FI had household incomes in the \$100,000 range (Sinay, et al., 2018, p. 86).

Another budgetary complication arises when stakeholders do not recognize French Immersion as a rationale for capital projects.

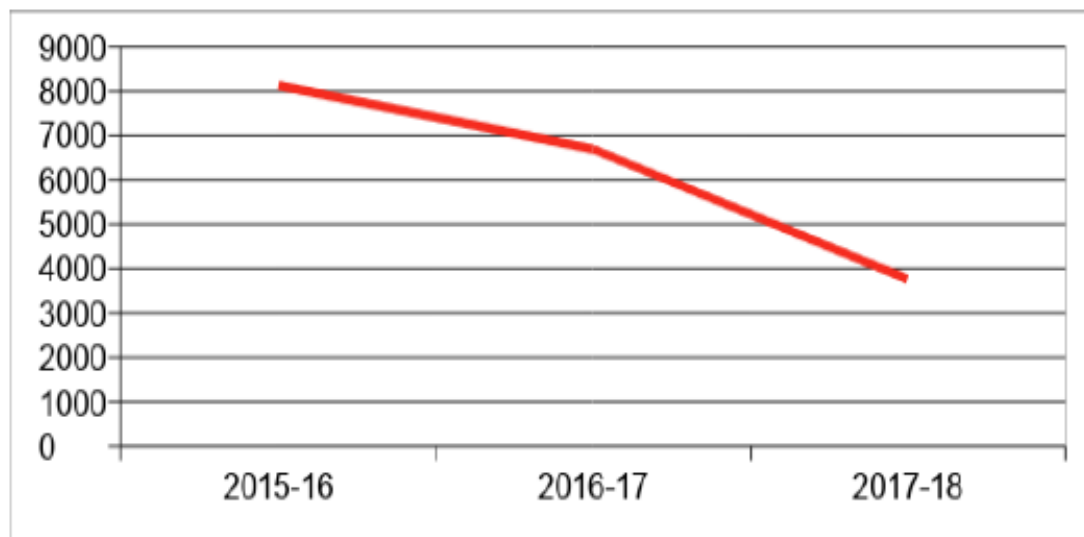
d) Teacher “shortage” and work conditions

Perhaps the most pressing and widespread challenge is placing qualified FSL educators in permanent and occasional teacher, Education Assistant (EA) and Registered Early Childhood Educator (RECE) positions. Every school board report referenced in preparing this report identified this issue as a persistent problem. In 2016, there were approximately 17,200 FI teachers in Canada, which was a 21% increase in four years (OPSBA, 2109, p. 84), yet this increase was nowhere near enough to close the gap between supply and demand. The demand for FSL teachers continues to grow.

In 2018, the Canadian Association of Immersion Professionals (CAIP) released its report on its cross-Canada investigation into FI teaching. Similarly, in 2017, OPSBA partnered with stakeholders to investigate and make recommendations in two reports (2018, 2019). The reports from both organizations are remarkably similar and provide a wealth of detailed information regarding three key areas: recruitment, hiring and retention of FSL educators. The recurrence of the word “collaborate” in the recommendations emphasizes the interwoven aspect of the problem, and its cross-Canada nature. For example, OPSBA recommend that school boards share successful recruitment, hiring, and retention strategies even though they are all competing to hire from a small pool. A report from the Office of the Commissioner of Official Languages (2019) echoes the findings and the recommendations expressed by OPSBA and CAIP.

Recruitment of FSL educators

When Ontario Faculties of Education introduced the two-year teacher education program in 2015, school boards saw a significant drop in applications received from teacher graduates. See Figure below.



Number of Job Applications by FSL Teacher-Graduates*

**This number accounts for multiple job applications submitted by individual teacher-graduates across multiple school boards in a given year.*

Figure (OPSBA, 2018, p. 21)

By 2019, the gap between supply and demand persisted despite the fact that No Ontario-resident French-language-program graduates report unemployment for the third year in a row. FSL teachers are also all employed....one in three FSL-qualified graduates teaching in English district school boards land permanent contracts in the first

year, and by year five, four out of five have full-time employment (McIntyre, Tallo, & Malczak, 2020, p.17)

CAIP (2018) and OPSBA (2019) have urged Faculties of Education to vigorously encourage and make space for enrolment into FSL programs. In Faculties of Education, FSL has no preferential status despite desperate demand for FSL educators. Discussions are underway to possibly provide FSL teacher education spaces outside the regular funding parameters. In addition, Faculties could recruit from secondary school FSL programs, and through partnerships with French-supporting organizations (CAIP, 2018)

In addition, OPSBA (2019) has encouraged the Ontario College of Teachers (OCT) and the Ontario Ministry of Education to communicate FSL employment opportunities in Ontario more strenuously. Recruitment campaigns should target audiences beyond local jurisdictions and include international sources of labor to offset the tendency of applicants to focus primarily on familiar boards in their area of residence (CAIP, 2018; OPSBA, 2018). CAIP (2018) report lists vigorous recruitment strategies on page 27-28. The OPSBA 2018 report does the same on page 24 and summarizes the factors influencing FSL teacher applications and hiring experiences on pages 29-31.

Hiring

If a school board is to have an FSL educator applicant, its next challenge is to assess that applicant's proficiency in French. There is considerable variation among entrance and Additional Qualifications requirements for FSL teacher education programs at Faculties of Education – all the way from self-declaration up to DEFL B2 certification with 70% or higher. Thus, graduation from a faculty is not sufficiently informative as to proficiency. On average, approximately one quarter of FSL teacher applicants do not meet French language proficiency standards established by individual boards (OPSBA, 2018, p. 26). The Office of the Commissioner of Official Languages (2019) in its investigation Several school boards admitted to keeping language requirements low for fear of not being able to fill positions. Some felt that, in light of the lack of candidates, it was necessary to settle for teachers with only a slightly higher level of French than their students. (p. 8)

CAIP (2018), the Office of the Commissioner of Official Languages (2019) and OPSBA (2018, 2019) recommend that boards and Faculties of Education collaborate to develop a provincial framework based on the CEFR as British Columbia has done. A framework would give applicants and hiring committees consistent expectations of proficiency. Beyond initial hiring, CEFR could be used to upgrade status of progressively more qualified existing teachers in the system.

OPSBA that shortages apply to all FSL education workers, not just teachers. Education workers in roles other than teaching report that they are often not asked about their French language proficiency at hiring, even when their potential placement is in a French-focused program (OPSBA, 2019). OPSBA notes this can be a missed opportunity to target hiring to place education workers more effectively and to target professional development. One third of the education workers surveyed (OPSBA, 2019) believed their limited ability in French did not impede their value in the classroom, yet 60% also said proficiency would have a positive impact and that they would welcome opportunities to improve their skills in French. Details about this topic can be found in the report (OPSBA, 2019, p. 49).

Language proficiency is not just an issue in new hires; it in a sort of trickle-down way as FSL teachers move within the system. When FI teachers opt to move into the regular English program,

Core French teachers are asked to move in to fill the FI opening, or they voluntarily move in order to improve their working conditions. However, a level of proficiency considered acceptable for Core French may not be up to the demands of FI. Then to fill the now-vacant Core French positions, administrators are desperate and resort to Letters of Approval to hire an unqualified, less proficient candidate

Retention

What has been described as a “shortage” of FSL-qualified teachers may well be more a question of retention. School boards may already have many more potential FSL teachers than they realize. One scenario has an FSL-qualified teacher getting hired readily, and once having gained permanent status, transitioning to the regular English program as soon as possible, and actively seeking jobs outside of FSL. In one example, the FSL teacher was the sixth in one year for a class. The PDSB (2012) noted that in 2014, 35% of its FSL teachers no longer taught French, 23% in 2015, 14% in 2016. Unsatisfactory working conditions play a role in encouraging the shift of teachers from the FSL to the English track (Office of the Commissioner of Official Languages, 2019).

e) Working conditions

Poor working conditions of various sorts discourage retention of FSL educators.

Lack of resources

FSL teachers generally but emphatically FI teachers from across Canada cite a lack of time (73%), a lack of resources (71%) and coping with growing demands of the work environment (57%) as their greatest challenges (CAIP, 2018, p. 16). FSL teachers in Ontario stated that their greatest challenges were the lack of suitable teaching resources followed by students’ attitudes towards learning French (Office of the Commissioner of Official Languages, 2019; OPSBA, 2018, p. 33-34). These challenges are interconnected.

Core French and FI programs may not receive sufficient funding to update resources. Outdated textbooks that are not aligned with current pedagogical philosophy and strategies are commonly in use. FSL teachers create their own materials – an exhausting enterprise, and one that leads to inconsistency in quality and approach within a school and across a school board.

Teachers say they do not have enough time to participate in programs that would improve their language and teaching skills, partly because they spend considerable time translating teaching materials. They cite this as a blatant and unrecognized inequity (CAIP, 2018). School boards often have professional translation services, but these are not made available to teachers. In a pinch, FSL teachers revert to materials presented in English.

Lack of respect and a sense of isolation

According to an Ontario College of Teachers 2008 report, “the conditions necessary to foster excellent second-language learning experiences are hindered by the school environment and the provincial policies that influence it.” (Salvatori, 2008). More than a decade later, these conditions are unchanged.

In line with the 2008 study that Salvatori (2008) summarized, consultation with teachers' federations indicated to OPSBA (2018) that two linked issues are predominant concerns: teacher workspaces and the status of the FSL Core teacher within a staff.

Core French teachers express a sense of isolation. Unlike other teachers in a school, they lack a home base. They often do not have their own classrooms in which to store resources, display learning materials and student work, or prepare technology. Instead, they teach as many as eight classes of different students a day, traveling from room to room, up and down stairs, teaching from a cart. Compounding the challenge is that some Core French teachers must travel to different schools daily.

These conditions, when present, create unique challenges for Core French teachers. Intentionally or not, FSL teacher experience sometimes compounded by the homeroom teacher. Some FSL teachers report microaggressions such as treating the arrival of the FSL teacher as an interruption or turning off the classroom computers, thus delaying the start of the FSL class. There can also be challenges as far as having an appropriate workspace during preparation time or parental meetings.

Fewer than half the respondents in the CAIP investigation (2018) (except those in the Northwest Territories) said they felt supported by their administrators and managers and only 39% of the respondents felt supported by their colleagues (CAIP, 2018, p. 25). While both regular English and FSL teachers share much in common, FSL teachers face a host of issues specific to them. The cumulative impact is that many crave a stronger professional learning community (OPSBA, 2018), and look to the working conditions of their English colleagues as being superior.

f) Professional development

FSL teachers have expressed a desire for professional development geared toward their specific FSL needs. However, they can have a dual identity in schools where the FSL teacher is also teaching subjects in English. That teacher will often opt for professional development in English, with the long-range plan to transition completely to the English program.

More committed FSL educators identified their professional need for improved proficiency in French and for more varied and engaging pedagogy (OPSBA, 2018). Their needs dovetail with the reasons for student attrition in FSL programs.

OPSBA (2018, 2019) made several recommendations to enhance professional development among FSL educators. As with recruitment, OPSBA a coordinated provincial strategy that would cultivate a community of practice among FSL educators. Indeed, in 2013-2014, boards did just that in response to the release of *A Framework for French as a Second Language* (OME, 2013a). See pages 33-37 in the OPSBA Phase II document (2019) for a list of strategies intended to develop of a community of practice, French-language proficiency and pedagogical knowledge among FSL educators.

One suggestion is that the Ontario Ministry of Education offer financial subsidies for professional development such as Additional Qualifications courses. While the educators surveyed by the OPSBA responded positively to that idea, they preferred development in a more relevant and local context. FSL teachers in Ontario are relatively new to their positions. Of FSL-qualified teachers with permanent contracts with English district boards, 37% are in their first year, 72% are in their third year and 83% are in their fifth year of experience (McIntyre, Tallo, & Malczak, 2020, p. 38). Not surprisingly then, FSL educators express the desire and need for collaborative,

non-evaluative professional learning environments that build skills, confidence and professional relationships, particularly in their first five years of practice (CAIP, 2018; OPSBA, 2019). Their wishes are aligned with Canadian studies into effective professional learning (Campbell, 2017; Karsenti & Collin, 2013).

g) Unpredictable staffing

Ministry policies regarding class size and teacher qualifications make predicting staffing needs difficult (Salvatori, 2008; UGDSB, 2017). The UGDSB (2017) noted that class sizes in FSL (Core French and FI) varied widely, ranging from 10 or 12 to 31. Principals allow smaller FSL classes to support the program, but this exerts pressure on other classes. Sometimes regular track classes are even cancelled to allow FI to run (UGDSB, 2017, p. 11). Smaller classes in rural areas still need teachers, yet potential teacher candidates express an unwillingness to relocate to more rural, northern and/or remote schools (Office of the Commissioner of Official Languages, 2019). All boards need part time assignments to fill Core French and FI positions. Thus, a teacher may have a blend of Core French, FI, and regular track classes – a combination requiring various levels of proficiency and diverse pedagogical strategies. Split grades with different time and intensity for French instruction complicate teacher placement.

The UGDSB review (2015) identifies administrators' biggest problems as hiring for single-section and part-time assignments, getting an adequate number of daily occasional FSL teachers, and qualified FSL teachers across the board.

In secondary schools, a consistent offering of content subjects in French is difficult because it depends on the subject specialties of current staff, which can vary from year to year (UGDSB, 2015, p. 12-13).

Work arounds

This section outlines some of the ways Ontario boards are attempting to resolve the problems in their FSL programs, but the situation is dynamic and procedures set at one point in time do not always reflect a current situation.

- Improve Core French to make it more appealing to parents as an FSL option. This may relieve some pressure on FI enrolment (Sinay et al., 2018, p. 24;).
- Improve Core French to make it more engaging to students. This may improve proficiency levels and help retain enrolment (Sinay et al., 2018 p. 24-25).
- Ensure that before Grade 9, students in all FSL programs are aware of the benefits of being able to communicate in French.
- Encourage students to challenge the DELF by providing subsidies, although this practice requires an increase to current funding (UGDSB, 2015).
- Restrict enrolment in FI through caps and lotteries (UGDSB, 2015). HDSB (2015, 2016) considered and rejected capping because limiting choice would conflict with the board's mission statement. The decision was aligned with the results of its stakeholder survey summarized in the 2016 review. Respondents' open text comments stressed that they saw FI as a right because Canada is a bilingual country and that restrictions on FI

enrolment was a violation of the right to choose and to have access to FI (HDSB, 2016, pp.63-68)

- Make FI available only in singletrack schools. When the school reached capacity, there would be no further acceptance. This was another consideration for HDSB (2015, 2016). The HDSB survey (2016) indicated that the majority of respondents (44.83%) preferred the dualtrack model, 29% preferred a singletrack model, 20% thought the board should have a mix of single and dualtrack models, and 5.37% were unsure of their preferences (HDSB, 2016, p. 5). Staff feedback showed a mix of opinions with a slight preference for single-track FI schools. At the time of the review, HDSB rejected the single-track option because it would restrict choice, it would increase competition for space, and it would require relocating English students and boundary reviews.

In 2009, the UGDSB (2009) also rejected the single-track-only option. The board wished to maintain continued flexibility for movement between FI and regular track programs without excessive travel distance for students. It hoped that the dual-track model would allow schools that were vulnerable to closing to remain open.

- Set later entry points to FI. For example, the UGDSB (2015) considered delaying entry until Grade 1. The HDSB (2015, 2016) considered delaying entry to Grade 4 for dualtrack schools thinking it would maintain viability of early elementary English classes. The HDSB Special Education Committee recommended a slightly later FI entry (around Grade 1 or 2) to give teachers and families more time to understand the children's learning profiles and to organize appropriate accommodations. HDSB's stakeholder survey (2016) found that 77% of respondents preferred early entry (K-Grade 3) for FI; 15.68% favored mid entry (Grade 4-6) and 7.5% favored a later entry (Grade 7-8). The preferences of the staff, the Halton School Council and the Student Senate mirrored those of the survey respondents. In 2016, HDSB agreed to a Grade 2 entry, a dualtrack model with high intensity FSL instruction.
- Hold firm on one single entry point to FI (UGDSB, 2015). Apply strict criteria for exceptions (e.g., a newcomer to a board).
- FI enrolment by not providing transportation as the TDSB and the Dufferin-Peel Catholic District School Board (DPCDSB) have done.
- Integrate FI & Core with content subjects (CPF, 2019; Sinay et al., 2018, p. 23) to provide a more authentic context for language use and to promote transfer of skills.
- Allocate more support staff to support students with learning needs (UGDSB, 2015) and develop support services such as a homework helpline.
- Set higher and more consistent levels of proficiency for educators and students through the adoption of CEFR and DELF.
- Implement more aggressive recruitment strategies to attract FSL educators. Retain FSL educators by requiring a five-year commitment (PDSB, 2012; UGDSB, 2015, 2017).

Look more closely at qualifications of existing staff members

- Provide rich and relevant professional development opportunities to existing FSL educators and provide incentives for participation (UGDSB, 2015, p. 14). Most FSL teachers have only one to 10 years of experience and could benefit from capacity building opportunities.
- Direct funding towards pedagogical resources, technology and outside classroom support (e.g., homework helpline) for students and parents.
- Rather than having individual teachers or administrators purchase learning resources, have a well-informed francophone consultant purchase materials centrally. In addition, ensure that resources meet diverse student needs (Sinay et al., 2018).
- Encourage and subsidize authentic culturally-enriching experiences such as school exchanges and job fairs. The Dufferin-Peel Catholic District School Board (DPCDSB) offers Camp Tournesol. It is designed to enrich language skills for Core French students and/or to prepare them for entry into the Extended French program.
- Encourage greater community awareness of FSL programs and their attendant issues. ~~Encourage the formation of FSL committees~~ and provide more informational and pedagogical resources to parents.

Conclusion

Many Ontario school boards are facing the challenges expressed by the OCDSB in its 2019 review of FSL programs: “There are persistent challenges tied to the growth of the FI programs and correlating decrease in ENG programs” (OCDSB, 2019, p. 9). The conclusion of the report summarized the dilemma of rising FI enrolment and its impact on equity and high quality education:

To generate potential solutions associated with ENG programming and to plan the next steps, there must be some certainty in understanding the presenting problems: program viability; student success rates in some schools; inequity of program opportunities and a number of operational issues (staffing, timetabling) have been identified. While the quality of the ENG program and instruction is high, there exist structural impediments based on dwindling numbers of students in the program. (p. 9)

A key priority for the DDSB is student success (Durham District School Board, 2020). Given the results of the DELF exam, it seems clear that students in the board’s FSL programs are achieving success in French. However, the DDSB may want to consider the discrepancy between FI and English-track students noted by other boards. For example, OCDSB students in English programs are less likely to take academic courses that lead to university compared to their FI counterparts (OCDSB, 2019).

In 2017-18, 98 per cent of students in French immersion in Grade 8 took academic English in Grade 9, and 93 per cent took academic math. In contrast, among English-program students, 64 per cent took academic English in Grade 9 and only 50 per cent took academic math. (Miller, 2019a)

The report suggests possible reasons (e.g., parental and peer influence, teacher recommendation) but the statistical contrast implies a contrast in academic confidence and perhaps achievement.

Another key priority for DDSB (Durham District School Board, 2020) is the desire to “increase equitable outcomes for all by identifying and addressing barriers to success and engagement”. A discretionary program, namely FI, may be undermining resource availability for mandatory English programs.

In company with other school boards across Canada, the DDSB must consider difficult options in planning in light of its strategic priorities. In returning to the overarching question of this review, how should DDSB best move forward to meet the Ontario Ministry of Education goals of FSL programming while ensuring high quality inclusive education for *all* students?

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Tables and Figures

Table 1 Enrolment in Core French 2016-2017 (Canadian Parents for French, 2018a, p. 4)	p. 6
Table 2 FI enrolment in Canada and Ontario (CPF, 2018a, p. 1)	p. 7

Appendix H: Student, Family, Staff Voices and Experiences

Below is a summary of feedback received during the FSL Review from students, parents, guardians, and staff.

Grade 8 French Immersion Student Survey

One source of information is the survey administered annually for three years to students in grade 8 FI. A total of 506 Grade 8 students participated in 2020.

Of the students who indicated that they intended to continue with FI, the majority planned to continue in FI in Grade 9 (87%). The most frequently cited reasons for continuing included:

- “I see the benefits of bilingualism.” - 88%
- “I want to obtain the French Immersion certificate.” - 77%
- “My parents want me to continue.” - 68%

Figure 1

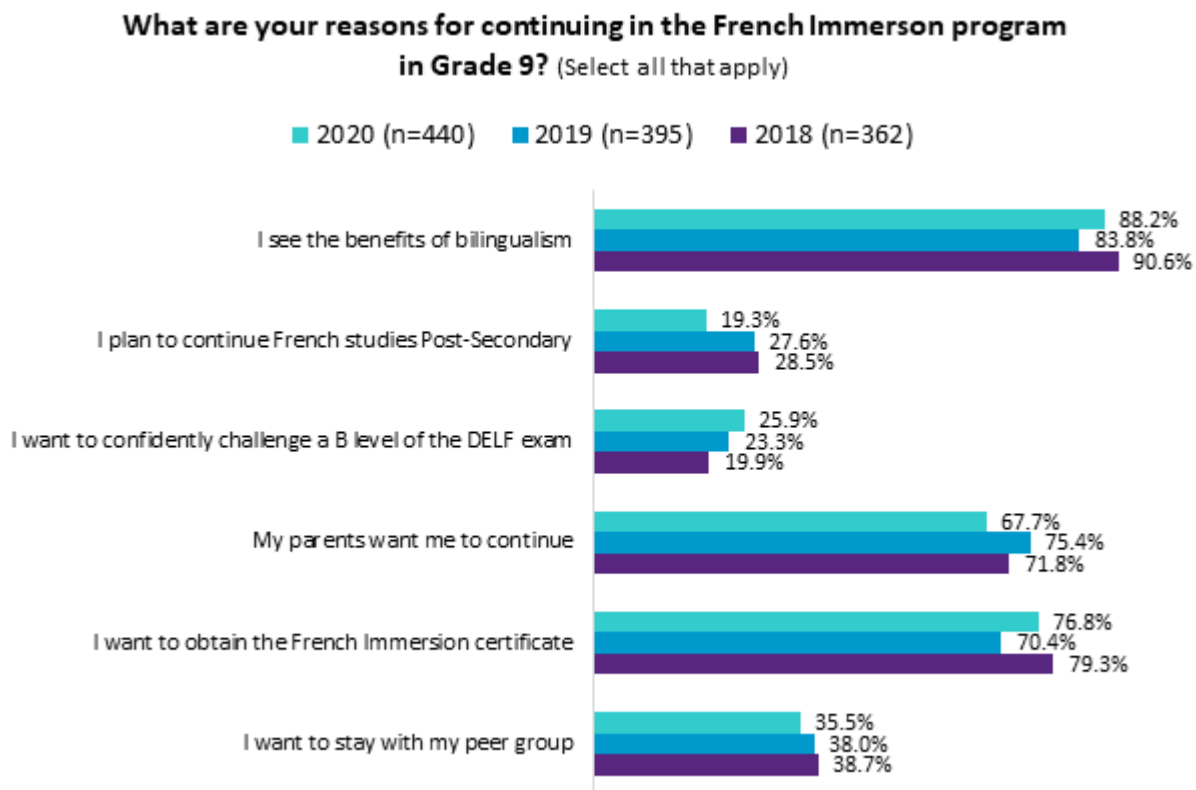
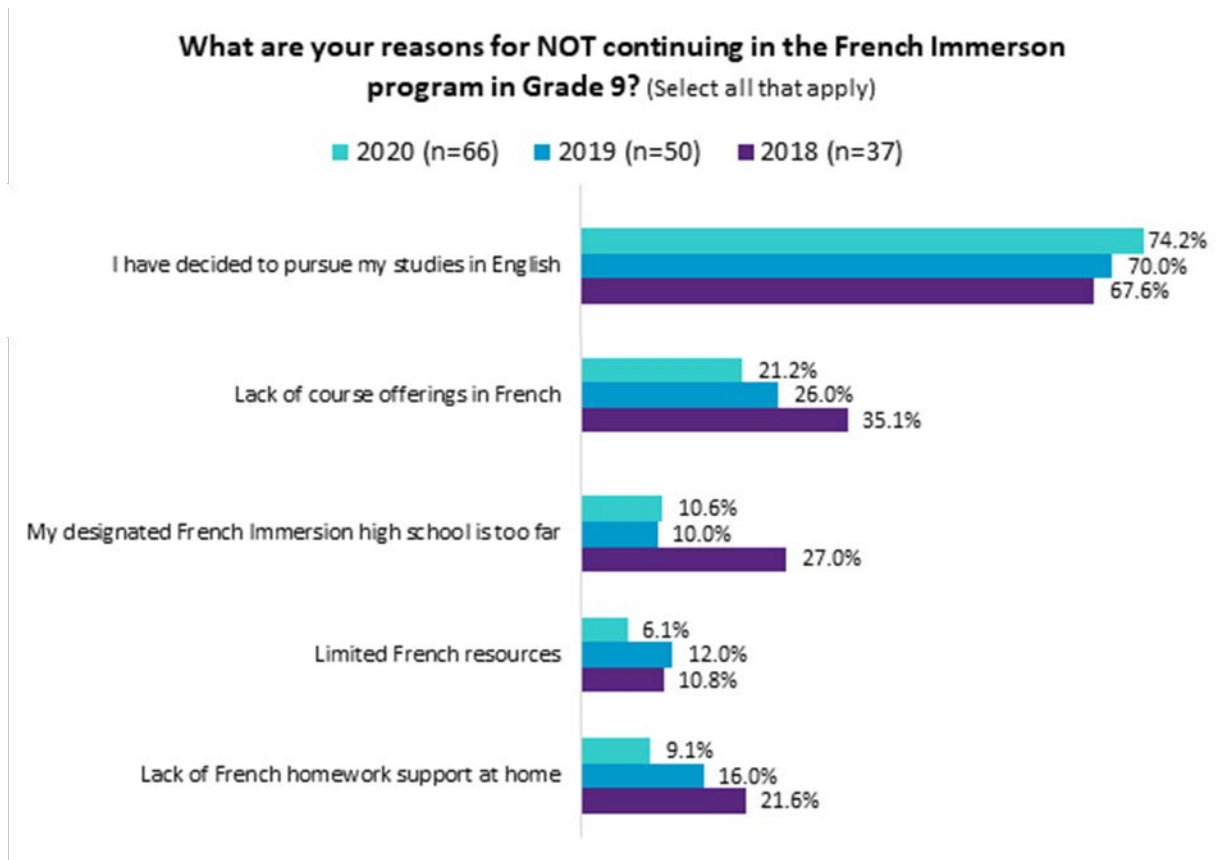


Figure 2



Among the reasons students offered for not continuing in FI in secondary school were issues such as:

- A perception that their French grades bring down their academic average
- Proximity of programming
- Limited course selections

Grade 11 Student Survey

A total of 2,015 Grade 11 students from 16 secondary schools participated in a survey about Core programming and 299 about FI programming.

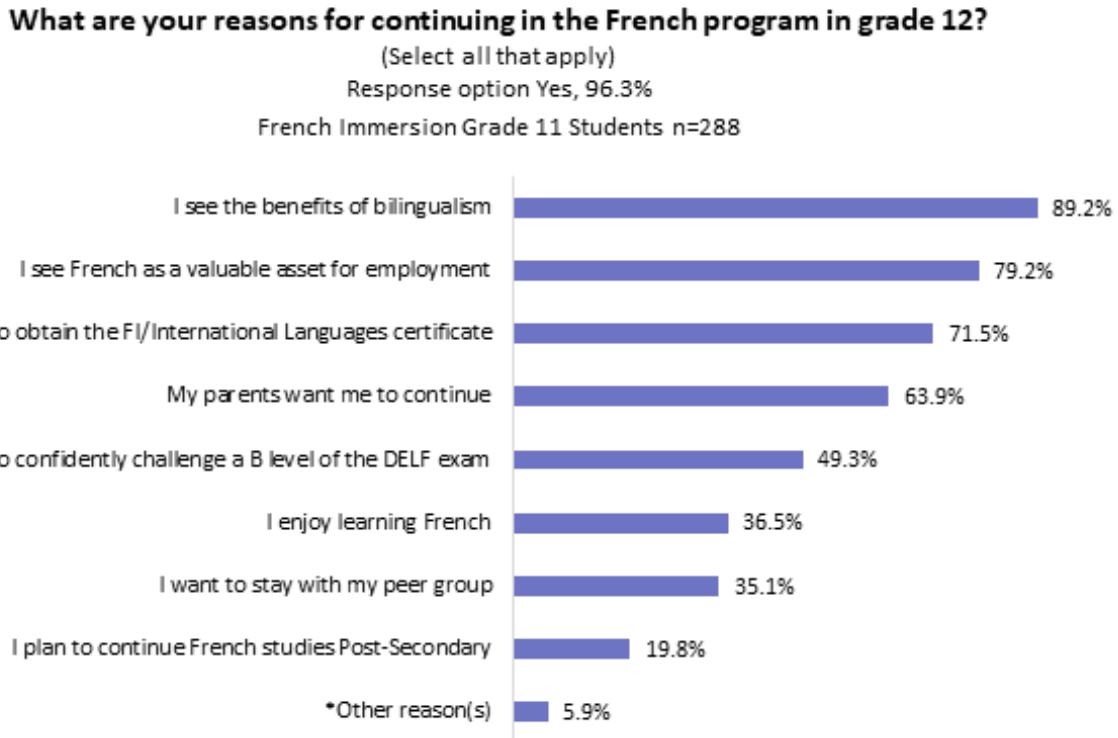
Continuation in French Immersion

Of those students, 96.3% indicated that they intended to continue in FI.

The top three reasons Grade 11 students in FI gave for continuing in FI were:

- *"I see the benefits of bilingualism."* (89.2%)
- *"I see French as a valuable asset for employment."* (79.2%)
- *"I want to obtain the FI/International Languages certificate."* (71.5%).

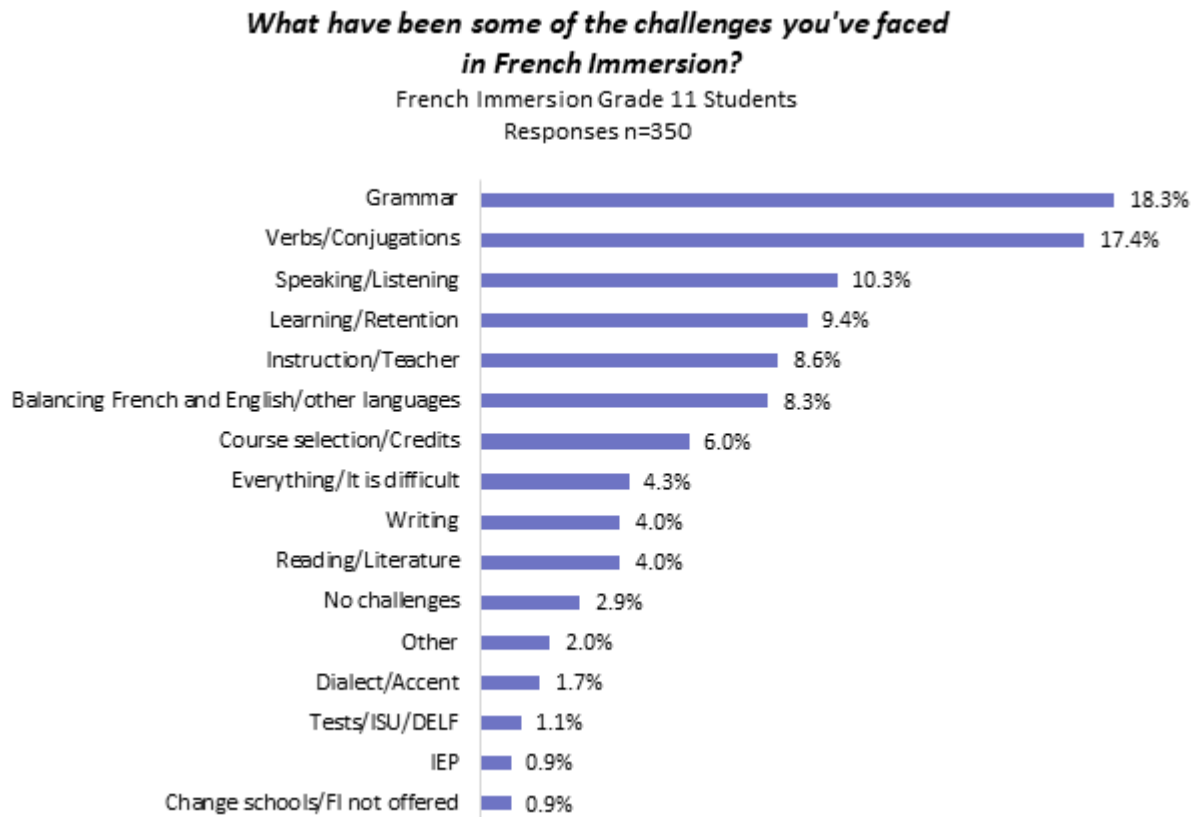
Figure 3



Of the students in FI who responded, 6% indicated more practical reasons for continuing with FI. These reasons included not wanting to change schools, and the idea that having been in FI for so long, remaining for one more year, whether enjoyable or not, just made sense.

Students shared that they experienced challenges in FI, often related to French grammar and developing speaking and listening skills. Students also expressed a desire to see FI courses improve and expand.

Figure 4



Departure from French Immersion

Students who shared that they would not be continuing with FI in Grade 12 most frequently identified the reason being linked to the limited options for FI courses that interested them.

Continuation in Core French

A total of 270 Grade 11 students who participated in the survey indicated that they were in Core French courses. Of those students, 87% indicated that they intended to continue in Core French. These students also indicated that they enjoyed speaking and learning French (35.5%), classmates and the learning environment (12.7%), and French culture and history (11.8%).

The top three reasons Grade 11 students in core French gave for continuing in Core French were:

- I see the benefits of bilingualism (94.9%)
- I see French as a valuable asset for employment (88.5%)
- I enjoy learning French (63.0%)

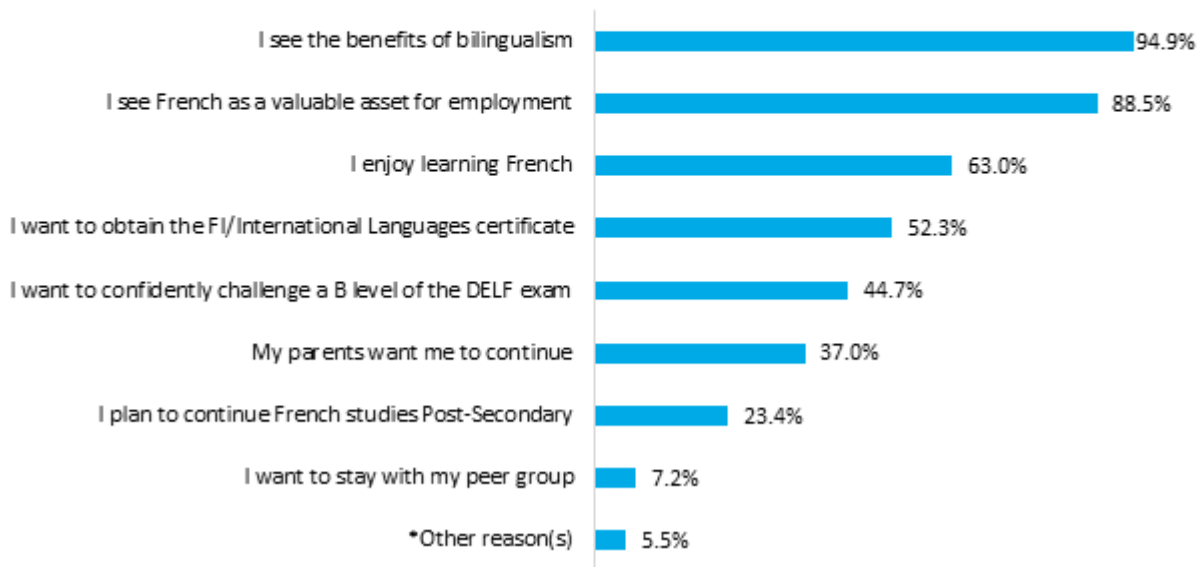
Figure 5

What are your reasons for continuing in the French program in grade 12?

(Select all that apply)

Response option Yes, 87.0%

Core French Grade 11 Students n=235



The Grade 11 Continuation Survey also indicated that many of the students who continue in Core French are students who moved from FI courses to Core French courses (13.7%).

Departure from Core French

Unlike the decline in FI enrollment that is consistent each year, enrollment in Core French drops sharply after Grade 9 when students have fulfilled their base graduation requirement of one secondary school FSL credit. Students in Grade 11 who shared that they would not be continuing Core French in Grade 12 most frequently identified the difficulty of French, the lack of enjoyment, and timetable conflicts with other courses needed for post-secondary education as the reasons. Students also offered suggestions to address some of these issues such as providing online, night school, and summer courses.

For a complete summary of the 2019-2020 Grade 11 French Continuation Survey results for students in core French, please refer to Appendix D.

FSL Programs Review Survey for Parents/Guardians and the Community

A total of 1,489 parents, guardians and community members participated with 99.5% of participants identifying as a parent or guardian of a DDSB student with:

- 20% indicating their child was an English Language Learner
- 15.9% indicating that their child has an Individual Education Plan

- 34% indicating they have access outside of school to a French speaking person
- 36.7% indicating their child is attending (or has attended) a dual track school
- 22.1% indicating their child is attending (or has attended) a single track FI School
- 52% indicating their child is attending (or has attended) an English track school.

Although there was representation of students across all grades, 26.3% of participants indicated that their child was in Kindergarten with a decline in representation in each of the successive grades to Grade 12 (3.4%).

Highlights from this survey include:

- 92.5% indicated the benefits of a bilingual education as the main reason they enrolled their child/children in the FI program at the DDSB
- 90.2% agreement (Strongly Agree 58.7%, Agree 31.5%) that all students should have the opportunity to be part of FI where available
- 74.9% agreement (Strongly Agree 39.8%, Agree 35.1%) that Core French should be taught before Grade 4
- 66.5% cite the reason why their child/children continue in the FI program at the DDSB is because they see French as an asset for future employment
- 60.4% support (Strongly Support 32.1%, Somewhat Support 28.3%) the addition of Extended French

When invited to share examples of successes related to French programming at the DDSB, many of the Parents, Guardians and Community members spoke of the enthusiasm and passion demonstrated by the teachers and the confidence and proficiency of their child(ren) in French. Parents also reflected that the counter was the challenge of not being able to assist children with assignments when no one in the home was proficient in French and the lack of qualified staff to support programming.

Please refer to Appendix E for the full summary for this survey.

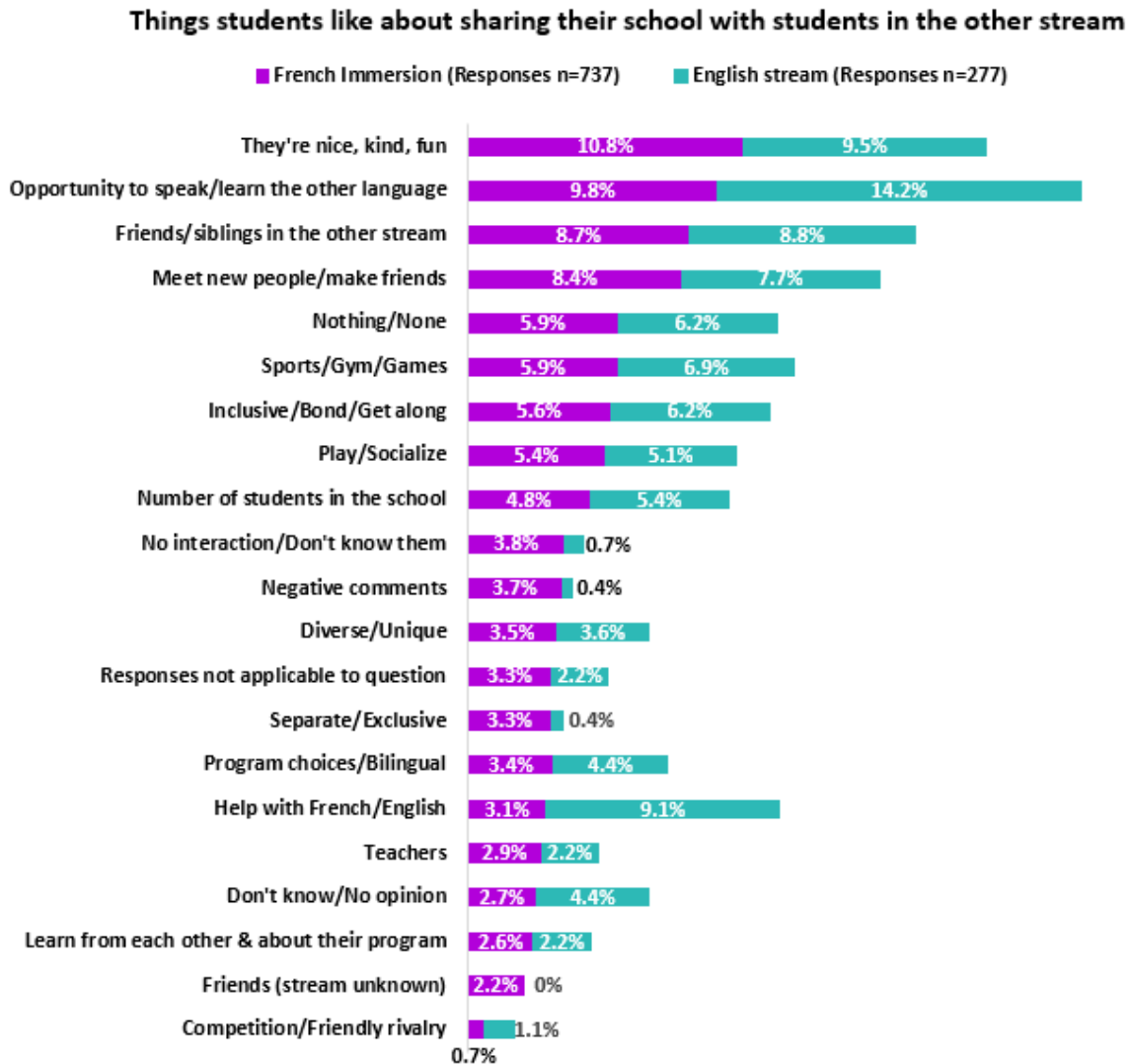
Student Survey for Dual Track FI schools

Students in Grades 5 to 8 who attended DDSB dual track schools were invited to share their experiences. Of those students 661 students participated.

Students from both the FI and English programs shared that they felt they belong to their school, with a score of 4 out of 5 for belonging. When invited to indicate how they felt about attending a dual-track school, the most frequently expressed responses indicated that the students:

- *“do not mind sharing the school with them.”*
- *“have little contact with them.”*
- *“find it a positive experience (good, nice, fun).”*

Figure 6: Summary of what students like about sharing their school:



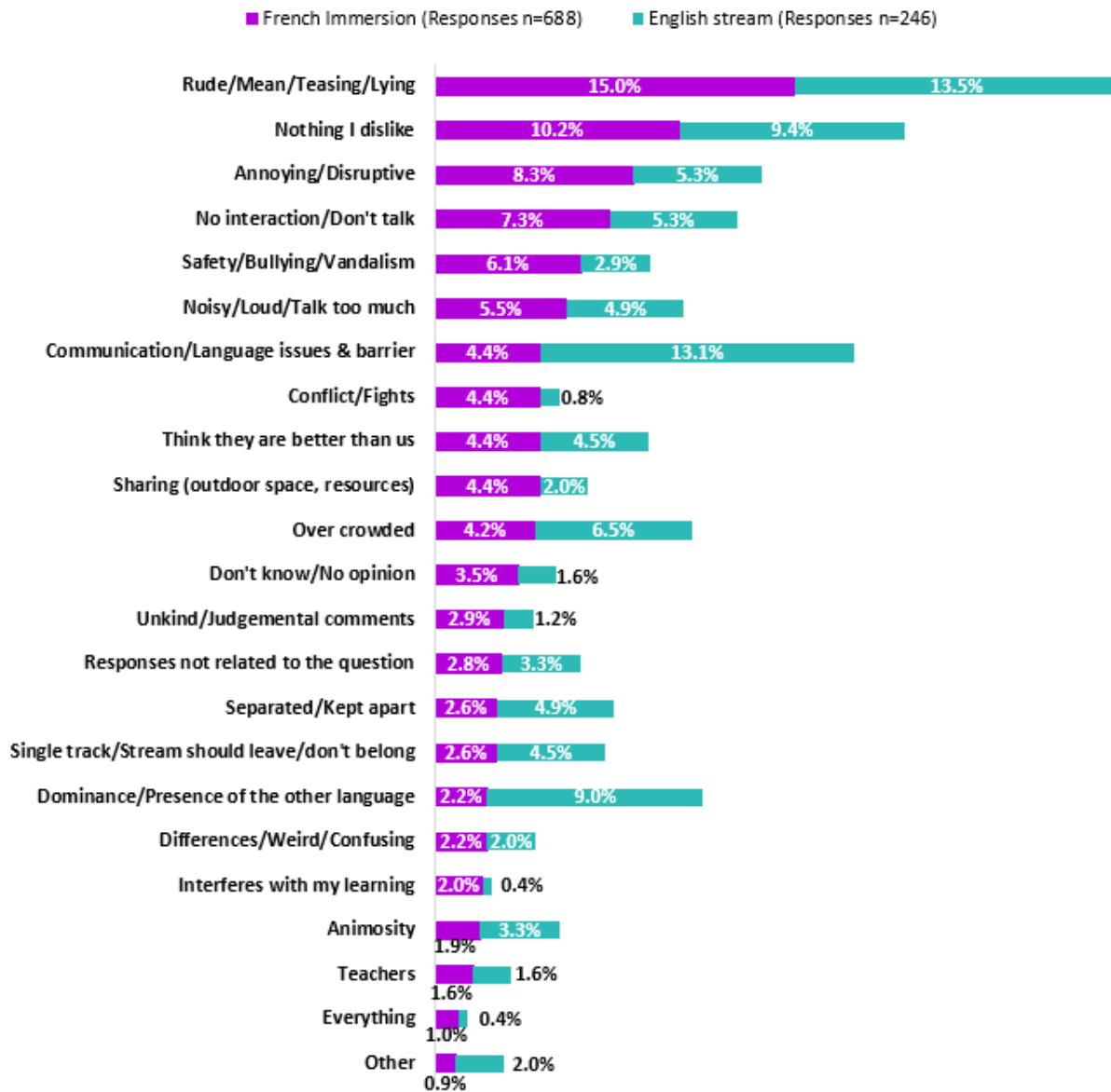
Students were asked to indicate what they did not like about sharing their school with students in the other program. The top three things students in FI said were that:

- *“the other students were rude/mean/teasing.”*
- *“there was nothing they disliked about the other students.”*
- *“the other students were annoying/disruptive”.*

The top three things the students in the English track said were that:

- *“the other students were rude/mean/teasing.”*
- *“there were communication barriers/language issues”*
- *“there was nothing they disliked about the other students”.*

Figure 7: Summary of what students like and dislike about sharing their school:



Please refer to Appendix U for more information on this survey.

Thoughtexchange

DDSB families, community members and staff were asked to participate in a Thoughtexchange to share their thoughts regarding the way forward for Core French and FI programs. Each stakeholder group was asked the following open-ended question:

Share your thoughts, ideas, and suggestions on how the DDSB can meet FSL programming needs while balancing the needs of all students for high quality inclusive education.

A total of 3001 families and community members participated, sharing 2,444 thoughts which were given 55,763 ratings. The most frequently mentioned and highest ranked thoughts shared by family and community members included the following issues:

- Most Frequent:
 - Support/Expanding FSL (either FI or Core French): 325 thoughts
 - Access to qualified FSL Instruction/Staffing: 259 thoughts
 - Schools and Classes: 233 thoughts
- Highest Ranked:
 - Qualified FSL Instruction/Staffing: 4.1 average rating
 - Secondary Course Selection: 4.0 average rating

See Appendix G for the summary of the community Thoughtexchange.

Public Presentations

The DDSB hosted two public virtual sessions for Parents and Guardians with a total of 330 attending. were invited to attend virtual consultation sessions to accommodate public health protocols.

Participants were invited to ask questions and share concerns through the moderated chat. Attendees provided 282 questions and/or comments. Members of the FSL Program Review committee in attendance reviewed each of the questions and helped to coordinate responses during the session. Although not all questions could be answered in the time available for the consultation, all questions were compiled and a resource was prepared to provide a response to every question received. The concerns of parents of children in the English program and parents of children in the French Immersion program were different; their vision of what they want from the DDSB was the desire for students in the English program to attend the closest school and in the French program is to ensure access, qualified teachers, and supports for the program. FI single track schools were thought of as desirable. Please see Appendix I for a full accounting to the questions and comments generated by the community.

Special Education Advisory Committee (SEAC)

Feedback was sought from SEAC through the use of the following open-ended prompt:

What are your ideas and suggestions on how the DDSB can meet the needs of identified students and/or students with special education needs in FSL programming?"

The SEAC members shared their thoughts, questions and concerns in response to the prompt, and rated the shared ideas on how much they agreed or how important they found the idea to be. The following themes emerged from this consultation session:

- Resource Implications: availability of resources for parents and French speaking EA support
- Program Viability: professional development supports for French speaking classroom teachers and EAs

- Equity of Programming: encourage families of students with special education needs to enroll in FSL
- Engagement: identify and provide community opportunities for French-based learning
- Classroom Programming: evidence-based learning in French

Source; Special Education Advisory Committee Summary Document of Input, June 18, 2020 Appendix H.

Staff Consultations

Four consultation sessions were held to engage staff and gather feedback on their experience in the FSL program, what they find is working and what they feel could improve the FSL program. Most of this feedback was operational in nature and not related to the policy decision of adjustments to French programming. Those operational suggestions will be provided to staff and the French Department will work with French educators. Ones of highest interest are included here for interest.

Common Themes

The following table presents the common themes that emerged from the consultation sessions with staff. Staff consultation sessions, please refer to Appendix H.

Table 1: Staff Consultation Themes

Challenge Categories	Challenge examples
Course Selection	Limited options for high school courses, When a course needs to be cut Core French is often chosen
Learning Spaces	There is no space for rotary FSL teachers which impacts the use of time (setting up and packing up), students behaviour, feeling respected/valued
Proficiency among FSL teachers	There is a wide range of French proficiency across teachers which impacts the quality of French taught, proficiency less of a priority when there is a staff shortage

Employee Experience	High teacher burnout, not feeling respected in Core French, there can be multiple days of supply teachers with no French proficiency
Home Support	Non-French Speaking Parents find supporting their child(ren) difficult, tutoring is not affordable or accessible for families

See Appendix H for email questions.

Summary Comments to Common Questions

There were some common questions were included in each of the student, family and staff surveys that were administered. Table 2 presents the percentage of survey participants that selected issues that they felt were applicable to themselves/students.

Table 2: Comparison of Recurring Questions across Student, Staff and Family Surveys

Category	Questions	FSL 3 Year Review - Year 3			FSL Review Staff Survey		FSL Review Parent/Guardian Survey	
		Grade 8 Students in FI	Grade 11 Students in FI	Grade 11 students in Core French	FI Staff	Core French Staff	Parents FI	Parents Core French
Continuing French	I/students see the benefits of bilingualism	88%	89%	95%	83%	71%	84%	77%
Continuing French	I/students plan to continue French Studies Post-Secondary	19%	20%	23%			24%	12%
Continuing French	I/students want to confidently	26%	49%	45%			15%	13%

	challenge... the DELF exam							
Continuing French	My parents want me to continue	68%	64%	37%	41%	37%		
Continuing French	I/students want to obtain the French immersion Certificate	77%	72%	52%			38%	21%
Continuing French	I/students want to stay with my peer group	36%	35%	7%			24%	4%
Not Continuing	Lack of course offerings in French	21%			24%	21%	22%	1%
Not Continuing	I/students have decided to pursue my studies in English	74%			75%		33%	
Not Continuing	My/students designated French Immersion high school is too far/transportation	11%			11%		0%	
Not Continuing	Limited French resources	6%					11%	16%
Not Continuing	Lack of French homework support at home	9%				31%	11%	29%

Not Continuing	Need additional support and was not receiving it				46%	21%	11%	6%
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Please refer to Appendix G for more information on the staff Thoughtexchange.

Count of Location Name	
Location Name	Total
Adelaide McLaughlin PS	6
Ajax HS	10
Alexander Graham Bell PS	6
Altona Forest PS	2
Bayview Heights PS	1
Beau Valley PS	6
Beaverton PS	1
Blair Ridge Public School	3
Bobby Orr PS	4
Bolton C Falby PS	3
Brock HS	2
Brooklin H.S.	7
Brooklin Village PS	30
C E Broughton PS	5
Cadarackque PS	25
Captain Michael VandenBos PS	13
Carruthers Creek PS	4
Cartwright Central PS	2
Chris Hadfield P.S	20
CLARA HUGHES P.S.	1
Claremont PS	3
Colonel J E Farewell PS	4
Da Vinci Public School	2
DAVID BOUCHARD PS	46
Donald A Wilson SS	7
Dr C F Cannon PS	2
Dr Robert Thornton PS	1
Dr Roberta Bondar PS	3
Dr S J Phillips PS	5
Duffin's Bay PS	6
Dunbarton HS	25
Eagle Ridge PS	4
Earl A Fairman PS	7
Eastdale C & VI	2
Elizabeth B Phin PS	6
Fairport Beach PS	1
Fallingbrook PS	1
Forest View P.S.	5
Frenchman's Bay PS	31
Gandatsetiagon PS	6
Glen Dhu PS	17
Glen Street PS	1
Glengrove PS	10
Goodwood PS	1
Gordon B Attersley PS	1
Greenbank P.S.	3
Harmony Heights PS	6
Henry Street HS	12
Highbush PS	1
J Clarke Richardson Collegiate	16
Jack Miner PS	8
Jeanne Sauve PS	30
John Dryden PS	37
Joseph Gould PS	2
Julie Payette PS	93
Kedron PS	3
Lakeside PS	6
Lakewoods PS	4
Lincoln Alexander PS	4
Lincoln Avenue PS	8
Lord Elgin PS	2
Maple Ridge PS	31
Mary Street Community S	3
Maxwell Heights Secondary School	16
McCaskill's Mills PS	18
Meadowcrest PS	36
Michaëlle Jean PS	48
Norman G. Powers PS	3
Ormiston PS	1
Pickering HS	26
Pine Ridge SS	6
Port Perry HS	19
Prince Albert PS	6
Pringle Creek PS	5
Quaker Village PS	2
Queen Elizabeth PS	4
R H Cornish PS	26
R S McLaughlin C & VI	21
Robert Munsch Public School	5
Roland Michener PS	12
Romeo Dallaire Public School	5
Rosebank Road PS	4
Scott Central PS	1
Sherwood PS	9
Sinclair SS	1
Sir John A Macdonald PS	15
Sir Samuel Steele PS	3
Southwood Park PS	78
Stephen G Saywell PS	1
Sunderland PS	1
Sunset Heights PS	3
Terry Fox PS	3
Thorah Central PS	3
Uxbridge PS	19
Uxbridge SS	7
Valley Farm PS	3
Vimy Ridge Public School	4
Vincent Massey PS	3
Walter E Harris PS	71
West Lynde PS	4
Westcreek PS	2
Whitby Shores P.S. PS	7
William Dunbar PS	2
Williamsburg PS	6
Woodcrest PS	3
(blank)	
Grand Total	1129

Count of Start Date	
Location Name	Total
Ajax HS	1
Alexander Graham Bell PS	2
Altona Forest PS	1
Applecroft PS	2
Beau Valley PS	5
Blair Ridge Public School	3
Bolton C Falby PS	3
Brock HS	4
Brooklin Village PS	28
C E Broughton PS	2
Cadarackque PS	15
Captain Michael VandenBos PS	12
Carruthers Creek PS	1
Cartwright Central PS	1
Chris Hadfield P.S	5
CLARA HUGHES P.S.	1
Colonel J E Farewell PS	5
Coronation PS	3
Da Vinci Public School	5
DAVID BOUCHARD PS	34
Donald A Wilson SS	2
Dr C F Cannon PS	2
Dr Robert Thornton PS	1
Dr Roberta Bondar PS	3
Dr S J Phillips PS	6
Dunbarton HS	1
Eagle Ridge PS	2
Earl A Fairman PS	1
Elizabeth B Phin PS	1
ELSIE MACGILL PS	3
Fairport Beach PS	1
Fallingbrook PS	1
Forest View P.S.	1
Frenchman's Bay PS	25
Gandatsetiagon PS	3
Glen Dhu PS	5
Glen Street PS	4
Glengrove PS	1
Hillsdale PS	1
J Clarke Richardson Collegiate	1
Jack Miner PS	4
Jeanne Sauve PS	47
John Dryden PS	17
Julie Payette PS	30
Kedron PS	2
Lakewoods PS	7
Lincoln Avenue PS	1
Lord Elgin PS	7
Maple Ridge PS	30
Mary Street Community S	8
Maxwell Heights Secondary School	1
McCaskill's Mills PS	4
Meadowcrest PS	20
Michaëlle Jean PS	29
Norman G. Powers PS	4
NORTHERN DANCER PS	9
O'Neill C & VI	1
Ormiston PS	1
Pickering HS	5
Pierre Elliott Trudeau PS	8
Port Perry HS	3
Pringle Creek PS	4
Quaker Village PS	5
R H Cornish PS	28
R S McLaughlin C & VI	2
Robert Munsch Public School	4
Roland Michener PS	1
Romeo Dallaire Public School	1
Rosebank Road PS	4
Scott Central PS	3
Seneca Trail P.S	3
Sherwood PS	8
Sir John A Macdonald PS	6
Southwood Park PS	45
Stephen G Saywell PS	3
Sunderland PS	3
Thorah Central PS	2
Uxbridge PS	25
Uxbridge SS	2
Valley Farm PS	3
Valley View PS	1
Vaughan Willard PS	3
Village Union PS	2
Vimy Ridge Public School	6
Vincent Massey PS	1
VIOLA DESMOND PS	4
Walter E Harris PS	28
Waverly PS	2
West Lynde PS	2
Westcreek PS	3
Whitby Shores P.S. PS	9
Williamsburg PS	2
Winchester PS	1
Woodcrest PS	2
(blank)	
Grand Total	654

Percentage of French Immersion students (Grade 1) By School and Municipality

Based upon October 31 2019 data

Percentage of Enrolment Based upon DDSB Total Grade 1 Enrolment

Dual Track	Municipality	October 31 2019 Grade 1 data	% FI students of TOTAL Grade 1	% French Immersion students based upon TOTAL French Immersion Grade 1
Brooklin Village PS	Whitby	64	1.33%	5.19%
Captain M VandenBos PS	Whitby	43	0.89%	3.49%
Cadarackque PS	Ajax	63	1.31%	5.11%
David Bouchard PS	Oshawa	56	1.16%	4.54%
John Dryden PS	Whitby	46	0.95%	3.73%
Maple Ridge PS	Pickering	74	1.53%	6.00%
McCaskills Mills PS	Brock	21	0.44%	1.70%
RH Cornish PS	Scugog	48	1.00%	3.89%
Sir John A Macdonald PS	Pickering	30	0.62%	2.43%
Southwood PS	Ajax	81	1.68%	6.57%

Single Track

Frenchman's Bay PS	Pickering	87	1.80%	7.06%
Jeanne Sauve PS	Oshawa	96	1.99%	7.79%
Julie Payette PS	Whitby	98	2.03%	7.95%
Meadowcrest PS	Whitby	46	0.95%	3.73%
Michaelle Jeanne PS	Ajax	107	2.22%	8.68%
Uxbridge PS	Uxbridge	44	0.91%	3.57%
Walter E Harris PS	Oshawa	76	1.58%	6.16%

Percentage of Enrolment Based upon Municipal Total Grade 1 Enrolment

	October 31 2019 Grade 1 FI data	October 31 2019 Grade 1 Municipal data	% French Immersion students based upon TOTAL Municipal Grade 1 students
Pickering	191	703	27.17%
Ajax	251	1074	23.37%
Whitby	291	1206	24.13%
Oshawa	228	1392	16.38%
Brock	21	112	18.75%
Scugog	48	169	28.40%
Uxbridge	44	167	26.35%
TOTALS	1074	4823	22.27%

Percentage of students by school and municipality will change based upon growth and declining enrolment

If capping in place enrolment growth/declines need to be monitored to ensure FI spaces available are equitable

Random Selection Process – Peel DSB

1. Information Night in November for SK parents – information Night is a partnership with Communications and the French Curriculum Department
2. Applications for FI – open the day following the Information Night - parents apply to their FI home school for a spot
3. Last Friday in January is the hard deadline for applications. Once the application has been submitted, parents receive an email confirming receipt of application
4. Workshops are held in January for the office staff to ensure that staff are aware of the procedure
5. End of February parents are notified that they are on the list – they are not told where on the list they
6. After January 31, parents can continue to apply, however, student will be put on a wait list
7. During the last week of May, a survey is sent to parents whose children are on the list (not the wait list) to confirm parents are still wanting the spot
8. By June 1, parents need to submit the survey
9. By June 12th at midnight survey is completely closed
10. Third Monday in June, FI spaces are filled, (Schools have different numbers of FI classes based on the demand in the area).
11. After the third Monday in June, remaining unfilled FI spots can be offered to students on the wait list at a FI school closest to their home – bussing will not be provided
12. After one year, student who are accepted in an “out of area” school can register at their FI home schools if there are spots available due to students relocating to another school.
13. By the third Friday in June, all decisions are finalized – No placements are offered after last Friday in June

-

Dual Track French Immersion Capping Scenarios

Capping Scenarios based upon 3-year historical trends establishing students/classes per grade. Capping data is based upon a maximum of 23 class size for Grades 1 to 3, and an average class size of 24.5 for Grades 4 to 8.

Scenario	School	TOTAL Available Classrooms	French Immersion Track				English Track				October 20 2020 Enrolment									
			Grade 1 # of Classes (capping)	TOTAL Grade 1 Enrollment	TOTAL estimated # of classrooms required	% of French Immersion classrooms utilized	Estimated Enrollment	Classrooms Available	% of English classrooms utilized	French Immersion Enrollment	French Immersion as a % of total Enrollment	English Program Enrollment	English Program as a % of total Enrollment	TOTAL Enrollment	Capacity	Portables Currently On Site	3 year Average Current Grade 1 Classes	3 year Average Current Grade 8 Classes	3 year Average FI TOTAL Staff	3 year Average REG TOTAL Staff
1	Brooklin Village PS	31	2	46	12.5	40.32%	299	18.5	59.68%	390	51.93%	361	48.07%	751	674	3	3	18	15	33
2	Brooklin Village PS	31	3	69	17.5	56.45%	416	13.5	43.55%	390	51.93%	361	48.07%	751	674	3	3	18	15	33
1	Captain M VandenBos PS*	27	2	46	12.5	46.30%	299	14.5	53.70%	309	47.10%	347	52.90%	656	619	2	2	14	13	27
2	Captain M VandenBos PS	27	3	69	17.5	64.81%	416	9.5	35.19%	309	47.10%	347	52.90%	656	619	2	2	14	13	27
1	Cadarackue PS	26	2	46	12.5	48.08%	299	13.5	51.92%	441	63.82%	250	36.18%	691	570	4	4	20	10	30
2	Cadarackue PS	26	3	69	17.5	67.31%	416	8.5	32.69%	441	63.82%	250	36.18%	691	570	4	4	20	10	30
1	David Bouchard PS	28	2	46	12.5	44.64%	299	15.5	55.36%	301	53.75%	259	46.25%	560	602	0	3	15	12	27
2	David Bouchard PS	28	3	69	17.5	62.50%	416	10.5	37.50%	301	53.75%	259	46.25%	560	602	0	3	15	12	27
1	John Dryden PS	28	2	46	12.5	44.64%	299	15.5	55.36%	263	35.40%	480	64.60%	743	639	4	2	9	22	31
2	John Dryden PS	28	3	69	17.5	62.50%	416	10.5	37.50%	263	35.40%	480	64.60%	743	639	4	2	9	22	31
1	Maple Ridge PS	22	2	46	12.5	56.82%	299	9.5	43.18%	448	67.17%	219	32.83%	667	441	9	4	9	9	28
2	Maple Ridge PS	22	3	69	17.5	79.55%	416	4.5	20.45%	448	67.17%	219	32.83%	667	441	9	4	9	9	28
1	McCaskills Mills PS	21	2	46	12.5	59.52%	299	8.5	40.48%	140	30.97%	312	69.03%	452	441	2	1	6	12	18
2	McCaskills Mills PS	21	3	69	17.5	83.33%	416	3.5	16.67%	140	30.97%	312	69.03%	452	441	2	1	6	12	18
1	RH Cornish PS	27	2	46	12.5	46.30%	299	14.5	53.70%	345	53.16%	304	46.84%	649	639	1	3	16	11	27
2	RH Cornish PS	27	3	69	17.5	64.81%	416	9.5	35.19%	345	53.16%	304	46.84%	649	639	1	3	16	11	27
1	SJA Macdonald PS	20	2	46	12.5	62.50%	299	7.5	37.50%	183	52.89%	163	47.11%	346	489	0	2	9	7	16
2	SJA Macdonald PS	20	3	69	17.5	87.50%	416	2.5	12.50%	183	52.89%	163	47.11%	346	489	0	2	9	7	16
1	Southwood Park PS	29	2	46	12.5	43.10%	299	16.5	56.90%	511	71.97%	199	28.03%	710	639	2	4	23	9	32
2	Southwood Park PS	29	3	69	17.5	60.34%	416	11.5	39.66%	511	71.97%	199	28.03%	710	639	2	4	23	9	32

FSL Review Data * CMV FI program boundary has expanded and the enrolment is expected to increase into the future

NOTE: Schools highlighted in peach currently have average Grade 1 French Immersion classes inline with capping scenario.

Single Track French Immersion Schools Capping Scenarios

Capping Scenarios based upon 3-year historical trends establishing students/classes per grade. Capping data is based upon a maximum class size of 23 for Grades 1 to 3, and an average class size of 24.5 for Grades 4 to 8.

Scenario	School	TOTAL Available Classrooms *	Classrooms Available if JK/SK remains	Grade 1 # of Classes cap	TOTAL Grade 1 Enrolment	TOTAL estimated # of classrooms required	If JK/SK not offered - vacant spaces (-) /portables required	Estimated Enrolment (JK/SK not offered)	If JK/SK remains - vacant spaces (-) /portables required	Estimated Enrolment (JK/SK remains)	October 20 2020 Enrolment	Capacity	Portables Currently On Site	Portables (maximum #)	3 Year Average Current Grade 1 Classes	3 Year Average Current Grade 8 Classes	3 Year Average Current FI Total Staff***
1	Frenchman's Bay PS	27	25	3	69	20	-7	476	-5	534	574	650	0	12	4	3	24
2	Frenchman's Bay PS	27	25	4	92	29	2	694	4	752	574	650	0	12	4	3	24
1	Jeanne Sauve PS	27	25	3	69	20	-7	476	-5	534	780	576	8	12	6	2	29
2	Jeanne Sauve PS	27	25	4	92	29	2	694	4	752	780	576	8	12	6	2	29
1	Julie Payette PS	31	29	3	69	20	-11	476	-9	534	778	668	4	12	5	3	33
2	Julie Payette PS	31	29	4	92	29	-2	694	0	752	778	668	4	12	5	3	33
1	Meadowcrest PS	12	10	2	46	11	-1	264	1	322	379	285	6	12	3	2	16
2	Meadowcrest PS	12	10	3	69	20	8	476	10	534	379	285	6	12	3	2	16
1	Michaëlle Jeanne PS****	26	24	3	69	20	-6	476	-4	534	782	553	10	12	6	2	33
2	Michaëlle Jeanne PS	26	24	4	92	29	3	694	5	752	782	553	10	12	6	2	33
1	Uxbridge PS	19	17	2	46	11	-8	264	-6	322	351	466	0	12	2	2	14
2	Uxbridge PS	19	17	3	69	20	1	476	3	534	351	466	0	12	2	2	14
1	Walter E Harris PS	20	18	2	46	11	-9	264	-7	322	594	443	6	12	4	2	25
2	Walter E Harris PS	20	18	3	69	20	0	476	2	534	594	443	6	12	4	2	25
						Scenario 1**	0	2696	1	3102	4238	3641	34	84	30	16	174
						Scenario 2**	16	4204	28	4610	4238	3641	34	84	30	16	174

* Includes two classes for JK/SK

FSL Review Data

*** Total FI staff does not include 2 Regular program classes (JK/SK)

** Scenario 1 and 2 project a range of vacant classrooms, identified with a (-). Total portable requirements are noted (in red text) only.

**** Currently part of North Ajax FI PS boundary review, resulting in a reduced enrolment for Michaele Jeanne PS.

NOTE: Schools highlighted in peach have average Grade 1 French Immersion classes inline with capping scenario.

ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board**DATE:** January 4, 2021**SUBJECT:** Life Beyond High School Transition Support**PAGE NO.** 1 of 4**ORIGIN:** Norah Marsh, Director of Education
Andrea McAuley, Superintendent of Education
Kyla McKee, Special Education Officer**1. Purpose**

To provide information about a newly launched web resource for families: DDSB Life Beyond High School Transition Support.

2. Ignite Learning Strategic Priority/Operational Goals

Success:

- Support transitions and pathway planning for students with special education needs; specifically, those with Developmental and/or Intellectual Disabilities

Engagement:

- provide ongoing, regular communication through a variety of virtual tools and platforms
- build opportunities for two-way communication with various committees and community partners

3. Background**Integrated Transition Planning**

Integrated Transition Planning for Young People with Developmental Disabilities has been a requirement since expectation was set in multi-Ministry memorandum entitled, "Integrated Transition Planning for Young People with Developmental Disabilities" (D.O.D January 28, 2013).

At its core, Integrated Transition Planning (ITP) sets a collaborative planning process, embedded within the IEP cycle, as development of a single integrated transition plan for every young student with a developmental disability. Integrated Transition Planning for youth with developmental disabilities includes collaboration between the student and their families, service providers, and school boards. The common goal of this collaborative team is to ensure a smooth transition to work, further education, participation in life activities, and/or community living, based on the individual student, their strengths/needs, and their own personal transition goals.

School boards have the opportunity, and responsibility, of helping connect families/caregivers with community partners to support preplanning necessary for timely access and individual tailoring of services.

Related PPMs

- Supporting Transitions for Students with Special Education Needs - Ministry PPM 156
- Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) - Ministry PPM140

DDSB Transition Night – Transition Beyond High School

The DDSB Transition Night has been a longstanding community event that provides the opportunity for parents, guardians, students, and caregivers to connect with the many community partners and agencies that provide supports and services to families of students with special education strengths and needs, particularly those with Developmental and/or Intellectual Disabilities, in support of the transition beyond high school.

In fall 2019, through our work within the Ministry Pilot *Access Talent: Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities*, we retitled the event ‘Life Beyond High School’ supporting a shift to the many pathways our students with special education strengths and needs, particularly those with cognitive and intellectual disabilities may access when they move beyond their high school experience.

This evening event has previously been held at the Education Centre and at a north community school, inviting community agencies to set up stations themed on key resource provisions (e.g., postsecondary education, respite and adult services). During the event, families could speak directly with community partners and receive resources. The connections made through the event have been essential for students and their families.

Launch: Google Site - Life Beyond High School

Due to COVID-19 related restrictions, this ‘live’ event was not possible and served as a catalyst to the creation of a [Google site](#) with the support of the community partners. Our Transition Coordinator, funded through the Access Talent Ministry Pilot, collaborated with the community partners to provide content for this site, most of which are the same resources that would have been shared with families if they had made this in-person connection. Some community organizations also included short videos that will help our DDSB families make a more personal connection to these agencies.

This annual event is typically well attended, and families are invited to return for multiple years prior to their child moving beyond high school, but there are also many of our families that are not able to join us for this event for various reasons. The pandemic has provided us the opportunity to develop an innovative approach to reaching all families, and as a result, our thinking has shifted to a hybrid model (both a ‘live’ event as well as a web-based resource) moving forward. This would allow our families to review at any time, the resources and contact information for the community partners with the potential to reach many more families.

Link: <https://bit.ly/DDSBLifeBeyondHS>

4. Analysis

The connection of families to community supports is an important part of supporting students with developmental disabilities to their post-secondary pathways. The current pandemic has highlighted that continuing to find new and innovative ways to establish these connections is essential. 'The Life Beyond High School-Transition Supports' Google site, will allow us to engage students and families by connecting them with important community agencies and partners. These resources can continue to support them in their various pathways beyond high school, for which planning needs to start early.

5. Financial Implications

Creation of The Life Beyond High School has no financial implications. The site can be widely shared and remain active for families.

The salary of the Transition Coordinator, who has responsibility for maintaining the site, has been funded through Ministry project-based funding (Access Talent). A report will be brought forward in January regarding support beyond June 2021.

6. Evidence of Impact

The social media campaign will allow us to reach a large number of families, providing both information and contact details for community organizations. The design of the website will guide families to the specific kind of resource/support they are looking for. Families will be better supported in the planning and decision making for life beyond high school.

One of our significant community partners, Community Living, has already reported to us a significant increase in the number of families they are now supporting based on the activation of our Transition Coordinator, Folashade (Sade) Gbalajobi. Sade has also participated in and improved the efficacy of Integrated Transition Planning meetings system-wide, developing resources and improving practices at the school level. These meetings also involve partners such as Community Living on a much greater scale, providing significant service and impact to families.

7. Communication Plan

A social media campaign in partnership with a poster/flyer sharing will provide the link for this resource to families. The Transition Coordinator will also direct families to this resource as part of on-going communication, and teachers of the Practical Learning Program. SERTs/Special Education Heads will also be provided with additional copies of the flyers to post and share during meetings with families in addition to providing a digital copy via email as part of a communication plan.

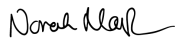
8. Conclusion

This report is provided to Trustees to build understanding related to 1) Integrated Transition Planning requirements and 2) launch of the 'Life Beyond High School-Transition Supports' Google site.

9. Appendix

Appendix A: Communication graphics for Life Beyond High School Transitions Support

Report reviewed and submitted by:



Norah Marsh, Director of Education



Andrea McAuley, Superintendent of Education



Life Beyond High School Transition Supports

Connecting families with community
resources, supports and services

For more information visit
bit.ly/DDSBLifeBeyondHS

2020-21



Life Beyond High School Transition Supports

Connecting families with community
resources, supports and services

For more information visit

bit.ly/DDSBLifeBeyondHS



Community/
Recreation
Supports



Financial
Supports



Health
Supports



Developmental
Supports



Housing Related
Supports



Educational
Supports



Employment
Services

**Trustee Attendance - Durham District School Board
COW Board Meetings for the Period December 2019 - November, 2020**

	December 2, 2019	January 20, 2020	February 18, 2020	March 23, 2020	April 20, 2020	May 19, 2020	June 15, 2020	September 21, 2020	October 19, 2020	November 16, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	-	✓	✓	✓	✓	✓	R	8
Paul Crawford	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	✓	✓	R	-	✓	✓	✓	✓	✓	✓	8
Carolyn Morton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	-	✓	✓	✓	✓	✓	-	8
Scott Templeton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Christine Thatcher	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Student Trustee Sally Meseret/Aaliyah Jaleel	-	-	-	-	-	-	-	-	-	-	-
Student Trustee Tyler West/Logan Keeler	-	-	-	-	-	-	-	-	-	-	-
Student Trustee Arlene Wang/Arpita Savaliya	-	-	-	-	-	-	-	-	-	-	-

**Trustee Attendance - Durham District School Board
Public Board Meetings for the Period December 2019 - November, 2020**

	December 2, 2019	January 20, 2020	February 18, 2020	March 23, 2020	April 20, 2020	May 19, 2020	June 15, 2020	September 21, 2020	October 19, 2020	November 16, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Paul Crawford	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	✓	✓	R	-	✓	✓	✓	✓	✓	✓	8
Carolyn Morton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	-	✓	✓	✓	✓	✓	-	8
Scott Templeton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Christine Thatcher	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Student Trustee Sally Meseret/Aaliyah Jaleel	R	✓	✓	-	✓	✓	✓	✓	✓	✓	-
Student Trustee Tyler West/Logan Keeler	✓	R	✓	-	✓	✓	✓	✓	✓	✓	-
Student Trustee Arlene Wang/Arpita Savaiya	✓	R	R	-	✓	✓	✓	✓	✓	✓	-

**Trustee Attendance - Durham District School Board
COW Board Meetings for the Period December 2019 - November, 2020**

	December 2, 2019	January 20, 2020	February 18, 2020	March 23, 2020	April 20, 2020	May 19, 2020	June 15, 2020	September 21, 2020	October 19, 2020	November 16, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	-	✓	✓	✓	✓	✓	R	8
Paul Crawford	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	✓	✓	R	-	✓	✓	✓	✓	✓	✓	8
Carolyn Morton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	-	✓	✓	✓	✓	✓	-	8
Scott Templeton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Christine Thatcher	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Student Trustee Sally Meseret/Aaliyah Jaleel	-	-	-	-	-	-	-	-	-	-	-
Student Trustee Tyler West/Logan Keeler	-	-	-	-	-	-	-	-	-	-	-
Student Trustee Arlene Wang/Arpita Savaliya	-	-	-	-	-	-	-	-	-	-	-

Trustee Attendance - Durham District School Board
Public Board Meetings for the Period December 2019 - November, 2020

	December 2, 2019	January 20, 2020	February 18, 2020	March 23, 2020	April 20, 2020	May 19, 2020	June 15, 2020	September 21, 2020	October 19, 2020	November 16, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Paul Crawford	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	✓	✓	R	-	✓	✓	✓	✓	✓	✓	8
Carolyn Morton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	-	✓	✓	✓	✓	✓	-	8
Scott Templeton	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	9
Christine Thatcher	✓	R	✓	-	✓	✓	✓	✓	✓	✓	8
Student Trustee Sally Meseret/Aaliyah Jaleel	R	✓	✓	-	✓	✓	✓	✓	✓	✓	-
Student Trustee Tyler West/Logan Keeler	✓	R	✓	-	✓	✓	✓	✓	✓	✓	-
Student Trustee Arlene Wang/Arpita Savaiya	✓	R	R	-	✓	✓	✓	✓	✓	✓	-

**Trustee Attendance - Durham District School Board
Special COW Board Meetings for the Period December 2019 - November 2020**

	June 29, 2020	July 8, 2020	July 15, 2020	August 10, 2020	August 25, 2020	September 8, 2020	September 23, 2020	October 20, 2020	November 2, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	✓	✓	R	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	✓	✓	✓	R	✓	✓	8
Paul Crawford	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	R	✓	✓	✓	✓	✓	✓	✓	R	7
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	✓	✓	✓	R	-	-	6
Scott Templeton	✓	R	✓	✓	✓	✓	✓	✓	✓	8
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Student Trustee Sally Meseret/Aaliyah Jaleel	-	-	-	-	-	-	-	-	-	
Student Trustee Tyler West/Logan Keeler	-	-	-	-	-	-	-	-	-	
Student Trustee Arlene Wang/Arpita Savaiya	-	-	-	-	-	-	-	-	-	

Trustee Attendance - Durham District School Board
 Special Public Board Meetings for the Period December 2019 - November 2020

	May 4, 2020	June 24, 2020	July 8, 2020	July 15, 2020	August 10, 2020	August 12, 2020	August 25, 2020	September 8, 2020	October 20, 2020	November 2, 2020	November 23, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Michael Barrett	✓	✓	✓	✓	R	✓	✓	✓	✓	✓	✓	10
Chris Braney	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	R	10
Paul Crawford	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Niki Lundquist	✓	✓	✓	✓	✓	✓	✓	✓	✓	R	✓	10
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Ashley Noble	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	8
Scott Templeton	✓	✓	R	✓	✓	✓	✓	✓	✓	✓	✓	10
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Student Trustee Sally Meseret/Aaliyah Jaleel	✓	✓	-	-	-	-	-	✓	-	-	-	-
Student Trustee Tyler West/Logan Keeler	✓	✓	-	-	-	-	-	✓	-	-	-	-
Student Trustee Arlene Wang/Arpita Savaiya	✓	✓	-	-	-	-	-	✓	-	-	-	-

**Trustee Attendance - Durham District School Board
Standing Committee Public Meetings for the Period January 2020 – December 2020**

	January 6, 2020	February 3, 2020	March 2, 2020	April 6, 2020	May 4, 2020	June 1, 2020	September 8, 2020	October 5, 2020	November 2, 2020		
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Michael Barrett	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Chris Braney	✓	✓	✓	✓	✓	R	✓	R	✓		7
Paul Crawford	R	✓	R	✓	✓	R	✓	✓	✓		6
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Niki Lundquist	✓	✓	✓	✓	✓	✓	✓	✓	R		8
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Ashley Noble	✓	✓	✓	✓	✓	✓	✓	✓	-		8
Scott Templeton	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
Student Trustee Sally Meseret/Aaliyah Jaleel	✓	✓	✓	✓	✓	✓	✓	✓	✓		-
Student Trustee Tyler West/Logan Keeler	✓	✓	✓	✓	✓	✓	✓	✓	✓		-
Student Trustee Arlene Wang/Arpita Savaliya	✓	✓	✓	✓	✓	✓	✓	✓	✓		-
Total Meetings											

**Trustee Attendance - Durham District School Board
Special COW Board Meetings for the Period December 2019 - November 2020**

	December 17, 2019	January 23, 2020	January 30, 2020	February 3, 2020	February 4, 2020	February 7, 2020	March 5, 2020	March 27, 2020	April 21, 2020	April 28, 2020	April 29, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Michael Barrett	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Chris Braney	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Paul Crawford	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Niki Lundquist	✓	✓	✓	✓	✓	✓	R	✓	R	R	✓	8
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Ashley Noble	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Scott Templeton	✓	R	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Student Trustee Sally Meseret/Aaliyah Jaleel	-	-	-	-	-	-	-	-	-	-	-	
Student Trustee Tyler West/Logan Keeler	-	-	-	-	-	-	-	-	-	-	-	
Student Trustee Arlene Wang/Arpita Savaliya	-	-	-	-	-	-	-	-	-	-	-	

**Trustee Attendance - Durham District School Board
Special COW Board Meetings for the Period December 2019 - November 2020**

	June 29, 2020	July 8, 2020	July 15, 2020	August 10, 2020	August 25, 2020	September 8, 2020	September 23, 2020	October 20, 2020	November 2, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Michael Barrett	✓	✓	✓	R	✓	✓	✓	✓	✓	8
Chris Braney	✓	✓	✓	✓	✓	✓	R	✓	✓	8
Paul Crawford	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Niki Lundquist	R	✓	✓	✓	✓	✓	✓	✓	R	7
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Ashley Noble	✓	✓	✓	✓	✓	✓	R	-	-	6
Scott Templeton	✓	R	✓	✓	✓	✓	✓	✓	✓	8
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Student Trustee Sally Meseret/Aaliyah Jaleel	-	-	-	-	-	-	-	-	-	
Student Trustee Tyler West/Logan Keeler	-	-	-	-	-	-	-	-	-	
Student Trustee Arlene Wang/Arpita Savaiya	-	-	-	-	-	-	-	-	-	

**Trustee Attendance - Durham District School Board
Special Public Board Meetings for the Period December 2019 - November 2020**

	May 4, 2020	June 24, 2020	July 8, 2020	July 15, 2020	August 10, 2020	August 12, 2020	August 25, 2020	September 8, 2020	October 20, 2020	November 2, 2020	November 23, 2020	Total Meetings
Patrice Barnes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Michael Barrett	✓	✓	✓	✓	R	✓	✓	✓	✓	✓	✓	10
Chris Braney	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	R	10
Paul Crawford	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Donna Edwards	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Darlene Forbes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Niki Lundquist	✓	✓	✓	✓	✓	✓	✓	✓	✓	R	✓	10
Carolyn Morton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Ashley Noble	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	8
Scott Templeton	✓	✓	R	✓	✓	✓	✓	✓	✓	✓	✓	10
Christine Thatcher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
Student Trustee Sally Meseret/Aaliyah Jaleel	✓	✓	-	-	-	-	-	✓	-	-	-	-
Student Trustee Tyler West/Logan Keeler	✓	✓	-	-	-	-	-	✓	-	-	-	-
Student Trustee Arlene Wang/Arpita Savaiya	✓	✓	-	-	-	-	-	✓	-	-	-	-

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT****REPORT TO:** Durham District School Board**DATE:** January 4, 2021**SUBJECT:** Positive School Climate & Well-Being Update**PAGE NO.** 1 of 9**ORIGIN:** Norah Marsh, Director of Education
Gary Crossdale, Superintendent of Education
Andrea McAuley, Superintendent of Education**1.0 Purpose**

The purpose of this report is to provide Trustees with information related to Positive School Climate and Well-Being. The report includes reference to requested data that supports these initiatives.

2.0 Ignite Learning Priorities**Success:**

- Set high expectations and provide support to ensure all students and staff reach their full potential every year.

Well-Being:

- Creating safe, welcoming, inclusive learning spaces for all students and staff and provision of mental health services to meet individual student needs.

Equity:

- Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.
- Align resources to where they are most needed to support equitable outcomes for all students

3.0 Background**3.1 Our Commitments**

The Durham District School Board has a strong commitment to enhance and promote student mental health. Schools are ideal places for students to experience a strong sense of belonging, where they know they matter, where their lived realities are valued and respected and where they are treated with dignity, fairness and kindness. Belonging and mattering where human rights, equity and inclusion are at the center has demonstrated importance in the success and well-being of students. To be ready to learn, students need to feel a strong sense of safety, belonging, and well-being at school. To cultivate and maintain positive school climates that are welcoming, safe, inclusive, respectful, equitable and accessible, schools are responsible for supporting and promoting mattering, and acting against discriminatory and marginalizing experiences. Schools are also responsible for taking appropriate proactive steps to identify barriers to success, prevent harm and trauma, and address inequitable and disproportionate processes, experiences and outcomes.

There is a direct and synergetic relationship between *Positive School Climates, Mentally Healthy Schools*, and *Trauma aware, informed and preventative practices*. The interdependent and interrelationship factors that exist within and between these three areas interact simultaneously and influence student well-being by contributing to a strong sense of identity and the belief that they matter.

3.2 Positive School Climate

3.2.1 School Climate

School climate may be defined as the learning environment and the sum of all relationships, experiences, practices and behaviours found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote anti-discrimination and positive behaviours and interactions. Principles of equity, inclusive education and human rights are embedded in the learning environment to prevent trauma and harm and to support a positive school climate and a culture of mutual respect.

3.2.2. Caring Healthy Relationships

Maintaining positive relationships with students within a caring school community and safe, welcoming, inclusive classroom, contributes to students' social-emotional wellness and readiness to learn.

3.3 Prevention Focus

Prevention is not a passive process, it involves a whole school approach to prioritize anti-discrimination, safety and caretaking for all students. Schools focus on a multidisciplinary collaborative approach to prevention through a whole-school approach. The district's strategic priorities and operational goals connected to human rights and equity are expected to help identify, prevent and address discriminatory experiences, practices and outcomes that affect student mental health and well-being and overall school climate. This includes several initiatives to address and not perpetuate anti-Indigenous racism, anti-Black racism and all forms of discrimination in DDSB learning environments.

Each school has a Safe and Accepting School Team which will help foster and promote a safe, inclusive and accepting positive school climate. The Safe and Accepting Schools Team will consider the effects of historical and ongoing systemic discrimination and use data from sources including, but not limited to, the School Climate/Well-Being Surveys and the Violence Risk Assessment Tool to develop and implement a Bullying Prevention and Intervention Plan. The Safe and Accepting Schools Team will use this data to develop and implement research-informed initiatives to assist in identifying and addressing barriers, preventing trauma and harm and creating and maintaining a positive school climate using a Whole School Approach. Staff who work directly with students, including administrators, teachers, and other school staff, respond to any practices or student behaviour that are likely to have a negative impact on the school climate. This includes discriminatory practices and inappropriate and disrespectful behaviour at any time at school and at any school-related event. Schools have procedures in place to allow students and parents or caregivers to report bullying incidents safely and in a way that will minimize the possibility of reprisal. (Report Bullying Now Button)

3.3.1 Bullying Prevention & Intervention Planning

The Bullying Prevention and Intervention Plan for each school outlines the school's plans and procedures that will support students who are bullied and/or bully, including the development of specific plans to protect students who have been harmed.

3.3.2 Bias-Aware Progressive Discipline

Bias-Aware Progressive Discipline is a framework used to support the Student Code of Conduct. Bias-Aware Progressive Discipline incorporates a Whole-School Approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address barriers and inappropriate student behaviour and to build upon strategies that promote and foster positive environments and behaviours. When inappropriate behaviour occurs, responsive and disciplinary measures should be applied within a framework that considers mitigating factors and the potential effects of trauma and discrimination and shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

3.3.3. Self-Regulation Focus

Self-Regulation refers to how we manage energy and tension in our brain/body. It is a process that defines how effectively and efficiently a person deals with stressors in the five domains and then recovers. Relationships have the most powerful influence on self-regulation. Each of us learns to self-regulate through our relationships with others. Children are first soothed by caregivers and, thus, learn to soothe themselves. Teachers have a powerful role to play in helping to influence the learning environment, prevent and co-regulate arousal and support recovery of their students.

3.3.4 Restorative Practices

Restorative Practices is a way of thinking and being that cultivates community. A way of building relationships and a way to restore relationships when things go wrong. Schools use many applications including, the use of Restorative Questions, uses of Classroom circles to build when things go wrong.

3.3.5 Violence Prevention

Violence Prevention training and supports include training for staff in Behaviour Management Systems (BMS) strategies as well as in risk mitigation and management through Violence Threat Risk Assessment Training. Early identification of risk and development of appropriate tiered interventions is fundamental in reducing violent incidents in schools.

Violent acts are contextual in nature and risk mitigation continues to be a primary focus of school teams when addressing issues of workplace violence. Enhanced reporting of incidents and responsive strategies continue to be adapted as more data and trends are analyzed.

3.3.6. Behaviour Management Systems (BMS)

To ensure safety of staff and students, the DDSB utilizes Behaviour Management Systems (BMS), which is a structured training program that includes an empirically-based theoretical framework, clearly articulated verbal de-escalation strategies, and specific safety procedures. To ensure student and staff health safety under COVID-19, the use of BMS is embedded within essential health & safety principles.

3.4 Mentally Healthy Classrooms, Schools and Workplaces

Schools are ideally placed to influence a student's sense of well-being and to promote mental health, notice concerns early, offer services, and provide ongoing support. The main role of schools is to promote wellness, facilitate skill development, and support early identification and intervention when problems arise. Research has shown that school-based mental health interventions, delivered universally or in targeted ways by school staff, can increase a student's sense of well-being and mental health and create the potential to reduce or minimize students' experiences of mental health challenges. Embedding programming into daily practice appears to yield the highest benefits for students' well-being and academic achievement.

3.4.1. Mental Health and Well-Being Campaign

Promoting Student Mental Health and Well-Being Campaign 2020-2021 is a system-wide year-long campaign to provide DDSB students, families and staff opportunities to focus on mental health literacy and to build the capacity to create the foundation conditions that lead to safe, inclusive, respectful and welcoming learning environments and to respond to and support students and their families who may be struggling. This includes addressing school experiences that may be affecting students' mental health and well-being.

3.4.2. COVID: Distance Learning and Return to School

Focused supports were targeted to address the transition to distance learning in the spring and the return to school in September. This included a "Stronger Together Even When Apart" Mental Health and Well-Being Campaign in the spring of 2020. Psychological Services and Social Work Services pivoted mental health supports to a virtual service delivery model, amended protocols and shifted referral pathways to include verbal consent to improve access to service.

3.4.3. Tiered Approach

A tiered approach is foundational for organizing school mental health activities. This model helps to organize mental health promotion efforts.

- Tier 1: Strategies offered in a universal way for all students. To support Tier 1 strategies, Well-Being Workers are to be positioned to be available to schools.

- Tier 2: Services for students who may have an existing or emergent mental health concern and may require more targeted interventions provided by school based mental health team (Psychological Services and Social Work Services). There was an intentional move towards a more agile response to supporting students in order to provide accessible services that are responsive to the virtual context of service delivery.
- Tier 3: Services and supports for students who have an existing or emergent mental health challenge and who are in need of more intensive, partnered treatment with community service providers.

3.4.4. Well-Being Youth Workers - Role Design and Proposed Implementation Plan

With leadership provided by the Board's Mental Health Leader in collaboration with Inclusive Student Services (ISS) and Safe School Leadership, student and system needs will be assessed and addressed to ensure the Well-Being Youth Workers are responsive to student mental health and well-being needs that arise due to the impacts of COVID-19. Collaboration with Family of Schools (FOS) Superintendents, School Administrators and the Mental Health Lead will support the identification of needs and referral pathways to the Well-Being Youth Workers to ensure a fluid process is in place to support students accessing services as appropriate.

The Well-Being Youth Workers will be assigned on a short-term placement within one or two schools of focus. Planning is for three cycles (January/February, March/April and May/June) of support at designated, priority schools to provide intensified Tier 1 supports based on COVID-19 related elevated needs within the school community(ies).

Our mental health and well-being supports work across three tiers of services. The Well-Being Youth Workers will support school teams working in collaboration with the ISS team members, specifically the clinicians (Psychological Services and Social Work Services) to support the specific school(s). The impact of the services provided by the Well-Being Youth Workers will be measured through the review of service utilization and service user experience/feedback data.

3.4.5. Trauma Aware to Trauma Informed Practices

Trauma Informed Practices (TIP) start with self-reflection and self-knowledge; sessions on Compassion Fatigue have been offered to DDSB staff to support their own well-being and trauma awareness. This step is foundational to a process of becoming Trauma Informed and implementing Trauma Informed Practices. The Board has a three-year strategy to build capacity and system implementation with respect to Trauma Informed Practices; practices that are fully integrated with the knowledge of trauma related to discrimination, racism and oppression and to work towards healing-centered approaches, supports and learning environments.

Year 1: Awareness

- Realize: the widespread impact of trauma and understand the potential paths for recovery.
- Recognize: the signs and symptoms of trauma in students, families, staff, and others.

Year 2: Sensitivity

- Respond: begin to integrate knowledge about trauma, trauma and harm prevention and healing into policies, procedures, and practices.
- Resist Re-traumatization: resist re-traumatization of children and the adults who care for them.

Year 3: Informed

- Respond: fully integrate knowledge about trauma into policies, procedures, and practices.
- Resist Re-traumatization: continue to resist re-traumatization of children and the adults who care for them. Take steps to promote healing-centered environments and to prevent causing, triggering and/or perpetuating trauma and harm.

According to the Crisis Prevention Institute, when schools are trauma informed, students cultivate lasting resilience, which leads to:

- Significant improvements in behaviour
- Fewer suspensions
- Fewer expulsions
- Significant improvements in academic achievement

3.4.6. Early Years Action Team

When we start early in life and reinforce skills and habits that promote mental health and prevent discrimination, harm and trauma within caring classroom settings, we can set students up for success, and help to promote positive mental health. Creating the conditions for anti-discrimination, self-regulation, positive mental health and well-being requires intentional training and programming, but the impact will be lifelong and puts the student at the heart of planning. This team will enlist the support of educators, support staff, administrators, community partners, and cultural supports to scaffold learning and growing in how to create conditions in the areas of belonging & mattering, a sense of self, and understanding child development. They will also look to identify an empowering activity at Welcome to Kindergarten events in the spring of 2021 that can serve as the foundation for school community shifts in supporting these key areas and the specific learning opportunities for school teams to engage in for these activities to be impactful.

4.0 Analysis**4.1 Positive School Climate****4.1.1. Data: School Climate Survey and Well-Being Survey Data**

A district wide School Climate and Well-being Survey is distributed to students, staff and parents every second year. The next survey will be issued in January 2021. The data is used at both the school level and the district level to analyze trends and develop targeted intervention plans to address any gaps. The 2018-2019 Survey had over 31000 students, 9000 parents and 2000 staff participate. Highlights of the system data are summarized in Appendix A: School Climate Survey 2018-2019 (most recent).

4.1.2. Suspension/Expulsion Data

Suspensions and expulsion trends need to be viewed within the context of how the data can be analyzed to help create and maintain inclusive, respectful, safe and accepting schools. Schools use suspension and expulsion data, along with other safe school's data sources, such as data from the Violence Risk Assessment Audit and School Climate and Well-Being Surveys, within a whole school approach, to create positive school climates and to plan appropriate programs and interventions. Suspensions and expulsions are options within the continuum of Bias-Aware Progressive Discipline.

Suspension Rates for the DDSB have declined since 2010 and now are currently below the provincial average. Also, the rate of Violent incidents per 1000 students as defined by PPM 120 has declined and is currently below the provincial average. An example of this data is found in Appendix B: Positive School Climate DDSB Suspension Data (most recent data verified with the Ministry of Education).

Suspension data for 2019-2020 will have impacted by the interruption of the school year and a mandated shift to distance learning. This will be noted when the data is available after verification with the Ministry.

4.1.3. Incident Data

Each school administrator has access to a data dashboard to monitor incidents at their school. System and Family of School data is shared with FOS Superintendents monthly. FOS Superintendents plan collaboratively with the school Administrative Team with a focus on risk mitigation and harm reduction of current incident trends at the school based on the monthly data. Using a data driven approach FOS action plans are developed to address current system needs. FOS Superintendents will also work in collaboration with Positive School Climate and Inclusive Student Services and develop interventions that can be used with schools to create and sustain positive school climates that are safe, equitable and inclusive free from discrimination and that do not perpetuate trauma and harm.

System Level Incident Data is shared twice a year through a report to Board. Data from the 2019-2020 school year is included in Appendix C: Incident Reporting Infographic September 2019 to June 2020. September 2020 to January 2021 data will be reported in the mid-year operational update in February.

5.0 Finances

Most of the work lead through our Positive School Climate, Mental Health & Well-Being as well as Inclusive Student Services teams is funded within the approved budget for the 2020-2021 school year. Additional funding, such as that received through Priorities & Partnership Funding, is prioritized for direct student service-related expenditures such as the pilot program of Well-Being Youth Workers.

6.0 Next Steps

Schools are excellent places to promote student mental health, well-being and sense of community. Collaboration between departments and with school teams will be leveraged in our next steps of:

- Safe Schools to Positive School Climate Rebranding: Integration of Safe Schools and Engagement under a new branding of Positive School Climate. The purpose is to focus and showcase prevention and proactive strategies and initiatives.
- Professional Learning – Positive School Climate Series facilitated collaboration between Positive School Climate, Equity, Human Rights, Indigenous Education, Inclusive Student Services and Mental Health Well-Being teams: Session 1-Healthy Relationships, Session 2- Anti-oppression practices to support a healthy classroom and prevent discrimination, trauma and harm, Session 3- Teaching in a time of Social Media.
- Revision to DDSB Suspension Policy & Procedure to reflect recent Ministry directive regarding the removal of discretionary suspensions for students in JK to Grade 3.
- Engaging in the collaborative work of the Early Years Action Team.
- Collaboration between Human Resource Services, Mental Health & Well-Being Lead & Howatt to plan for the implementation of the Mental Fitness Index with staff to help inform system direct and supports for staff.
- On-boarding and initiating first placements (January/February) of the Well-Being Support Worker team.

7.0 Conclusion

The Durham District School Board has a strong commitment to acknowledging and supporting student mental health. Schools are ideal places for students to experience a strong sense of belonging and engagement. Schools provide supports that make students know they matter and that their lived realities are valued and respected. All students want to be in a safe space where they are treated fairly and are valued for who they are. A sense of belonging and being valued are critical to student success. Schools are responsible for creating positive school climates that stand against marginalizing experiences and that respect the identity of all students. The use of mattering in schools is a mechanism through which positive school climates can be cultivated and maintained.

For students to be ready to learn, they need to feel a strong sense that others believe in them. Schools are responsible for taking appropriate action to identify and address discriminatory experiences and to prevent trauma and harm. Focusing on student needs, student voices and engaging them positively results in safe and caring school climates.

8.0 Appendices

Appendix A: School Climate Survey 2018-2019

Appendix B: Positive School Climate DDSB Suspension Data

Appendix C: Incident Reporting Infographic September 2019 to June 2020

This report is provided to Trustees for information.


Report reviewed and submitted by:



Norah Marsh, Director of Education



Gary Crossdale, Superintendent of Education



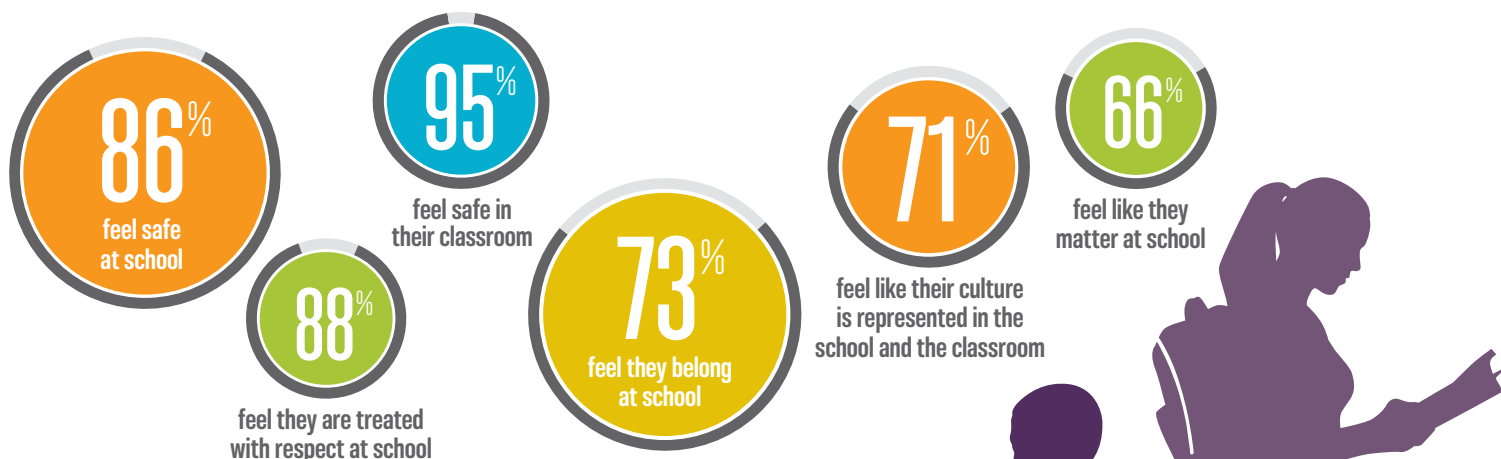
Andrea McAuley, Superintendent of Education

THE DURHAM DISTRICT SCHOOL BOARD

School Climate Survey 2018-2019

School Boards are required by the Ministry of Education to conduct anonymous School Climate Surveys. Schools must share the results of the survey with staff, students and parents. Safe and Accepting School Teams will use their school data to build strategies into their School Improvement Plan to improve school climate (PPM 145- Progressive Discipline and Promoting Student Behavior)

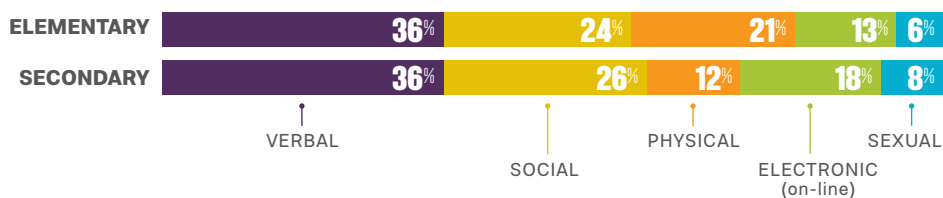
STUDENT results from the 2018-2019 School Climate Survey indicated that...



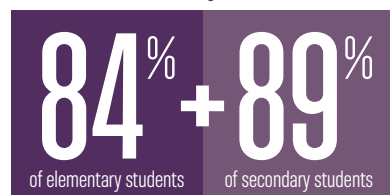
PARENT results from the 2018-2019 School Climate Survey indicated that ...



When students reported being bullied at school, it most frequently took the form of...



Results from the 2018-2019 School Climate Survey indicated that...



...reported NEVER being bullied at school

Number of surveys completed...

Students **31,568** Parents **8,847**



System Level: **CONCENTRATED AREA OF FOCUS**

 Enhancing Student Voice	 Focus on • Mattering • Belonging • Identity	 Culturally Relevant Responsive Pedagogy	 Whole school approach to building and maintaining positive relationships	 Evidence based targeted interventions to address school level bullying and violence
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NEXT STEPS AT THE SCHOOL LEVEL

- 08** Continuously monitor and update the school plan.
- 07** Participate in Profession Development offered by DDSB in Well-being/Safe and Accepting Schools and CRRP).
- 06** Use internal supports including Safe Schools and Equity Education Officers and Facilitators and the Mental Health Lead to assist in capacity building at the school level.
- 05** Use smaller targeted surveys to monitor on-going progress (e.g. Mattering Survey Questions)
- 04** Share results of School Climate and Well-being survey and the school plan with all stakeholders.
- 03** School Teams should use both the CRRP Tool kit and Circle Discussion Tool to help formulate evidence based targeted interventions to address areas of need.
- 02** Administrators and Safe and Accepting School Teams develop school goals in well-being for their SIPSAW and Bullying Prevention and Intervention Plan. Well-being goals will align with DDSB Strategic Priorities.
- 01** Administrators and Safe and Accepting School Teams use the Data Dashboard to analyze school data and identify areas of strength and areas of need.



Appendix B: DDSB Suspension Data (Historic)

Note: The data displayed below is DDSB data which is shared and analyzed by the Ministry of Education. The data reflects the number of pupils who during a course of a school year receive a suspension/expulsion.

Suspension Rate Students Involved versus Total Enrollment

School Year	Board Percentage	Provincial Percentage
2010-2011	5.14	3.68
2011-2012	4.60	3.44
2012-2013	3.77	3.04
2013-2014	3.19	2.65
2014-2015	2.68	2.53
2015-2016	2.83	2.56
2016-2017	2.71	2.67
2017-2018	2.33	2.85
2018-2019	2.42	3.02

School Year and 20 Day Suspension and Expulsion Data

Year	Total Enrollment	# Of 20 Day Suspensions Pending Expulsion	# Of Alternative Programs/Interventions used	# Of Formal Expulsions
2008-2009	70820	29	6	23
2009-2010	70646	28	10	18
2010-2011	70155	20	9	11
2011-2012	69742	20	10	10
2012-2013	69827	11	3	8
2013-2014	69306	9	4	5
2014-2015	71725	10	5	5
2015-2016	72363	15	13	2*
2016-2017	72769	13	7	6
2017-2018	73001	10	9	1
2018-2019	73950	9	7	2

*School Year 2015-2016 was shortened for Secondary Students due to Job Action

2018-2019 Suspensions of Students by Grade

Grade Level	Male	Female	Total
12	260	65	325
11	260	80	340
10	225	90	315
9	180	60	240
8	110	25	135
7	90	25	115
6	65	15	80
5	55	5	60
4	60	10	70
3	35	10	45
2	35	5	40
1	20	5	25
Kindergarten	0	0	0
Junior Kindergarten	0	0	0
Totals	1395	395	1790

Suspension Rates by Gender 78% Male 22% Female

2018-2019 Number of students Suspended per Incident

Number of Incidents resulting in Suspension	Total Number of Students	Percentage of Total Incidents
One Incident	1300	73%
Two or More Incidents	490	27%

Violent Incidents as listed PPM 120

Year	Number of Violent Incidents	DDSB Number of Violent per 1000 students	Provincial Number of Violent per 1000 students
2012-2013	110	1.5	0.8
2013-2014	75	1.0	0.8
2014-2015	60	0.8	1.1
2015-2016	75	1.0	1.0
2016-2017	105	1.4	1.0
2017-2018	70	1.0	1.0
2018-2019	60	0.8	1.4

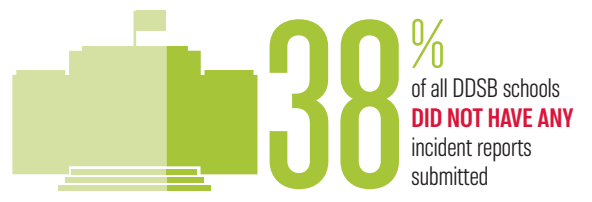
INFORMED DATA for Incident Reporting

The DDSB has been recognized by the Ministry of Labour (February 14, 2018) as leaders who are working hard at addressing and responding to violence in the workplace. As leaders in workplace violence prevention and management strategies, we need to continue to work on implementing strategies and interventions to reduce incidents of aggression. According to the document, "Workplace Violence in School Boards: A Guide to the Law" (2018) the implementation of these strategies is a shared responsibility of staff, students, parents and community agencies.

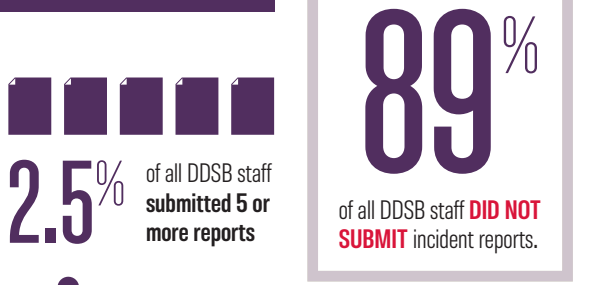
The DDSB appreciates the work that is being done by staff to understand the needs of students and implement interventions to reduce aggressive interactions.



On average each month...

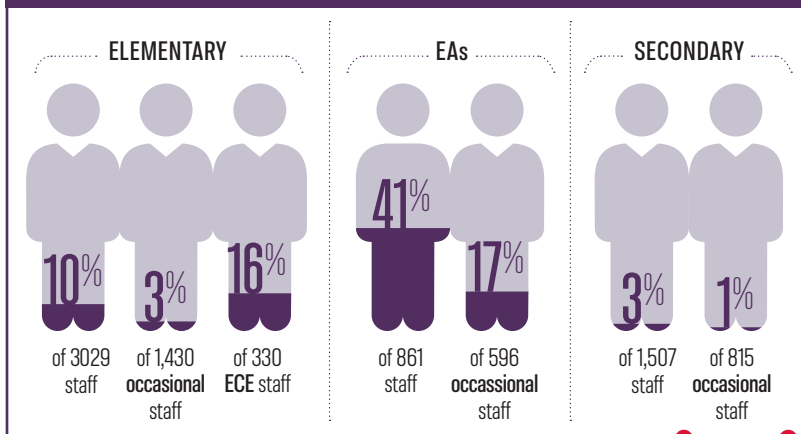


From September to June...

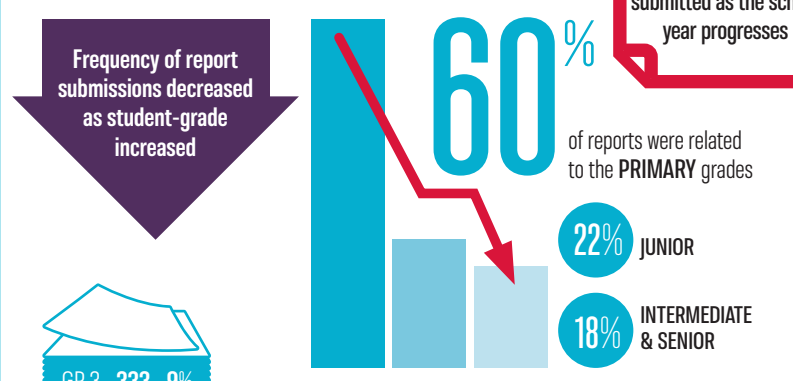


* The number of reports is not the same as the number of incidents. **Multiple reports can be submitted for one incident.** Approximately **11%** of reports are duplicate reporting. Raw data only provides a number. **Data analysis informs and allows us to be responsive.**

From September 2019 to March 2020, reports were submitted by...



From September 2019 to March 2020



Fewer reports are submitted as the school year progresses

Percentage of reports submitted by grade from September 2019 to June 2020...

