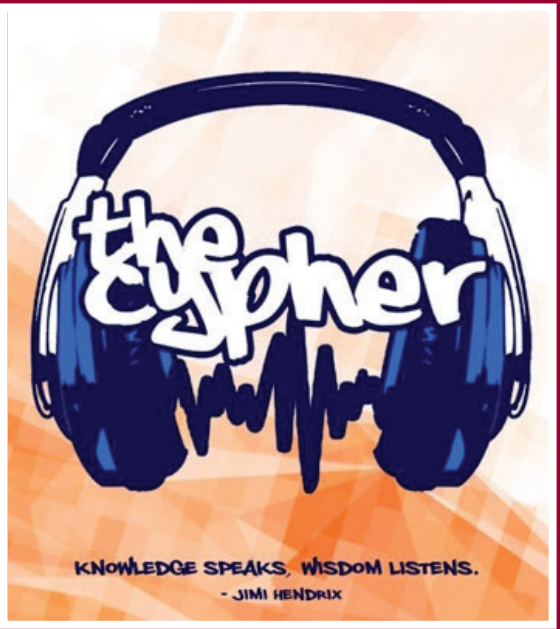
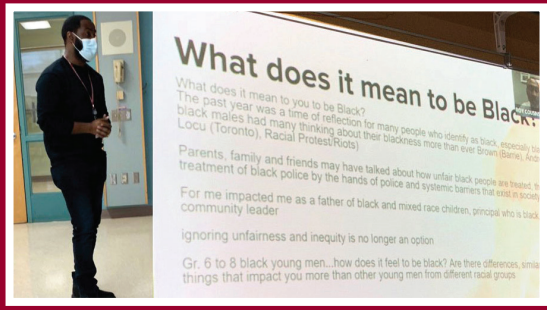
DDSB
Ignite Learning

Board Meeting
Agenda

April 19, 2021 — 7:00 p.m.





DDSB Hosts Cypher Series

Durham District School Board (DDSB) is hosting the Cypher event series this year through six virtual webinars and it has created an opportunity to reach even more young Black male students than ever before. The DDSB and the Durham Black Educators' Network (DBEN) have collaborated to create the Cypher series as a way to empower Black males in the District.

Students have impactful conversations about anti-Black racism, bias, microaggressions, allyship and so much more. The first three sessions happened in February, in honour of Black History Month. The next sessions are planned for April 22, May 19 and 26.

Cypher started in 2017 and it became a space for Black male students in Grades 7-12 to engage with Black male role models who have lived their experiences and understand how they feel and what they are going through.

Members of the public can participate in the board meeting by watching the live-stream on YouTube.

Durham District School Board
calendar.ddsb.ca/meetings
Twitter: @Durhamdsb

Carolyn Morton
Chair of the Board
Townships of Brock, Scugog & Uxbridge

Christine Thatcher
Vice Chair of the Board
Town of Whitby

Patrice Barnes
Vice Chair, Standing Committee
Town of Ajax
Wards 1 & 2

Michael Barrett
City of Oshawa

Chris Braney
City of Pickering

Paul Crawford
City of Pickering

Donna Edwards
Chair, Education Finance
Town of Ajax, Ward 3

Darlene Forbes
City of Oshawa

Niki Lundquist
Town of Whitby

Linda Stone
City of Oshawa

Scott Templeton
Town of Whitby

Aaliyah Jaleel
Student Trustee

Logan Keeler
Student Trustee

Arpita Savaliya
Student Trustee

DURHAM DISTRICT SCHOOL

BOARD MEETING

Monday, April 19, 2021 - 7:00 p.m.

PAGE

1. Call to Order

2. Moment of Silence/Acknowledgement — Verbal

   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. It is on these ancestral and treaty lands that we teach, learn and live.

3. O Canada

4. Declarations of Interest

5. Adoption of Agenda

   Minutes

   APPROVED Minutes of the Regular Board Meeting of February 16, 2021 — 1-8

   DRAFT Minutes of the Regular Board Meeting of March 22, 2021 — 9-15

   DRAFT Minutes of the Special Board Meetings of April 6, 2021 — 16-17, 18-19

6. Community Presentations

7. Ministry Memorandums-Information Update — Verbal
   (Director Norah Marsh)

8. Public Question Period — Verbal

9. DDSB Presentations

10. Report from the Committee of the Whole in Camera — Verbal

11. Good News from the System — Verbal
(Director Norah Marsh)

12. Recommended Actions

(a) Naming of Schools Policy — 20-35
(Associate Director David Wright)

(b) Appointment of External Auditor — Verbal
(Associate Director David Wright)

(c) Report: Standing Committee Meeting April 6, 2021 — 36-40
(Trustee Christine Thatcher)

(d) Motion: Establish a Standing Committee of the Board for Policy Development Management — 41-42
(Trustee Donna Edwards)

(e) Proposed Notice of Motion: Draft Trustee Expense Policy — 43-83
(Associate Director David Wright)

(f) Proposed Notice of Motion: Draft Community Use of Schools Policy — 84-105
(Associate Director David Wright)

(g) FSL Review — 106-364
(Associate Director Jim Markovski, David Wright
Superintendent Margaret Lazarus)

13. Information Items

(a) Mental Health Update — 365-368
(Superintendent Andrea McAuley)

(b) Report: SEAC Meeting of February 18, 2021 — 369-379
(Trustee Donna Edwards)

(c) OPSBA Report — Verbal
(Trustee Patrice Barnes

14. Correspondence

(a) Action Requested:

(b) Other:

i.	Bluewater District School Board	380-381
ii.	Rainbow District School Board	382-384
iii.	Upper Canada District School Board	385-386
iv.	Metrolinx	387-390

15. Other Business

16. Adjournment

Ad Hoc Committees

(a) Equity and Diversity Ad Hoc Steering Committee

(b) Governance Ad Hoc Committee

APPROVED

M I N U T E S

The Regular Meeting of the Board
Tuesday, February 16, 2021

A Regular Meeting of the Durham District School Board was held on this date, virtually.

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:10 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Arpita Savaliya

Regrets: Trustee Chris Braney, Student Trustee Logan Keeler

Officials Present: Director Norah Marsh, Associate Director David Wright, Acting Associate Director Jim Markovski, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Counsel Patrick Cotter,

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). 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. It is on these ancestral and treaty lands that we teach, learn and live.

4. O Canada

5. Adoption of Agenda

2021:RB013
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Christine Thatcher

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB014
MOVED by Trustee Patrice Barnes
SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING AMENDED MINUTES OF DECEMBER 7, 2020

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF JANUARY 18, 2021

CARRIED

6. Definitely Durham Celebration

Chair Carolyn Morton, Trustees Paul Crawford, Darlene Forbes and Christine Thatcher introduced and presented awards to Christine Elliott, Dale Hawerchuk, Jessica Phoenix and Geoff Warbutron. Trustee Scott Templeton inducted the former DDSB students into the Durham District School Board's Hall of Fame – 2020.

7. Community Presentations

Dylan R. a student of DDSB presented 3 questions and staff responded.

8. Ministry Memorandums – Information

Director Norah Marsh provided trustees with an update of the recent Ministry Memorandums:

A Ministry memo was received regarding the delay of the March Break. The District will be going ahead with the Board holiday on Friday, March 12, 2021. Classes will resume the following week. The senior team has been meeting to discuss how to mitigate the negative impact on students and staff because of the delay of the vacation period. More information will be shared on the strategies to support a focus on well-being.

The Ministry was notified of the DDSB's modified calendar for the elementary panel and that their holiday schedule was different from the system, it is a small group that will be impacted by the schedule. A response has not yet been received from the Ministry.

A memo was received from the Ministry of Education regarding teacher candidates within the DDSB who are on a teacher practicum and meet the criteria. Teacher candidates can now provide support when there are teacher shortages. The policy has changed so that teacher candidates can be employed as occasional teachers on an emergency basis if there are no qualified occasional teachers available.

Associate Director David Wright provided an update on the Federal Safe Return Funding, Memo B1 and the implication to DDSB. The funding is to be committed by March 31, 2021. A report will be shared with trustees which will highlight the impact of the funding on operations. Associate Director David Wright answered trustee questions.

9. Public Question Period

There were no public questions at this time.

10. DDSB Presentations

(a) Student Census Data

Director Norah Marsh acknowledged staff for their work on the Student Census Data and thanked the students, families and communities for their support and participation in the survey.

Superintendent Mohamed Hamid introduced Principal Jacqueline Steer who acknowledged the team that prepared the data and the report. The team shared a PowerPoint with the trustees and provided an overview of the achievement summaries from the analysis of the 2019 DDSB Know Every Student Census. Trustee questions were answered.

(b) Anti-Black Racism Strategy Update

Superintendent Margaret Lazarus introduced Administrative Officer Merrill Mathews, Facilitator Camille Alli, Principals Chrystal Bryan, Jacqueline Steer, Vice-Principals Geoffrey DeCarlo and Leah Franklin who shared a PowerPoint with the trustees and provided trustees with an update on the work that DDSB is doing as part of its ongoing efforts to address anti-Black racism. The Equity Department is continuing to work with and train all stakeholders to ensure equitable outcomes for all students and increase an understanding of the impact of anti- Black racism. Trustee questions were answered.

11. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera. Trustees dealt with staff positions, an external committee member and decisions around negotiations with employees of the Board.

Trustee Christine Thatcher welcomed Olufunke Majebi to the DDSB Audit Committee as an external member.

2021:RB15
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Patrice Barnes

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

12. Good News from the System

Director Norah Marsh Shared that over 700 families have registered for the Parent Engagement Learning, “How to Talk to Your Children About Anti-Black Racism” which will take place on the evening of February 24th.

Maliea and Elijah, students from Ajax High School shared good news from across the system through a video on behalf of the students and staff at the DDSB.

Dunbarton High School welcomed two Indigenous scholars, Wilfred Buck and Dr. Juan Carlos Chavez to speak virtually to grade nine students in January. Buck, is an Elder who is known as one of the foremost Indigenous star-story experts in the world. Chavez, is the Director for NASA STEM Initiatives for the Northwest Earth and Space Sciences Pipeline project.

The City of Pickering provided an Environmental Schools Grant up to $4,000, in 2020 for Pickering schools to create pollinator gardens, plant trees, shrubs and other vegetation native to Ontario. The amazing projects completed by staff and students will help sustain local and healthy ecosystems for years to come.

DDSB secondary schools and students are taking to social media to celebrate Black History Month through a High School Black Excellence Challenge. Staff and students are participating by using hashtag-Black-Excellence-DDSB to participate in a challenge on Twitter, Instagram and Facebook. The challenge features videos, pictures, poetry, and art showcasing Black excellence.

Coronation Public School invited Dr. Nicole West-Burns to analyze their Anti-Black Racism Plan and to offer suggestions to the school moving forward. The school is dedicated to ensuring a safe, welcoming space for Black students and the community, and continues working on moving forward to address anti-Black racism on all school levels.

Recently, Bolton C. Falby Public School hosted Durham's first ever Virtual Special Olympics Sport Festival. Students from Durham to Peterborough participated in various physical activities throughout the day at their schools, while maintaining physical distancing. Thirteen schools,16 classrooms, and 122 students in total took part in the event. All students earned a certificate to show their achievement.

The DDSB Special Education Advisory Committee hosted a virtual session called “The Edge of Compassion: Tools to Manage Caregiver Fatigue,” through a partnership with the TEND Academy. Presenters from the TEND Academy and members of SEAC guided discussions on strategies for self-care, how to navigate caregiving during the pandemic and tailoring well-being tips for one’s self.

Since the beginning of January, the DDSB Make A Difference team has provided grocery gift cards, essential food, clothing, and school supplies to DDSB families across the region. So far, they have:

- Mailed $4,525 in gift cards to 160 secondary students
- Mailed $3,000 in gift cards to 119 elementary students
- Delivered $2,500 worth of school supplies, toiletries, food, and winter clothing to seven families with children and youth of varying ages.

Helping families is made possible thanks to the ongoing Make a Difference Students in Need fundraising campaign, and funding through the Durham Child Nutrition Project.

Alumnus Jeff Mitsuo and current R.S. McLaughlin CVI Visual Arts Teacher, Jake Stevens, developed a friendship when they attended Pickering High School. Jeff has cerebral palsy and graduated in 2008. With Jake’s help and Jeff’s beautiful artwork they now have over one million followers on TikTok.

<u>Dates of Significance-March</u>:

February	Black History Month
February	Psychology Month
Feb. 17	Ash Wednesday
Feb. 18	Special Education Advisory Committee Mtg
Feb. 20	World Social Justice Day
Feb. 21	International Mother Language Day
Feb. 24	Pink Shirt Day
Feb. 24	Parent Engagement Series
Feb. 26	Purim
March	Bangladeshi Heritage Month
March	Social Work Month
March 1	Standing Committee Meeting
March 2	Lent

March 8	International Women's Day
March 11	Shivratri
March 15	Lent (Orthodox)
March 17	Irish Heritage Day
March 20	Nowruz
March 20	Spring Equinox
March 20	Eostre
March 20	Shunki-Sorei-Sai
March 21	United Nations International Day for the Elimination of Racism
March 21	World Down Syndrome Day
March 22	Board Meeting
March 25	International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade
March 25	SEAC Meeting
March 28	Holi
Mar 28-Apr 4	Passover
March 28	Palm Sunday

13. Recommended Actions

(a) Preliminary Budget Planning

Associate Director David Wright and Senior Manager Finance Jennifer Machin provided trustees with information on the Education Finance Committee meeting dates for the development of the 2021-2022 Board budget, with the integration of Multi-Year Strategic Planning to enhance organizational direction.

2021:RB16
MOVED by Trustee Donna Edwards
SECONDED by Trustee Niki Lundquist

THAT THE BOARD OF TRUSTEES APPROVE THE 2021-2022 MEETING SCHEDULE FOR THE EDUCATION FINANCE COMMITTEE.

CARRIED

(b) School Year Calendar Update

Acting Associate Director Jim Markovski provided trustees with an overview of the proposed consultative process for stakeholder input of the draft School Year Calendars for 2021-2022. A final board report, which includes the results of the consultation will be shared with Trustees for approval of the final School Year Calendars for 2021-2022 prior to submission to the Ministry of Education. Acting Associate Director Jim Markovski noted that we have not yet received the memorandum from the Ministry of Education and will provide necessary updates to the calendars once that is received.

2021:RB17

MOVED by Trustee Patrice Barnes
SECONDED by Trustee Scott Templeton

THAT TRUSTEES APPROVE THE DRAFT SCHOOL YEAR CALENDARS FOR 2021-2022 TO BE DISTRIBUTED FOR STAKEHOLDER FEEDBACK. A FINAL BOARD REPORT, WHICH INCLUDES THE RESULTS OF THE CONSULTATION WILL BE SHARED WITH TRUSTEES FOR APPROVAL OF THE FINAL SCHOOL YEAR CALENDARS FOR 2021-2022 PRIOR TO SUBMISSION TO THE MINISTRY OF EDUCATION.

CARRIED

(c) Report: Standing Committee Meeting Minutes of February 1, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of February 1, 2021.

2021:RB18
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

THAT THE BOARD DIRECT THE DIRECTOR OF EDUCATION TO BRING FORWARD A PROPOSED REVISED DRAFT POLICY ON THE NAMING AND RENAMING OF SCHOOLS TO THE BOARD MEETING IN MARCH 2021 AND THAT A COMMITTEE BE STRUCK THAT INCLUDES 3 TRUSTEES FROM DIFFERENT MUNICIPALITIES TO PROVIDE INPUT INTO THE POLICY BEFORE THE POLICY COMES BEFORE THE STANDING COMMITTEE ON MARCH 1, 2021.

CARRIED

2021:RB19
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

THAT THE CHAIR WRITE A LETTER TO METROLINX TO EXPRESS THE BOARD'S CONCERNS WITH RESPECT TO THE PROPOSED ROUTE AND OTHER CONCERNS RELATED TO THE DURHAM-SCARBOROUGH BUS RAPID TRANSIT PROJECT, WITH A COPY TO THE REGIONAL MUNICIPALITY OF DURHAM, IMPACTED MUNICIPALITIES, THE MINISTER OF SENIORS AND ACCESSIBILITY, LOCAL MPPS, DSTS AND DCDSB.

CARRIED

2021:RB20
MOVED by Trustee Christine Thatcher

THE CHAIR OF THE STANDING COMMITTEE SOUGHT APPROVAL OF THE MINUTES AND THE ACTIONS OF THE FEBRUARY 1, 2021 STANDING COMMITTEE.

CARRIED

14. Information Items

(a) Report: SEAC Meeting of December 17, 2020

Trustee Donna Edwards presented the SEAC meeting minutes of December 17, 2020.

(b) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update. Trustees attended the Public Education Symposium on January 23-25, 2021 which included sessions on anti-Black racism and anti-Indigenous racism. OPSBA held a speaker serious on student and adult mental health with Dr. Haley Hamilton on February 11, 2021.The next session is being held on Thursday February 25th.

15. Correspondence

There was no correspondence at this time.

16. Other Business

There was no other business at this time.

17. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 9:11 p.m.

_____ _____

Chair Secretary

DRAFT

M I N U T E S

The Regular Meeting of the Board
Monday March 22, 2021

A Regular Meeting of the Durham District School Board was held on this date, virtually.

1. Call to Order:

Chair Carolyn Morton called the meeting to order at 7:00 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Student Trustee Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Legal Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

There were no declarations of interest at this time.

3. Moment of Silence/Acknowledgement

Chair Carolyn Morton advised that the Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with home to many Indigenous peoples from across Turtle Island (North America). 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. It is on these ancestral and treaty lands that we teach, learn and live.

4. O Canada

5. Adoption of Agenda

2021:RB21
MOVED by Trustee Scott Templeton
SECONDED by Trustee Patrice Barnes

THAT THE AGENDA BE APPROVED.

CARRIED

2021:RB22
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Scott Templeton

THAT THE FOLLOWING APPROVED MINUTES BE RECEIVED:

REGULAR BOARD MEETING MINUTES OF JANUARY 18, 2020

THAT THE FOLLOWING DRAFT MINUTES BE APPROVED:

REGULAR BOARD MEETING MINUTES OF FEBRUARY 16, 2021

CARRIED

6. Community Presentations

There were no community presentations at this time.

7. Ministry Memorandums-Information Update

Director Norah Marsh provided trustees with an update of the recent Ministry Memorandums:

Director Marsh acknowledged that staff are continuing to work through the management of the pandemic and are following the new self-isolation protocol which continues to impact staff attendance. She thanked administrators and central staff for their work in supporting schools and noted that central staff continue to cover classrooms when there is a staff shortage. The Human Resources Department continues to work on updating the emergency occasional teacher list.

The Ministry of Education has announced that education workers will be part of the province's Phase Two Immunization Plan. Information regarding the process has not been received. The Ministry is anticipating that all education workers will have the opportunity to be immunized by the end of June. Director Norah Marsh and Associate Director Jim Markovski have been advocating by connecting with the

Durham Region Health Department and the Chief Medical Officer of Health for Durham Region.

The Ministry of Education gave direction to the school boards regarding funding for staffing for the next school year. Boards are being asked to budget for staffing based on pre-pandemic funding. A registration process will take place for virtual elementary schools. More information will be provided regarding the registration and the budget planning process for next year.

8. Public Question Period

Dylan R. a student of DDSB presented one question and staff responded.

Cathy Rostowski provided a written question and staff responded.

9. DDSB Presentations

(a) Anti-Oppressive Practice, Support for 2SLGBTQI Student and Staff Community: DDSB@Home Student Presentation

Superintendent Mohamed Hamid provided trustees with an update on the work that is happening in schools to support anti-oppressive practices in relation to our 2SLGBTQI students and educators. Superintendent Mohamed Hamid introduced teachers Tara Sarre, Jordan Bayliss and Madeline Fray who showcased the work of students and staff on behalf of 2SLGBTQI education. Student members from the GSA shared with trustees lived experiences and student performers communicated excerpts from the play “Outside”.

10. Report from the Committee of the Whole in Camera

Trustee Christine Thatcher reported on the actions of the Committee of the Whole in Camera meeting and confirmed that the Board approved the actions of the Committee of the Whole in Camera. Trustees dealt with the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian, decisions around negotiations with employees of the Board and a litigation update.

2021:RB23
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Patrice Barnes

THAT THE REPORT FROM THE COMMITTEE OF THE WHOLE IN CAMERA BE RECEIVED.

CARRIED

11. Good News from the System

Jay and Aliya, DDSB students, shared good news from across the system.

Over 600 parents, guardians and staff attended the Parent Engagement Series event on How to Talk to Your Children about Anti-Black Racism, with guest speaker Bee Quammie. She is a writer, speaker, social media influencer and a DDSB parent. She discussed systemic racism, colourism, stereotypes, and shared her lived experiences as a Black woman and mother.

Pink Shirt Day began, to address bullying, homophobia and transphobia. On February 24th, we recognized Pink Shirt Day across the district to demonstrate our support and commitment to the human rights of all students and staff. Students in schools and online showed they are ready and willing to stand with each other for what is right and talk about bullying, homophobia, and transphobia.

Congratulations to Nico a Grade 7 student from Vincent Massey Public School. Nico is a star boccia player and was recently named the Parasport Junior Athlete of the Year. Great job Nico!

DDSB is focusing on providing equitable and inclusive opportunities for all students. The Cypher: Black male empowerment webinar series started in February for students in Grades 6 to 8. Staff and students will have opportunities to join in conversations with Black male educators and leaders in the community. Discussions will challenge anti-Black racism where students and teachers can unpack and engage in courageous conversations.

The DDSB partnered with Lakeridge Health, CAREA Community Health Centre, and the Durham Catholic District School Board to hold a PSA video contest for students. The goal was to promote well-being and healthy alternatives to substance use. All participants were awarded certificates for their creativity and strong messages. Special congratulations to students from Quaker Village and Robert Munsch public schools, and Sinclair and Uxbridge secondary schools whose videos stood out and were awarded prizes! Well done!

The Psychological Services and Social Work teams came together to work on a new resource for students and families, the Anti-Black Racism Well-Being Toolkit. The toolkit includes definitions, suggested books, videos, podcasts and resources within the board and the community.

The Positive School Climate department is also sharing the School Mental Health Ontario's Action Toolkit. This document provides families with tips to support positive well-being and mental health. Reminding us that it is OK to reach out for help.

March is Social Work month, and we know that our Social Work Services team goes above and beyond to support students with their mental health and well-being

throughout the year. The team encourages students and parents to seek support by reaching out through the school or through the DDSB website.

Students at Williamsburg Public School jumped into action and sent a little 'Love to Lakeridge' hospital patients and staff. School administrators were told how tough things were and that morale was low as patients are not allowed visitors. Staff wanted to do something nice and put a request out to neighbours, teachers, and online classes – and the gifts came pouring in. Gifts were shared with the hospital to show how schools and the community can come together to support one another.

Dates of Significance-March and April:

Bangladeshi	Heritage Month
March	Social Work Month
March 25	International Day of Remembrance of Victims of Slavery and the Transatlantic Slave Trade
March 25	SEAC Meeting
March 26	Epilepsy Awareness Day (Purple Shirt Day)
March 28	Holi
Mar 28-Apr 4	Passover
March 28	Palm Sunday
April	World Autism Month
April	Sikh Heritage Month
April 2	Good Friday
April 2	World Autism Awareness Day
April 4	Easter Sunday
April 5	Easter Monday
April 6	Standing Committee Meeting
April 8	Yom HaShoa
April 8	Special Education Advisory Committee (SEAC) Meeting
April 12-16	April Break for Schools
April 13	Ramadan begins
April 14	International Day of Pink
April 14	Baisakhi

12. Recommended Actions

(a) Menstrual Products

Associate Director David Wright provided Trustees with an update regarding the costs associated with providing free menstrual products to DDSB students. This information is provided as supplemental data to a presentation to trustees on January 4, 2021 by two secondary school students. Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who answered trustee questions.

2021:RB24
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

THAT THE DDSB PROVIDE FREE OF CHARGE MENSTRUAL PRODUCTS FOR STUDENT USE WITH A PHASE IN OF DISPENSERS IN SCHOOL WASHROOMS AND THAT WASHROOMS HAVE FREE MENSTRUAL PRODUCTS AVAILABLE FOR STUDENTS BY MARCH 2022.

CARRIED

(a) Notice of Motion: Naming of Schools Policy

Associate Director David Wright provided trustees with an overview of the draft policy for their consideration at the April 19, 2021 Board meeting.

(b) Report: Standing Committee Meeting Minutes of March 1, 2021

Trustee Christine Thatcher presented the Standing Committee meeting minutes of March 1, 2021.

A resolution was passed by the standing committee on March 1, 2021 in closed session on matters involving the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian and decisions in respect of negotiations with employees of the board.

2021:RB25
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Patrice Barnes

I MOVE THAT THE BOARD NOW RECEIVE THE MINUTES AND APPROVE THE ACTIONS OF THE MARCH 1, 2021 STANDING COMMITTEE, INCLUDING DURING CLOSED SESSION, AND ADOPT THE RESOLUTION THAT WAS PASSED.

CARRIED

(c) Notice of Motion: Establish a Standing Committee of the Board for Policy Development

Trustee Donna Edwards provided trustees with an overview of the notice of motion for their consideration at the April 19, 2021 Board meeting.

13. Information Items

(a) PPM 165: School Board Teacher Hiring Practices

Superintendent Heather Mundy provided Trustees with updated information on the teacher hiring guidelines with regards to Policy/Program Memorandum No.165, School Board Teacher Hiring Practices. Superintendent Heather Mundy introduced Manager of Recruitment Arlene Walkes and Senior Manager, Human Resources Lisa Coppins who answered trustee questions.

(b) Quarterly Construction and Major Projects Progress Report

Associate Director David Wright introduced Chief Facilities Officer Christine Nancekivell who provided trustees with an update on the quarterly report of the current construction and major projects progress. Trustee questions were answered.

(c) Report: SEAC Meeting of February 18, 2021

Trustee Donna Edwards presented the SEAC meeting minutes of February 18, 2021.

(d) OPSBA Report

Trustee Patrice Barnes provided trustees with an OPSBA update.

15. Correspondence

There was no correspondence at this time.

16. Other Business

There was no other business at this time.

17. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 8:21 p.m.

_____ _____

Chair Secretary

DRAFT

M I N U T E S

The Special Meeting of the Board
April 6, 2021
6:40 p.m.

A Special Meeting of the Durham District School Board was held on this date virtually, directly after the Committee of the Whole, Standing Committee meeting.

1. Call to Order:

   Roll Call: Trustee Carolyn Morton, Chair of the Board

   The Chair called the meeting to order at 6:40 p.m.

   Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Student Trustee Logan Keeler, Arpita Savaliya

   Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Legal Counsel Patrick Cotter

   Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

   There were no declarations of interest at this time.

3. Adoption of Agenda

   2020:SB26
   MOVED by Trustee Scott Templeton
   SECONDED by Trustee Niki Lundquist

   THAT THE AGENDA BE APPROVED.

   CARRIED

3. Report from Committee of the Whole In-Camera

On April 6, 2021, the Standing Committee considered certain matters in closed session as permitted under the Education Act.

2020:SB27
MOVED by Trustee Patrice Barnes
SECONDED by Trustee Christine Thatcher

I MOVE THAT THE BOARD APPROVE THE ACTIONS, AND ADOPT THE RESOLUTION, OF THE APRIL 6, 2021 STANDING COMMITTEE.

CARRIED

5. Adjournment

MOVED by Trustee Niki Lundquist

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 6:52 p.m.

_____ _____

Chair Secretary

DRAFT

M I N U T E S

The Special Meeting of the Board
April 6, 2021
10:18 p.m.

A Special Meeting of the Durham District School Board was held on this date virtually following the Standing Committee meeting.

1. Call to Order:

   Roll Call: Trustee Carolyn Morton, Chair of the Board

   The Chair called the meeting to order at 10:18 p.m.

   Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Linda Stone, Scott Templeton, Christine Thatcher, Student Trustees Aaliyah Jaleel, Student Trustee Logan Keeler, Arpita Savaliya

   Officials Present: Director Norah Marsh, Associate Directors Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Legal Counsel Patrick Cotter

   Recording Secretary: Kathy Fitzpatrick

2. Declarations of Interest

   There were no declarations of interest at this time.

3. Adoption of Agenda

   2020:SB28
   MOVED by Trustee Niki Lundquist
   SECONDED by Trustee Darlene Forbes

   THAT THE AGENDA BE APPROVED.

   CARRIED

3. Recommended Action

(a) Approval of Resolution, April 6, 2021 Standing Committee: Immunization of School Staff and Bus Drivers

Trustee Christine Thatcher brought forward a motion for recommended action from the April 6th Standing Committee meeting where a resolution was adopted by the by the committee.

THAT THE DDSB, THROUGH ITS CHAIR, IMMEDIATELY CORRESPOND WITH DR. KYLE AND DURHAM PUBLIC HEALTH IMPLORING THEM TO PRIORITIZE THE IMMUNIZATION OF SCHOOL STAFF AND STAFF ENGAGED IN THE DIRECT TRANSPORT OF STUDENTS, AND THAT COPIES OF THAT CORRESPONDENCE BE PROVIDED TO THE MINISTER OF EDUCATION, THE MINISTER OF HEALTH, AND THE CHIEF MEDICAL OFFICER OF HEALTH FOR THE PROVINCE OF ONTARIO.

2020:SB29
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Niki Lundquist

I MOVE THAT THE BOARD ADOPT THE RESOLUTION.

CARRIED

5. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:30 p.m.

_____ _____

Chair Secretary

DDSB Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 19, 2021

SUBJECT: Naming of Schools Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

This report is provided for the approval of the Board of Trustees with respect to the proposed revisions to the Naming of Schools Policy.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- The Naming of Schools Policy ensures community involvement in the setting of school names and builds confidence in the Board by establishing an accessible, transparent process.

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

- Supporting students in learning environments where they see themselves reflected, helps to develop a sense of belonging and positively contributes to their success and well-being.

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

- Providing a mechanism to change school names that aligns with the Board's commitment to Indigenous rights, human rights, anti-oppression, anti-discrimination, and equitable and inclusive education helps to create a sense of equity within school communities.

3.0 Background

As per the Board direction of March 2020, all Board Regulations are being phased out and incorporated, as appropriate, within Policies and/or Procedures to align with good governance practices.

At the January 18, 2021 meeting of the Board of Trustees, a resolution was adopted to review and update the Board's Policy for the naming of schools, and for the revised Policy to include parameters for the re-naming of schools.

4.0 Analysis

A jurisdictional scan of school naming policies was performed, and the Board's current Naming of Schools Policy and Regulation were revised (in draft) to replace the regulation with a procedure and to reflect the sensitivity and importance of school naming and school re-naming.

The Trustee Committee met to review, discuss and amend the draft Policy. A copy of the updated draft was presented and discussed at the March 1, 2021 Standing Committee meeting. Feedback was incorporated into the attached updated draft.

The updated draft Policy is included with this report as Appendix A. A clean copy for ease of reading is provided as Appendix B. For Trustee information, the draft procedure is also included as Appendix C with tracked changes and a clean copy is included as Appendix D.

5.0 Communication

The approved policy will be posted to the Board's website.

6.0 Recommendation

The revisions to the Naming of Schools Policy were presented to the Board of Trustees as a Notice of Motion for consideration at the March 22, 2021 Board Meeting.

It is recommended that the Board of Trustees approve the revisions as presented.

7.0 Appendices

Appendix A – Draft Policy: Naming of Schools -Tracked Version
Appendix B- Draft Policy: Naming of Schools - Clean Version
Appendix C– Draft Procedure: Naming of Schools- Tracked Version
Appendix D- Draft Procedure: Naming of Schools - Clean Version

Report reviewed and submitted by:

Norah Marsh, Director of Education

David Wright, Associate Director of Corporate Services

DDSB Ignite Learning

POLICY

~~NEW CONSTRUCTION~~

Business – School Operations

Naming of Schools

1.0 Rationale

~~1.0 It is the responsibility of the Ad Hoc Committee to make a school name recommendation to a regular meeting of the Board.~~

1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible and reasonable process.

1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse identities, strengths, experiences and perspectives of our communities and values their contribution to school naming.

2.0 Objective

2.1 The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.

2.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

~~2.0 Schools shall be named or re-named in accordance with the following guidelines, giving consideration to the numbering as being a guide to priority for the source names:~~

(a) ~~After persons recognized as having made a significant contribution to our society in the region, province, or country. The school will not be named after a current employee of the Board, or a member of the Board, or a member of the immediate family of the foregoing.~~

(b) ~~A historical name which once applied to the area in which the school is located.~~

(c) ~~The name of the District which the school will serve.~~

(d) ~~The name of the street on which the school is located.~~

3.0 Definitions

In this Policy,

3.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by DDSB.

4.0 Responsibilities

4.1 Trustees: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this policy.

5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.

5.3 If a written request is received to rename an existing school, the Director shall bring a report to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of this Policy. In addition, either the Board or Administrative Council may, on their own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of this Policy are engaged. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees. If, in any case, one or more of the renaming criteria are engaged, a School Naming Committee will be established to provide a short list of recommendations to the Board based on the naming

conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.

5.4 A school shall be eligible to be renamed under this policy if:

a) The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or

b) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or

c) the current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community; or

d) The Board, in conjunction with the school community, has developed a new identity for the school.

5.5 Notwithstanding the establishment of a School Naming Committee, the Committee has the discretion to recommend that the name of school remain unchanged. Further, the Board may choose to accept or reject any recommendation of a School Naming Committee but shall not choose any name not on the short-list of names recommended by the School Naming Committee.

5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:

a) the name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or

b) The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or

c) The name of a significant Canadian event.

5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every five years.

7.0 Reference Documents

7.1 Procedures

- **Naming of Schools**

Appendix:
None

Effective Date
85-06-10
Amended/Reviewed
2003-09-03
2003-11-17
2006-08-02
2013-05-22
2013-11-20
2021

DDSB Ignite Learning

POLICY

Business – School Operations

Naming of Schools

1.0 Rationale

1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible and reasonable process.

1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse identities, strengths, experiences and perspectives of our communities and values their contribution to school naming.

2.0 Objective

2.1 The objective of this policy is to establish the process and parameters for the naming or re-naming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to inform Board Procedure to operationalize this Policy.

2.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

3.0 Definitions

In this Policy,

3.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by DDSB.

4.0 Responsibilities

4.1 Trustees: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

4.2 Director of Education: For the purposes of this policy, the operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

5.1 To name a new or consolidated school, a School Naming Committee shall be established to provide a short-list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this policy.

5.2 The School Naming Committee shall reflect the diverse communities DDSB serves and be comprised of the area Trustees (no fewer than two Trustees), and the Family of Schools Superintendent, together with those representatives from the community and the school's staff and students as may be selected in accordance with the procedure adopted under this Policy.

5.3 If a written request is received to rename an existing school, the Director shall bring a report to Trustees to determine whether the request meets one or more of the renaming criteria stipulated in section 5.4 of this Policy. In addition, either the Board or Administrative Council may, on their own initiative, determine that one or more of the renaming criteria stipulated in section 5.4 of this Policy are engaged. The rationale for a name change, the composition of the School Naming Committee and a financial analysis of the associated costs will be included in the report to Trustees. If, in any case, one or more of the renaming criteria are engaged, a School Naming Committee will be established to provide a short list of recommendations to the Board based on the naming conventions set forth in sections 5.6 and 5.7 of this Policy and consistent with the terms of any procedure adopted under this Policy.

5.4 A school shall be eligible to be renamed under this policy if:

a) The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or

b) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or

c) the current name was appropriated from a culture or community without the necessary

engagement and consultation with representatives from the community; or

d) The Board, in conjunction with the school community, has developed a new identity for the school.

5.5 Notwithstanding the establishment of a School Naming Committee, the Committee has the discretion to recommend that the name of school remain unchanged. Further, the Board may choose to accept or reject any recommendation of a School Naming Committee but shall not choose any name not on the short-list of names recommended by the School Naming Committee.

5.6 The name for a school shall align with 2.1 and 2.2 of this Policy and include:

a) the name of a renowned individual of historical significance whose contribution to the local community, Canadian society or to the world is recognized and valued and would be seen by the community as representative of the values of the DDSB; or

b) The name of a geographic landmark associated with the location of the school including a street name and the name of the community including any historical name for the community or area; or

c) The name of a significant Canadian event.

5.7 In no case, shall any school be named after a corporation, a sitting politician, a current employee of the Board, a member of the Board, or a member of the immediate family of the foregoing.

6.0 Evaluation

6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every five years.

7.0 Reference Documents

7.1 Procedures

- Naming of Schools

Appendix:
None

Effective Date
85-06-10
Amended/Reviewed
2003-09-03
2003-11-17
2006-08-02
2013-05-22
2013-11-20
2021

DDSB Ignite Learning

~~REGULATION~~PROCEDURE

~~NEW CONSTRUCTION~~

Business – School Operations

Naming of Schools

1.0 Rationale

1.1 **The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible, and reasonable process.**

1.2 **Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse needs and identities of our communities and values their contribution to school naming.**

2.0 Objective

2.1 **The objective of this procedure is to operationalize the Policy on Naming of Schools by outlining the process for naming new schools or the renaming of existing schools that supports the Board's commitment and legal responsibilities to indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to authorize the creation of a Board Procedure to operationalize this Policy.**

3.0 Definitions

In this Procedure,

3.1 **Board refers to the Board of Trustees for DDSB.**

3.2 **District refers to the corporate entity of the Durham District School Board.**

3.3 **Staff refers to any individual who is employed by the DDSB.**

3.4 **Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.**

3.5 **School Community refers to students, staff, and stakeholders specifically affiliated with an individual school.**

4.0 Responsibilities

4.1 Director of Education: For the purposes of this procedure, the Director of Education will monitor the progress of the School Naming Committee and ensure that representation and timelines are met.

4.2 Superintendent of Education: For the purposes of this procedure, the Superintendent of Education will ensure a successful School Naming Committee is formed and follows the procedural steps for school naming with an emphasis on school-community engagement.

4.3 Principal: For the purposes of this procedure, the Principal will be an active member of the School Naming Committee and will serve as a conduit to ensure the school community is well informed of all developments.

5.0 Guidelines and Considerations

5.1 The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.

5.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

6.0 Procedures

6.1 In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board. ~~the District shall establish a Naming Committee to make a recommendation to the Board.~~

6.2 A~~n Ad Hoc~~ **School Naming** Committee **shall first and foremost reflect the diverse communities that DDSB serves** and be composed of:

- (a) ~~no more than four~~ **the area** trustees. **Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two** ~~including one trustee from another municipality~~;
- (b) the Superintendent of Education/Area, and appropriate supporting Officer;
- (c) the Principal designate, ~~and/or Vice Principal designate~~;
- (d) two School Community Council representative(s) **or one School Community Council member** representing the ~~community or~~ amalgamating communities;
- (e) two Student Council representative(s) representing school or schools **or one Student Council representative from the schools that are being consolidated**
- (f) two school community members invited by the Superintendent of Education/Area in consultation with the Trustees.
- (g) **A member of the Indigenous Advisory Circle**
- (h) where a member has a conflict of interest i.e. descendent or an immediate family member of a name put forward, that person shall not be a member of the ~~ad hoc~~ committee.

6.3 No two members of the ~~ad hoc~~ committee shall be members of the same immediate family.

6.4 All members of the ~~Ad Hoc~~ committee are voting members.

6.5 The Family of Schools Superintendent will **Chair the** ~~establish an Ad Hoc Naming~~ Committee, **and will be a non-voting member**.
~~The principal designate of the new school shall Chair the Committee.~~

6.6 Role of the Naming Committee

The School Naming Committee shall undertake a process to receive submissions from the broader school community.

The School Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community.
In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

Only submissions that adhere to the guidelines in section 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the District.

6.7 Once the Board of Trustees selects the name or new name for the school, all materials produced with that name will include the Durham District School Board logo.

~~1.1 The Ad Hoc Committee shall invite suggested school names from:~~
~~(a) adjacent schools (schools accommodating the new school students) through a newsletter.~~
~~(b) the school community councils of adjacent schools where appropriate.~~
~~(c) Board trustees and staff.~~
~~(d) the community through the media.~~
~~(f) the local historical society.~~

~~No person submitting a suggested school name shall be a member of the ad hoc committee.~~

~~1.2 All suggestions are to be in writing and to be returned within 30 days of the invitation. A detailed background (history) of the suggested names shall be requested with all submissions.~~

~~1.3 The Ad Hoc Committee shall request permission to let a name stand, where appropriate.~~

~~1.4 The Ad Hoc Committee shall meet to review the names and vote to select the name.~~

~~1.4 The Ad Hoc Committee shall send letters of acknowledgement to the people who submitted suggestions for a school name. This should be done before submitting the report to the Board.~~

~~1.5 The Ad Hoc Committee shall provide a report and recommendation to the Board for approval.~~

7.0 Reference Documents

7.1 Policies

- Naming of Schools

Appendix:
None

Effective Date
87-03-23
Amended/Reviewed
98-10-05
2003-04-22
2003-09-03
2003-11-17
2006-08-02
2010-03-22
2013-05-22
2013-11-21
2018-10-15
2021

DDSB Ignite Learning PROCEDURE

Business – School Operations

Naming of Schools

1.0 Rationale

1.1 The naming of a school and the consideration of a potential school re-naming are important for the school community. A policy for school naming ensures community involvement and a transparent, equitable, accessible, and reasonable process.

1.2 Durham District School Board (DDSB) believes that school names should promote a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning. DDSB respects the diverse needs and identities of our communities and values their contribution to school naming.

2.0 Objective

2.1 The objective of this procedure is to operationalize the Policy on Naming of Schools by outlining the process for naming new schools or the renaming of existing schools that supports the Board's commitment and legal responsibilities to indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination, and equitable and inclusive education and to authorize the creation of a Board Procedure to operationalize this Policy.

3.0 Definitions

In this Procedure,

3.1 Board refers to the Board of Trustees for DDSB.

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3.3 Staff refers to any individual who is employed by the DDSB.

3.4 Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.

3.5 School Community refers to students, staff, and stakeholders specifically affiliated with an individual school.

4.0 Responsibilities

4.1 Director of Education: For the purposes of this procedure, the Director of Education will monitor the progress of the School Naming Committee and ensure that representation and timelines are met.

4.2 Superintendent of Education: For the purposes of this procedure, the Superintendent of Education will ensure a successful School Naming Committee is formed and follows the procedural steps for school naming with an emphasis on school-community engagement.

4.3 Principal: For the purposes of this procedure, the Principal will be an active member of the School Naming Committee and will serve as a conduit to ensure the school community is well informed of all developments.

5.0 Guidelines and Considerations

5.1 The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.

5.2 Durham District School Board recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all student and employees to an environment that is free from discrimination.

6.0 Procedures

6.1 In accordance with the School naming Policy, and as and when that Policy requires the establishment of a School Naming Committee, a School Naming Committee shall be struck to name a new or consolidated school, or to rename an existing school with the approval of the Board.

6.2 A School Naming Committee shall first and foremost reflect the diverse communities that DDSB serves and be composed of:

- (a) the area trustees. Where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two;
- (b) the Superintendent of Education/Area, and appropriate supporting Officer;
- (c) the Principal designate;
- (d) two School Community Council representative(s) or one School Community Council member representing the amalgamating communities;
- (e) two Student Council representative(s) representing school or schools or one Student Council representative from the schools that are being consolidated
- (f) two school community members invited by the Superintendent of Education/Area in consultation with the Trustees.
- (g) A member of the Indigenous Advisory Circle
- (h) where a member has a conflict of interest i.e. descendent or an immediate family member of a name put forward, that person shall not be a member of the committee.

6.3 No two members of the committee shall be members of the same immediate family.

6.4 All members of the committee are voting members.

6.5 The Family of Schools Superintendent will Chair the Committee and will be a non-voting member.

6.6 Role of the Naming Committee

The School Naming Committee shall undertake a process to receive submissions from the broader school community.

The School Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community.
In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

Only submissions that adhere to the guidelines in section 5.6 and 5.7 of the Policy as highlighted below will be considered. All submissions should include background information and context as may be appropriate to support the submission.

The Family of Schools Superintendent will bring forward a report to Board with the top three choices from the School Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the School Naming Committee for the Board of Trustees' consideration. The Family of Schools Superintendent will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the district.

6.7 Once the Board of Trustees selects the name or new name for the school, all materials produced with that name will include the Durham District School Board logo.

7.0 Reference Documents

7.1 Policies
- Naming of Schools

Appendix:
None

Effective Date
87-03-23
Amended/Reviewed
98-10-05
2003-04-22
2003-09-03
2003-11-17
2006-08-02
2010-03-22
2013-05-22
2013-11-21
2018-10-15
2021

Report of the Durham District School Board
Standing Committee Public Session
April 6, 2021

The regular meeting of the Standing Committee of the Durham District School Board was held virtually.

1. Call to Order:

The Chair Christine Thatcher called the meeting to order at 7:01 p.m.

Members Present: Trustees Patrice Barnes, Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Darlene Forbes, Niki Lundquist, Carolyn Morton, Linda Stone, Scott Templeton, Student Trustees Aaliyah Jaleel, Logan Keeler, Arpita Savaliya

Officials Present: Director Norah Marsh, Associate Director Jim Markovski, David Wright, Superintendents Gary Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Margaret Lazarus, Andrea McAuley, Heather Mundy, Stephen Nevills, Jack Nigro, Executive Officer Communications Robert Cerjanec, General Legal Counsel Patrick Cotter

Recording Secretary: Kathy Fitzpatrick

2. Land Acknowledgement

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. It is on these ancestral and treaty lands that we teach, learn and live.

3. Declarations of Interest

There were no declarations of interest at this time.

4. Motion to Approve the Agenda

2021:SC11

That the agenda be amended to include item 8 (a), motion brought forward by Trustee Niki Lundquist.

THAT THE AGENDA BE APPROVED.

CARRIED

5. Community Presentations

(a) French Immersion Program-Delegations

Trustee Christine Thatcher welcomed the delegates and provided an overview of the delegation process and shared that the Durham District School Board welcomes presentations by individuals and groups at the Standing Committee meetings. The trustees heard from 7 delegates with regards to the French Immersion Review.

6. DDSB Presentations

(a) Elementary Mathematics Plan

Superintendent Jack Nigro provided trustees with information on the 2020-2021 DDSB Elementary Mathematics Plan. Updates included the current plans and initiatives of the Student Achievement and Curriculum Department for providing system professional learning and resources focused on mathematics teaching and learning. Superintendent Jack Nigro introduced Education Officer Linda Ford-Decunha, Principal Sharon Knights, Facilitators Deepa Gohill and Aaron Mark who shared a PowerPoint presentation and answered trustee questions.

(b) DDSB@Home - Secondary Update

Superintendent Stephen Nevills introduced Principals Alyson Van Beinum and Peggy Perkins who provided trustees with an update regarding the DDSB@Home Secondary virtual school and its evolution during the 2020-2021 school year in response to the extenuating circumstance of the pandemic.

7. Director's Update

Director Norah Marsh provided the trustees with a COVID-19 update and shared that it has been reported in the media the Ministry of Education will be implementing new school safety protocols after the April Break. Ministry direction has not been received in writing, however, a verbal update indicated that screening at the elementary level will be starting after the break, similar to the secondary level.

The Director and staff have met with both the Durham Regional Health Department and the Senior Officials from the Ministry of Education to discuss the rising numbers of Covid-19 cases within schools. Director Norah Marsh provided data/numbers on school closures and active identified COVID cases within the DDSB to illustrate how the situation has been rapidly evolving over the last three weeks.

Staff are continuing to provide schools with the operational needs to stay open when educators have to self-isolate despite a shortage of supply teachers. Staff

continue to add additional people to the emergency occasional teacher and educational assistants list. A plan has been implemented to reallocate central staff to schools to ensure that they can remain open. Schools have not been closed due to a shortage of operational staff. All class/school closures are due to COVID-19 cases within the schools.

8. Recommended Actions

(a) Motion: Immunization of School Staff and Bus Drivers

2021:SC12
MOVED by Trustee Niki Lundquist
SECONDED by Trustee Scott Templeton

THAT THE DDSB, THROUGH ITS CHAIR, IMMEDIATELY CORRESPOND WITH DR. KYLE AND DURHAM PUBLIC HEALTH IMPLORING THEM TO PRIORITIZE THE IMMUNIZATION OF SCHOOL STAFF AND STAFF ENGAGED IN THE DIRECT TRANSPORT OF STUDENTS, AND THAT COPIES OF THAT CORRESPONDENCE BE PROVIDED TO THE MINISTER OF EDUCATION, THE MINISTER OF HEALTH, AND THE CHIEF MEDICAL OFFICER OF HEALTH FOR THE PROVINCE OF ONTARIO.

CARRIED

9. Information Item

(a) Indigenous Student Achievement Data

Superintendent Erin Elmhurst and Mohamed Hamid shared with the Board of Trustees the data and achievement trends for the past six years experienced by students who self-identify as Indigenous. Trustee questions were answered.

(b) Draft Trustee Expense Policy

Associate Director David Wright provided trustees with an update of the draft Trustee Expense Policy. At the January 18, 2021 Board meeting, trustees passed a motion to post quarterly expenses online. At that meeting, a commitment was made by staff to update the Policy/Procedure. The Trustee Expense Policy and Procedure has been updated to reflect the most current template format, and the content has been updated to ensure alignment with Ministry regulation and leading practice. Senior Manager Finance Jennifer Machin answered trustee questions.

(c) Extension of Standing Committee Meeting, April 6, 2021

2021:SC13
MOVED by Trustee Christine Thatcher
SECONDED by Trustee Donna Edwards

THAT THE MEETING MOVE BEYOND 10:00 p.m.

CARRIED

(d) Draft Community Use of Schools Policy

Associate Director David Wright provided trustees with an overview of the draft Community Use of Schools Policy and Procedure. The Community Use of Schools Policy and Procedure have been updated to reflect the most current template format. Trustee questions were answered.

(e) 2020-2021 Interim Financial Report

Associate Director David Wright introduced Senior Manager Finance Jennifer Machin who provided trustees with information relating to the operating expenditures for the period ending February 28, 2021 (Quarter 2).

(f) Student Trustee Report

Student Trustee Logan Keeler shared that the Student Senate's three working groups have been working on awareness posts for social media and a ThoughtExchange. The well-being working group has been creating post with tips on mental and physical health and posting resources/helplines and websites that students can go to for help. The equity working group has been creating a social media campaign that focuses on defining terminology used for equity-based advocacy. While emphasizing that creating equitable and inclusive spaces is a priority. The student voice working group has partnered with DDSB@Home to create a ThoughtExchange for students and parents. Questions included within the ThoughtExchange, directly correlate with Student Senate and student voice. The current ThoughtExchange is for DDSB@Home students only, we are planning on sending out a survey to the bricks-and-mortar schools.

Student Trustee Arpita Savaliya shared that they are in line with the senate goals and currently working on the second phase of their plan. One of our primary goals has been to increase elementary engagement by developing a social studies lesson plan for students in grades 5 and 6. This lesson will allow students to learn about the election process, roles and the responsibilities of the student trustees and the student senate. The second edition of the Elementary Leadership Conference is taking place on Thursday, May 20, 2021. One of the goals was to maintain transparency with the student body and increase outreach. As a result, the first Student Senate Open House will take place on Tuesday, May 25, 2021 between 5:30-7:00 p.m. This is a virtual event open to all students, staff, parents, and community members. Attendees will have the opportunity to learn about the 2020-2021 student senate.

Student Trustee Aaliyah Jaleel shared that the first round of Student Trustee Elections occurred during the first week of March. Student Trustees Jaleel and Savaliya had the opportunity to attend within their regions. The second and final

round of elections will be held this week, and today the Pickering/Ajax trustee was elected. Congratulations to Kayla Malcolm from Dunbarton High School.

Student Trustee Aaliyah Jaleel is currently working with the Muslim Educators Network of Durham Region, by putting together videos and challenges for the month of Ramadan, as Muslims will begin celebrating starting next week. With representatives from each high school in Durham contributing, it is rewarding to see how widespread diversity is within our region.

The character trait for April is honesty, it fits well because we honestly all need this April Break and we truly deserve it after these relentless months of work.

10. Committee Reports

(a) Equity & Diversity Ad Hoc Steering Committee Meeting of February 17, 2021

Trustee Patrice Barnes provided trustees with an overview of the Equity & Diversity Ad Hoc Steering Committee meeting held on February 17, 2021.

11. Correspondence

There was no correspondence at this time.

12. Other Business

There was no other business at this time.

13. Adjournment

THAT THE MEETING DOES NOW ADJOURN.

CARRIED

The meeting adjourned at approximately 10:17 p.m.

_____ _____

Chair Secretary

DURHAM DISTRICT SCHOOL BOARD

April 19, 2021

NOTICE OF MOTION:
Establish a standing committee of the Board for Policy Development

MOVED by: Trustee Donna Edwards

MOTION:
THAT THE DDSB TRUSTEES CHANGE THE NAME AND MANDATE OF THE EXISTING GOVERNANCE COMMITTEE TO REFLECT OUR RESPONSIBILITIES OF GOVERNANCE, POLICY AND ACCOUNTABILITY UNDER THE *EDUCATION ACT* AND MAKE IT A STANDING (PERMANENT) COMMITTEE OF THE BOARD.

THAT THE COMMITTEE WOULD BE CONSTITUTED ANNUALLY AT THE BOARD ORGANIZATIONAL MEETING.

Background:

Section 169.1 of the *Education Act* outlines the responsibilities of School Board Trustees. Key responsibilities include development of policy and organization structures to promote the boards goals.

Summary of responsibilities from Education Act:

- Promote student achievement and well-being
- Promote a positive school climate that is inclusive and accepting of all students
- Promote the prevention of bullying
- Ensure effective stewardship of the board's resources
- Deliver effective and appropriate education programs to its students
- **Develop and maintain policies and organizational structures that promote the board's goals, and encourage pupils to pursue their educational goals**
- **Monitor and evaluate the effectiveness of policies developed by the board in achieving the board's goals and the efficiency of the implementation of those policies**
- Develop a multi-year plan aimed at achieving the board's goals
- Review the multi-year plan with the board's director of education or the supervisory officer acting as the board's director of education on an annual basis
- Monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting their duties under the *Act* or any policy, guideline or regulation made under the *Act*, including duties under the multi-year plan, and any other duties assigned by the board

The current process for policy development requires Trustees to establish an Ad-hoc committee to review or develop a specific policy. Recent Ad-hoc committees have been

established to review: policy for naming of schools and renaming, code of conduct, Trustee distribution, Consolidate Governance bylaws, to name a few. In many cases, the Board of Trustees rely on staff to recommend and report on purposed changes to policies around legislative changes with little discussion, except at Board meetings where time can be limited.
When the governance committee was first created, it was created with a purpose to review and consolidate the Board's Bylaws. Since the establishment of the governance committee, the board of trustees have referred several other items to this committee. With recent issues around board governance, policy compliance, clarity of policies, and trustees' responsibility to monitor and evaluate the effectiveness of the board's policies, I believe there is a need for a standing committee (permanent committee of the board) for governance, policy and accountability.

Good Governance and Policy Management

As we know, governance is how a board operates and conducts itself and boards must establish a good framework to give direction, monitor and ensure accountability. Governance can have a significant impact on student, staff, parents and the community and the trust in public education.

Quite few school boards have a standing (permanent) policy review, governance or bylaw review committee whose mandate is to develop, review and monitor policies. The DDSB does not have a standing policy review or development committee.
It is for these reason:

I move that the DDSB trustees change the name and mandate of the existing governance committee to reflect our responsibilities of governance, policy and accountability under the *education act* and make it a standing (permanent) committee of the board.

That the committee would be constituted annually at the board organizational meeting.

The proposed mandate of the committee would be:

- To ensure all of the board policies are up-to-date, accurate and consistent with the current legislation and government requirements.
- The Board of Trustees review policies at least once in four years or when required by a new legislative act or regulation, new government policy, resolution of the Board or as recommended by staff.
- To develop policies that are developed with evidence-based data, equitable and reflect the board's vision values and strategic plan.
- Monitor the effectiveness of board policies through consultation and evidence based data.
- Report and make recommendations to the Board of Trustees on governance and board policies.
- Review Bylaw/Policies for ad-hoc committees and develop/review/document procedures (document mandate, clearly identify quorum, membership)

I feel that a standing governance committee will allow for greater input by Trustees to develop stronger, evidence based policies that will aid decision making.

DDSB Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 19, 2021

SUBJECT: Notice of Motion: Trustee Expense Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a draft update to the Trustee Expense Policy and Procedure.

2.0 Background

As per the Board direction of March 2020, all Board Regulations are being phased out and incorporated, as appropriate, within Policies and/or Procedures to align with good governance practices.

A few issues have arisen over the last several months highlighting specific areas within the Trustee Expense Policy and Regulation, and the need to provide clarity. At the January 18, 2021 Board meeting, Trustees passed a motion to post quarterly expenses online. At that meeting, a commitment was made by staff to update the Policy/Procedure. A copy of the updated draft was presented and discussed at the April 6, 2021 Standing Committee meeting. Feedback was incorporated into the attached updated drafts.

3.0 Analysis

A jurisdictional scan of trustee expense policies and procedures has shown that there is little consistency across the province.

The updated draft policy is included with this report as Appendix A. A clean copy for ease of reading is provided as Appendix B. For trustee information, the draft procedure is also included as Appendix C with tracked changes and a clean copy is included as Appendix D. The updated Trustee Expense Template is provided as Appendix E and a clean copy is included as Appendix F.

The Education Act and the Ministry of Education's Trustee Expense Guideline (Appendix G) were reviewed to ensure the updated policy and procedure aligned with regulation and leading practice.

The current Trustee Expense Regulation did not seem entirely out of line with what is seen in other Boards, and in line with the Education Act and the Ministry of Education Trustee Expense Guideline, therefore many of the existing parameters carry over into the updated draft.

4.0 Conclusion

The Trustee Expense Policy and Procedure have been updated to reflect the most current template format, and the content has been updated to ensure alignment with Ministry regulation and leading practice.

This report is presented to the Board of Trustees for their consideration as a Notice of Motion for consideration at the May 17, 2021 Board Meeting.

5.0 Appendices

Appendix A - Draft Policy: Trustee Expenses -Tracked Version
Appendix B - Draft Policy: Trustee Expenses - Clean Version
Appendix C - Draft Procedure: Trustee Expenses - Tracked Version
Appendix D - Draft Procedure: Trustee Expenses - Clean Version
Appendix E - Draft Trustee Expense Template – Tracked Version
Appendix F - Draft Trustee Expense Template – Clean Version
Appendix G - Ministry of Education Trustee Expense Guideline
Appendix H - Purchasing Procedure

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

David Wright, Associate Director of Corporate Services

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POLICY

BUSINESS

Trustee Expense Policy

1.0 ~~Purpose~~ Rationale

As elected officials, school board Trustees are guardians of the public trust. The establishment of a Trustee expense policy promotes financial integrity, accountability and transparency all of which improves public confidence in Ontario's public education system. ~~The purpose of the Trustee Expense Policy is to establish the principles and the approval process for the reimbursement of Durham District School Board (Board) Trustees' expenses.~~

2.0 ~~The Principles~~Objective

The objective of this policy is to establish the process and parameters for reimbursement of eligible expenses incurred by Trustees in the course of their duties.

~~As provided for under the Education Act, the Board will reimburse individual Trustee expenses in accordance with the following principles:~~

- ~~A reimbursement of appropriate and reasonable Trustee expenses incurred in carrying out their responsibilities.~~
- ~~Flexibility in utilising Trustee expense budgets.~~
- ~~Recognition of the divergent needs of each Trustee.~~
- ~~A desire to ensure that an expense policy empowers a Trustee to better serve their constituency.~~
- ~~A process that provides appropriate levels of controls.~~

3.0 Definitions

In this Policy,

3.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by Durham District School Board

4.0 Responsibilities

4.1 Trustees: Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

4.2 Director of Education: The operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board policies by adopting and implementing appropriate procedures and by providing

professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required

~~5.0 3.0 The Setting of the Budget~~Policy

5.1 On an annual basis, Trustees shall establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the District.

5.2 For the duration of a Trustee's term in office, their expenses shall be posted publicly on the Durham District School Board website on a quarterly basis, based on approved expense claims.

5.3 Reimbursable expenses are those that are directly related to Board business and may be claimed for reimbursement in accordance with the Procedure adopted under this Policy, as may be amended from time to time. The Procedure shall align with procedures for District staff, with appropriate modification to apply to Trustees. All claims for reimbursement of expenses must be submitted within three weeks of the fiscal year end to be eligible for reimbursement.

5.4 The following rules apply to define expenses related to Board business:

5.4.1 Community Expenses

i. Donations to political or community activities or charitable/fundraising events are not eligible for reimbursement;

ii. Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement when approved in advance by the Board;

5.4.2 Gifts

i. Gifts are generally not provided by individual Trustees. With prior approval by resolution of the Board, Trustees may be reimbursed for gifts of appreciation that are of nominal value;

5.4.3 Communications, Technology, Office

i. A cell phone shall be provided to any Trustee that requests it. Costs associated with the provided cell phone, replacement, and refresh cycle will be subject to the same terms as for District staff;

ii. For those Trustees that do not request that a cell phone be provided by the District, the monthly cost of a cell phone shall be eligible for reimbursement, up to $100 per month, excluding taxes. Cell phone costs incurred for Board business above $100 per month are eligible for reimbursement as a discretionary expense (under clause 5.4.5 below);

iii. If appropriate cellular coverage is not available at the Trustee's primary residence, the cost of one dedicated telephone line to the primary residence (including call answering and call display services) for the purpose of Board business is eligible for reimbursement;

iv. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;

v. The cost of a high-speed internet connection to the Trustee's primary residence is eligible for reimbursement;

vi. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer, paper, replacement printer cartridges, and Office suite of software) shall be provided by the District to each Trustee for use during their term. Personal purchases of such items are not eligible for reimbursement;

vii. At the end of the Trustees' term, all District issued equipment shall be returned, or may be purchased by a Trustee for fair value;

viii. Other supplies related to the role of Trustee (i.e. business cards, office supplies) shall be provided by the District on the same terms as for District staff. Personal purchases of such items are not eligible for reimbursement;

5.4.4 Conferences and Workshops

i. Trustees are entitled to claim reimbursement for reasonable expenses incurred in attending Ontario Public School Boards' Association (OPSBA) events, including the Annual General meeting, the Provincial Education Symposium, the Labour Relations Symposium, the Mental Health Symposium, and Regional Meetings;

ii. Student Trustees are entitled to claim reimbursement for reasonable expenses incurred in attending four annual Ontario Student Trustees' Association – l'Association des Eleves conseillers et conseillieres de l'Ontario (OSTA-AECO) conferences;

5.4.5 Discretionary

A Trustee is entitled to reimbursement of up to a total of $1,000 per year for:

i. Expenses incurred for attendance at Professional Development sessions or Conferences, provided the attendance has been pre-approved by resolution of the Board in public session; and;

ii. Childcare expenses incurred in order to attend Board or committee meetings; and

iii. Cellphone expenses as stipulated in clause 5.4.3 ii. above.

5.5 Approved Trustee expenses shall be paid in accordance with regular practices for District staff and the Procedure adopted under this Policy. A Trustee has the right to submit a request for reimbursement of any disallowed expense directly to the Board for re-consideration and potential approval under this Policy at any public meeting of the Board.

~~Each year, the Trustees will establish and approve an appropriate budget for Trustee expenses as part of the established budget process for the Board.~~

6.0~~.4.0 Reimbursement of Eligible Expenses~~Evaluation

6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every four years.

~~Expenses eligible for reimbursement, and the approval process, are described in detail within Regulation 4135.~~

7.0 Reference Documents

7.1 Trustee Procedure
7.2 Education Act 191.2

Appendix:
None

Effective Date
2005-04-19
Amended/Reviewed
2006-08-08
2009-11-16
2013-01-25
2017-11-29
2021

DDSB Ignite Learning

POLICY

BUSINESS

Trustee Expense Policy

1.0 Rationale

As elected officials, school board Trustees are guardians of the public trust. The establishment of a Trustee expense policy promotes financial integrity, accountability and transparency all of which improves public confidence in Ontario's public education system.

2.0 Objective

The objective of this policy is to establish the parameters for reimbursement of eligible expenses incurred by Trustees in the course of their duties.

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4.1 Trustees: Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

4.2 Director of Education: The operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board policies by adopting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy

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5.2 For the duration of a Trustee’s term in office, their expenses shall be posted publicly on

the Durham District School Board website on a quarterly basis, based on approved expense claims.

5.3 Reimbursable expenses are those that are directly related to Board business and may be claimed for reimbursement in accordance with the Procedure adopted under this Policy, as may be amended from time to time. The Procedure shall align with procedures for District staff, with appropriate modification to apply to Trustees. All claims for reimbursement of expenses must be submitted within three weeks of the fiscal year end to be eligible for reimbursement.

5.4 The following rules apply to define expenses related to Board business:

5.4.1 Community Expenses

i. Donations to political or community activities or charitable/fundraising events are not eligible for reimbursement;

ii. Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement when approved in advance by the Board;

5.4.2 Gifts

i. Gifts are generally not provided by individual Trustees. With prior approval by resolution of the Board, Trustees may be reimbursed for gifts of appreciation that are of nominal value;

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i. A cell phone shall be provided to any Trustee that requests it. Costs associated with the provided cell phone, replacement, and refresh cycle will be subject to the same terms as for District staff;

ii. For those Trustees that do not request that a cell phone be provided by the District, the monthly cost of a cell phone shall be eligible for reimbursement, up to $100 per month, excluding taxes. Cell phone costs incurred for Board business above $100 per month are eligible for reimbursement as a discretionary expense (under clause 5.4.5 below);

iii. If appropriate cellular coverage is not available at the Trustee's primary residence, the cost of one dedicated telephone line to the primary residence (including call answering and call display services) for the purpose of Board business is eligible for reimbursement;

iv. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;

v. The cost of a high-speed internet connection to the Trustee's primary residence is eligible for reimbursement;

vi. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer, paper, replacement printer cartridges, and

Office suite of software) shall be provided by the District to each Trustee for use during their term. Personal purchases of such items are not eligible for reimbursement;

vii. At the end of the Trustees' term, all District issued equipment shall be returned, or may be purchased by the Trustee for fair value;

viii. Other supplies related to the role of Trustee (i.e. business cards, office supplies) shall be provided by the District on the same terms as for District staff. Personal purchases of such items are not eligible for reimbursement;

5.4.4 Conferences and Workshops

i. Trustees are entitled to claim reimbursement for reasonable expenses incurred in attending Ontario Public School Boards' Association (OPSBA) events, including the Annual General meeting, the Provincial Education Symposium, the Labour Relations Symposium, the Mental Health Symposium, and Regional Meetings;

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5.4.5 Discretionary

A Trustee is entitled to reimbursement of up to a total of $1,000 per year for:

i. Expenses incurred for attendance at Professional Development sessions or Conferences, provided the attendance has been pre-approved by resolution of the Board in public session; and;

ii. Childcare expenses incurred in order to attend Board or committee meetings; and

iii. Cellphone expenses as stipulated in clause 5.4.3 ii. above.

5.5 Approved Trustee expenses shall be paid in accordance with regular practices for District staff and the Procedure adopted under this Policy. A Trustee has the right to submit a request for reimbursement of any disallowed expense directly to the Board for re-consideration and potential approval under this Policy at any public meeting of the Board.

6.0 Evaluation

6.1 This Policy is subject to review and revision as may be deemed appropriate by the Board, but it shall be brought to the Board for review at least every four years.

7.0 Reference Documents

7.1 Trustee Procedure
7.2 Education Act 191.2

Appendix:
None

Effective Date
2005-04-19
Amended/Reviewed
2006-08-08
2009-11-16
2013-01-25
2017-11-29
2021

DDSB Ignite Learning ~~REGULATION~~ PROCEDURE

BUSINESS

Trustee Expenses

~~General~~ 1.0 Objective

1.1 ~~-~~ The objective of this Procedure is to support the processing and payment of eligible expenses incurred by Trustees in accordance with the Trustee Expense Policy.

1.2 ~~-~~This Procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this Procedure,

2.1 Board refers to the Board of Trustees for Durham District School Board.

2.2 District refers to the corporate entity of the Durham District School Board.

2.3 Staff refers to any individual who is employed by the Durham District School Board.

3.0 Responsibilities

3.1 The Chair of the Board and the Vice-Chair of the Board: For the purpose of this Procedure, the Chair and Vice-Chair of the Board are responsible for approving all Trustee expense claims and for forwarding approved claims to the Associate Director, Corporate Services.

3.2 Associate Director, Corporate Services: For the purposes of this Procedure, the Associate Director, Corporate Services shall ensure expense claims submitted for reimbursement are evaluated and processed in accordance with this Procedure and the Trustee Expense Policy. Additionally, the Associate Director, Corporate Services along with the Superintendent of Human Resources are responsible for approving the expense claims of the Chair and Vice-Chair of the Board.

4.0 Procedures

4.1 ~~-~~Trustees shall be reimbursed for eligible expenses incurred in the course of their duties and as stipulated in the Trustee Expense Policy, and this Procedure. Expenses claims shal be submitted for reimbursement using the Trustee Expense Form (Appendix A). Expense claims should be submitted on a monthly basis to facilitate quarterly reporting.

4.2 ~~-~~Detailed receipts/statements shall be submitted with any expense claim with the exception of mileage. Credit card slips by themselves are insufficient to support an expense claim. Items of a personal nature such as sundries, traffic and parking violations, late payment fees, etc., or related to the attendance of a family member or friend at an event are not eligible for reimbursement.

4.3 ~~–~~Approved Trustee expenses are paid in accordance with regular practices for Board staff. A Trustee has the right to submit a request for reimbursement of any disallowed expense, for

consideration at a public meeting of the Board.

4.4 Travel, Accommodation and Hospitality

i. Personal vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time. The current mileage rate of $0.52/km was approved by the board on June 26, 2019. Toll charges will not be reimbursed;

ii. Travel by air or rail should be booked at lowest available (economy) rates and expenses incurred in accordance with the Policy for such travel are eligible for reimbursement;

iii. Travel for Board business including attendance at Board meetings, Committee meetings, school visits or District functions is eligible for reimbursement;

iv. Student Trustees may submit reimbursement request forms for all reasonable out-of-pocket expenditures including travel and meals for OSTA-AECO Executive meetings if a student Trustees is elected an OSTA-AECO Executive member;

v. Travel for other Board business is eligible for reimbursement when it is in accordance with the Policy on workshops/conferences, or when authorized in advance by Board resolution;

vi. Destinations and reasons for mileage expense claims or other travel expenses incurred in accordance with the Policy and with this Procedure must be specified on the prescribed claim form (Appendix A). Reimbursement for vehicle travel may be made either from the Education Centre or from a Trustee's primary residence. Residence information must be kept up to date with the Board office;

vii. Alcohol expense shall not be reimbursed;

viii. Accommodation expenses incurred in accordance with the Policy are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;

ix. Charges incurred for personal telephone calls while at a hotel, room or bar service, movies, etc. will not be eligible for reimbursement;

x. Eligible meal expenses will be reimbursed in accordance with the Purchasing Procedure;

~~i. Items of a personal nature (sundries, traffic and parking violations, late payment fees, etc.) or related to the attendance of a family member at an event are not eligible for reimbursement;~~

~~ii. Alcohol expenses are not eligible for reimbursement;~~

~~iii. Donations to political or community activities or charitable/fund-raising events are not eligible for reimbursement;~~

~~iv. Attendance at community activities or other similar events as a representative of the Board are eligible for reimbursement;~~

~~v. At the end of the Trustees' term, all equipment purchased with Board funds shall be returned to the Board, or may be purchased by a Trustee for fair value;~~

~~vi. Approved Trustee expenses are paid in accordance with regular practices for Board staff;~~

~~vii. Expenses are tracked on an individual Trustee basis, and published annually as part of the year-end reporting process.~~

2. Approval of Expense Claims

(a) The Chair of the Board and the Vice-chair of the Board are responsible to approve all Trustee expense claims and forward it to the Supervisory Officer responsible for Business for payment;

(b) The Supervisory Officer responsible for Business and the Supervisory Officer responsible for Employee Relations are responsible for approval of the Chair's and Vice chair's expense claims;

(c) A Trustee has the right to submit a request for reimbursement of any disallowed expense, for consideration at a public meeting of the Board.

3. Basic Expenses

a) Vehicle Travel

i. Vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time in accordance with Policy 4133: Travel Allowance;

ii. Travel for all Board business including attendance at Board meetings, Committee meetings, school visits or system area/regional functions is eligible for reimbursement; iii. Destinations and reasons for expenses must be specified on the prescribed claim form.

b) Telephone

i. Appropriate charges for the cost of one dedicated telephone/fax line including call answering and call display services for Trustee's home office for the purpose of Board business is eligible for reimbursement;

ii. The monthly cost of a cell phone is eligible for reimbursement, up to $100 per month, excluding taxes. Costs incurred for Board Business above the $100 per month rate may be claimed by the Trustee through discretionary expenses;

iii. Long distance calls related to Board business are eligible for reimbursement. The cost of personal long distance and fax calls are not eligible;

iv. Trustees are encouraged to use 1-800 numbers where available when making long distance calls;

v. Detailed billing statements must be submitted in support of expenses being claimed.

vi. **c) Computer Workstations and Printers**

vii. i. To facilitate communication with the Board, its schools and the community through access to the Board's network and e-mail system and the Internet, a board-standard laptop computer and related computer equipment/supplies (printer/fax, paper, replacement printer cartridges, and Office suite of software) is purchased in accordance with the Board's procurement policy and provided to each Trustee. Personal purchases are not eligible for reimbursement; ii. The cost of a high-speed internet connection is eligible for reimbursement.

d) Other Trustee Expenses - Other supplies related to the role of Trustee (i.e. business cards, office supplies) are provided through the Board's usual procurement process. Personal purchases are not eligible for reimbursement.

e) Conferences/Workshops

Trustees are eligible to attend up to two annual Ontario Public School Boards' Association (OPSBA) events – January and the Annual General meeting – and claim the related expenses as a Board expenditure:

Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;

i. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;

ii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement.

iii. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.

f) Student Trustee Conferences/OSTA-AECO Leadership

Student Trustees are eligible to attend four annual Ontario Student Trustees' Association –l'Association des Eleves conseillers et conseillieres de l'Ontario (OSTA-AECO) conferences and claim the related expenses as a Board expenditure.

i. Trustees may submit for reimbursement the receipt for conference registration. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for hotel, travel, and meals not included in the conference registration fee;

ii. Accommodation expenses are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;

iii. Charges incurred for personal telephone calls, room or bar service, movies, etc. will not be eligible for reimbursement;

iv. Eligible meal expenses will be reimbursed in accordance with Procedure 3170: Business Travel, Meal and Hospitality Expenses.

v. Trustees may also submit reimbursement request forms for all reasonable out-of-pocket expenditures and their related receipts for travel and meals for OSTA-AECO Executive meetings if a student Trustees is elected an OSTA-AECO Executive member.

4. Discretionary Expenses

A Trustee may claim up to $1,000 per year for discretionary expenses, or allocate a total allowance of up to $4,000 at the start of the Trustee's term of office to cover all four years, for items set out as follows:

i. **Communication and Technology** – Personal mobile communication devices and applicable incremental monthly charges.

ii. **Events** – Board related events.

iii. **Personal Professional Development and Conferences** – These activities must relate specifically to the role of Trustee, and be approved in advance by the Board in public session. Expenses are eligible for reimbursement consistent with the criteria for conferences and workshops outlined under 2.0 above.

i. Educational opportunities; ii. Development conference expense.

iv. **Other Eligible Meeting Expenses** – Child minding expenses.

5.0 Reference Documents

5.1 Trustee Expense Policy

5.2 Purchasing Procedure

5.3 Ministry of Education Trustee Expense Guideline

Appendix:

Appendix A~~1~~ – Trustee Expense Statement

Effective Date

2009-11-16

Amended/Reviewed

2010-04-19
2011-03-25
2013-01-25
2016-11-21
2017-11-29
2021

Trustee Expenses

1.0 Objective

1.1 The objective of this Procedure is to support the processing and payment of eligible expenses incurred by Trustees in accordance with the Trustee Expense Policy.

1.2 This Procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this Procedure,

2.1 Board refers to the Board of Trustees for Durham District School Board.

2.2 District refers to the corporate entity of the Durham District School Board.

2.3 Staff refers to any individual who is employed by the Durham District School Board.

3.0 Responsibilities

3.1 The Chair of the Board and the Vice-Chair of the Board: For the purpose of this Procedure, the Chair and Vice-Chair of the Board are responsible for approving all Trustee expense claims and for forwarding approved claims to the Associate Director, Corporate Services.

3.2 Associate Director, Corporate Services: For the purposes of this Procedure, the Associate Director, Corporate Services shall ensure expense claims submitted for reimbursement are evaluated and processed in accordance with this Procedure and the Trustee Expense Policy. Additionally, the Associate Director, Corporate Services along with the Superintendent of Human Resources are responsible for approving the expense claims of the Chair and Vice-Chair of the Board.

4.0 Procedures

4.1 Trustees shall be reimbursed for eligible expenses incurred in the course of their duties and as stipulated in the Trustee Expense Policy and this Procedure. Expense claims shall be submitted for reimbursement using the Trustee Expense Form (Appendix A). Expense claims should be submitted on a monthly basis to facilitate quarterly reporting.

4.2 Detailed receipts/statements shall be submitted with any expense claim, with the exception of mileage. Credit card slips by themselves are insufficient to support an expense claim. Items of a personal nature such as sundries, traffic and parking

violations, late payment fees, etc., or related to the attendance of a family member or friend at an event are not eligible for reimbursement.

4.3 Travel, Accommodation and Hospitality

i. Personal vehicle travel shall be reimbursed at a rate per kilometer, as may be approved by the Board from time to time. The current mileage rate of $0.52/km was approved by the Board on June 26, 2019. Toll charges will not be reimbursed;

ii. Travel by air or rail should be booked at lowest available (economy) rates and expenses incurred in accordance with the Policy for such travel are eligible for reimbursement;

iii. Travel for Board business including attendance at Board meetings, Committee meetings, school visits or District functions is eligible for reimbursement;

iv. Student Trustees may submit reimbursement request forms for all reasonable out-of-pocket expenditures including travel and meals for OSTA-AECO Executive meetings if a student Trustees is elected an OSTA-AECO Executive member;

v. Travel for other Board business is eligible for reimbursement when it is in accordance with the Policy on workshops/conferences or when authorized in advance by Board resolution;

vi. Destinations and reasons for mileage expense claims or other travel expenses incurred in accordance with the Policy and with this Procedure must be specified on the prescribed claim form (Appendix A). Reimbursement for vehicle travel may be made from either the Education Centre or a Trustee's primary residence. Residence information must be kept up to date with the Board office;

vii. Alcohol expenses shall not be reimbursed;

viii. Accommodation expenses incurred in accordance with the Policy are eligible for reimbursement at the standard room rate; any and all upgrades are not eligible for reimbursement;

ix. Charges incurred for personal telephone calls while at a hotel, room or bar service, movies, etc. will not be eligible for reimbursement;

x. Eligible meal expenses will be reimbursed in accordance with the Purchasing Procedure.

5.0 Reference Documents

5.1 Trustee Expense Policy

5.2 Purchasing Procedure

5.3 Ministry of Education Trustee Expense Guideline

Appendix:

Effective Date
2009-11-16
Amended/Reviewed
2010-04-19
2011-03-25
2013-01-25
2016-11-21
2017-11-29
2021

Appendix E

Trustee Expense Statement		Period Ending		
		DD	MM	YY
Employee Number:		Km Rate		
Name:		~~$0.45~~ $0.52 per km		
Address:				
Cost Centre:				

Date	Destination & Reason for Expense	$ Other	# Km	Discretionary Amount Claimed

Trustee Expense Statement		Period Ending		
		DD	MM	YY
Employee Number:		Km Rate		
Name:		$0.52 per km		
Address:				
Cost Centre:				

Date	Destination & Reason for Expense	$ Other	# Km	Discretionary Amount Claimed

TRUSTEE EXPENSE GUIDELINE

Guiding Principle:

As elected officials, school trustees are guardians of the public trust. The establishment of a distinct trustee expense policy by school boards to promote financial integrity, accountability and transparency will improve public confidence **in** Ontario's public education system.

Outline:

This Guideline addresses the following five topics:

I. **Legislative Framework -** summary of the relevant legislation;
II. **Scope -** issues for a board's policy to consider;
III. **Appropriateness -** expenses that are eligible for reimbursement;
IV. **Reasonableness -** expenses are consistent with common values and accepted practices and are not perceived as excessive; and
V. **Process -** procedure for reimbursement should be transparent and accountable.

I. Legislative Framework – summary of the relevant legislation.

Pursuant to the *Education Act* (the "Act"), boards are permitted to provide honoraria to their trustees for their services.

- The Act deems one-third of the annual honorarium to cover a trustee's out-of-pocket expenses.

In addition to the honorarium, the Act also provides:

- Boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of- pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member."
- Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the board, or of a committee of the board, by either a per kilometre rate established by the board or for all or part of their reasonable out-of-pocket expenses incurred in connection with the travel.
- Trustees may be reimbursed for all or part of their out-of-pocket expenses incurred for travelling on specific business of the board provided that the board authorizes such travel by resolution.

TRUSTEE EXPENSE GUIDELINE

II. Scope — Issues for a board's policy to consider.

Best Practices:

- The policy addresses whether and under what circumstances the following types of expenses are eligible for reimbursement:
  - Travel and Accommodations;
  - Meals;
  - Hospitality;
  - Community expenses;
  - Gifts;
  - Advertising and promotion;
  - Office Equipment and supplies; and
  - Professional Development.
- In addition, examples of events that do and do not qualify as board business are specified.
- Supplementary details are also provided to clarify what constitutes appropriate hospitality expenses, particularly as these relate to meetings with constituents, out of jurisdiction expenses, and individual meals.
- A procedure is established for trustees to obtain prior approval to participate in an event if the trustee is unsure of whether it is directly related to board business.
- The policy outlines a standard equipment package to be provided to all trustees and provides for the return of any equipment when duties cease. Duplication of services and equipment should be avoided, for example:
- Trustees have access to either a laptop or desktop computer.
- The board's procurement process is used to purchase all supplies and office equipment necessary to perform the function of a trustee as well as advertising services and promotional items.
- The policy ensures equitable treatment between staff and trustees.

Examples of Events that may be related to Board Business:

- Trustee Association meetings or events.
- Board or committee meeting (e.g. Budget committee).
- Events or professional development related to the board's mission or objectives.

Examples of Events that may not be related to Board Business:

- Community fundraising gala or charity function.
- Political activities or events.

III. **Appropriateness –** expenses that are eligible for reimbursement.

Best Practices:

- Reimbursable expenses are those that relate directly to board business.
- In regards to travel expenses, trustees are reimbursed for out-of-pocket travel expenses or receive a per/km travel rate as opposed to a travel allowance.
- A directive related to the reimbursement of alcohol expenses is included in the policy.
- Trustees do not receive board purchasing cards since all purchasing of supplies and office equipment is procured through the board.
- The board outlines its policy in regards to issuing trustees credit cards for the purposes of travel.
- The board's policy on cash advances is attentive to the unique circumstances of student trustees.
- With respect to an election year, there is a cut-off date specified (e.g. Labour Day) after which expenses such as advertising and newsletters are ineligible for reimbursement.
- Meals are reimbursed on an out-of-pocket basis as opposed to a per diem.
- As meals are often provided during meetings, circumstances where it would be appropriate to claim an individual meal are clearly outlined.

Examples of Potentially Eligible Expenses:

- Lunch purchased while attending a seminar or conference where meals are not included as part of the registration fee.
- Transportation costs and accommodation expenses incurred for attending out-of-town professional development seminar held by trustee association.

Examples of Potentially Ineligible Expenses:

- Donations to community groups or charities.
- Donations to schools.*
- Reimbursement for household expenses such as a home phone line or an internet connection if other viable alternatives have already been provided.

***Note: Although a donation to a school is not a reimbursable trustee expense related to board business, there are other well-established processes a board may use to provide funds to schools, such as a school recognition program.**

IV. Reasonableness – expenses are consistent with common values and accepted practices and are not perceived as excessive.

Best Practices:

- A reasonable budget for projected out-of-pocket trustee expenses is established that is consistent with the overall goals, geography and financial circumstances of the board.
  - Any part of a board's budget for trustee expenditures that remains at the end of a fiscal year should be treated like any other cost savings in the board's overall budget.
- In addition to reimbursable expenses, the policy establishes a reasonable budget for indirect costs in relation to trustees' activities incurred by the board, such as:
  - Accommodations provided by the board;
  - Ancillary costs associated with meetings; and
  - Administrative support.
- Pre-determined limits are included for certain types of expenses. For instance, a board may decide to reimburse up to a maximum of $8.75 for breakfast.
- There is a limit set for any individual expense above which prior approval of the board is required. For instance, a board may decide that an expense beyond $100 requires prior written approval.
- There is an approval process for gifts of appreciation within a predetermined amount.

Examples of Potentially Reasonable Expenses:

- Registration fee for attending professional development course that is directly related to board business and for which prior approval of the board has been obtained.
- A lunch expense claim that exceeds the board's limit due to a lack of alternative, suitable options. For example, dining at a hotel restaurant when there are no other options reasonably close by.

Examples of Potentially Unreasonable Expenses:

- A dinner expense claim that exceeds the board's limit despite the existence of alternative, more suitable options. For example, dining at an expensive restaurant when there are other options close by. In such a case, an amount up to the board's dinner limit should be claimed.

V. Process — procedure for reimbursement should be transparent and accountable.

Best Practices:

- A standard expense claim form, which is readily accessible by all trustees, is used to claim for reimbursement.
- To substantiate reimbursement, the claim form is supported by:
  - Original documentation including proof of payment to support the expenditure (with the exception of mileage claims);
  - Provide business reasons for the expenditure;
  - Signature of the claimant to certify the expense claim; and
  - Credit card vouchers that are not accompanied by a receipt are not sufficient for reimbursement.
- Expense claims are submitted in a timely fashion such as within one month of incurring the expense.
- The deadline for submitting expenses relating to a fiscal year, such as within the first two weeks of September, is to be respected to be eligible for reimbursement.
- There is a verification and approval process to minimize potential conflicts of interest and ensure appropriate segregation of duties. Two best practice models are

  Model #1:
  - The Chair of the Board or Audit Committee certifies that individual trustee expense claims meet the requirements of board policy and approves payment of the claim;
  - A senior board official, typically the Senior Business Official but excluding the Director, certifies that the Chair of the Board's expense claims meet the requirements of board policy and recommends that the Director approves payment of the claim;
  - The Chair of the Board or Audit Committee certifies that the Director of the Board's expense claims meet the requirements of board policy and approves payment of the claim;
  - Should there be a dispute about the eligibility of any expense, e.g. if deemed as inappropriate or unreasonable, the policy refers the dispute to the external member of the Audit Committee and, if a satisfactory resolution is not reached then the affected party shall contest the decision during a public session of the board.

  Model #2:
  - The Chair of the Board or Audit Committee certifies that individual trustee expense claims meet the requirements of board policy and approves payment of the claim;
  - The external member of the Audit Committee certifies that expense claims of both the Chair of the Board and the Director meet the requirements of board policy and approves payment of the claim;
  - The Senior Board Official certifies that expense claims of the external member of the Audit Committee meet the requirements of board policy and approves payment of the claim; and
  - Should there be a dispute about the eligibility of any expense, the policy includes a process to contest the decision during a public session of the board.

- Before a payment is processed, the accounting department confirms that the expense claim has received appropriate authorization.
- Each trustee's annual expenditure is published.
- All documentation is retained in accordance with the board's record retention policy.

Purchasing

1.0 The Purchasing Department shall be responsible for the procurement of all goods and services acquired by the Board in accordance with Board policies and procedures. The Board uses leading purchasing methods and procedures to support a competitive bidding process that demonstrates openness and fairness to all potential suppliers.

This procedure applies to purchases from all sources of funds including school generated funds.

1.1 DDSB School Purchases

These are purchases which are generally classified as orders less than $10,000.00.
Purchases under $10,000.00 require a minimum of one quotation.

Purchases less than $100.00

May be permitted via Petty Cash Funds in accordance with Appendix "A" Petty Cash Funds or a Purchasing Card in accordance with Appendix "B" Purchasing Card Use and Purchasing Regulation.

Purchases less than $2,000.00

Should be acquired with the use of a Purchasing Card except for furniture, equipment, software and unique technologies which require a purchase order.

Purchases above $2,000.00 to $10,000.00

Require a purchase order for Board Approved Vendors. Pricing is located on the Staff Portal Purchasing page. Purchases above $10,000.00 generally apply to Facilities and IT Department purchases, however a school may purchase a Sound System and therefore must follow the bidding process. Purchasing will assist in facilitating the bidding process for these types of requests and obtain the quotes.

Exception to the use of a purchase order are as outlined in Appendix "C" Cheque Requisition.

A Purchasing Card may only be used for exceptional circumstances above $2000.00 with prior approval by the Manager of Purchasing.

Business Meetings, and Business Travel refer to Appendix "D" along with the Travel outside of Ontario and Canada approval form.

1.2 The overall value of procurement must not be reduced (e.g., dividing a single procurement into multiple procurements) in order to circumvent the competitive procurement process thresholds. The total value of procurement must include the total aggregate value based on the full term of the contract.

1.3 It is implied herein that all references to Board officials or staff will include the designate of position referenced.

2.0 In accordance with leading procurement practices, the Purchasing Department will ensure that the widest possible selection of suppliers/contractors will be given an opportunity to compete for Board business using the following methods:

- Request for Tenders (RFT): A sealed bid document used to request supplier responses to supply goods or services based on stated delivery requirements, performance specifications, terms and conditions. An RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

- Request for Proposals (RFP): A sealed bid document used to request a proposal for the provision of various products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria to determine award.
- Request for Quotations (RFQ): The requisitioner has described exactly what needs to be purchased and the evaluation is made on price, quality, delivery and other related factors and specifications which can be defined by a threshold value within the organization. • Request for Information (RFI): A document issued to potential suppliers to gather general supplier, service or product information. It is a procurement procedure whereby suppliers are provided with a general or preliminary description of a problem or need and are requested to provide information or advice about how to better define the problem or need, or alternative solutions.
- Request for Expression of Interest (RFEI): A document used to gather information on supplier interest in an opportunity, or supplier capabilities/qualifications. This mechanism may be used when an organization decides to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed.
- Request for Supplier Qualifications (RFSQ): A document used to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers/contractors. This mechanism may be used to identify qualified candidates in advance of expected future competitions.

2.1 Soliciting bids for goods and services will be conducted by the authorized Purchasing Department staff and will normally be in accordance with the following:

- For purchase requests of goods and/or services having an estimated value of less than $10,000.00, bids will be solicited, verbally or written, where possible;
- For purchase requests of goods and/or services having an estimated value of $10,000.00 or more, but less than $100,000.00, a minimum of three (3) written bids will be requested where possible;
- For purchase requests of goods and/or services having an estimated value of $100,000.00 or more, Request for Tender (RFT) or a Request for Proposal (RFP) will be advertised unless previously advertised through a related process, such as a Request for Supplier Qualification (RFSQ). Methods of bid solicitation will follow the prescribed terms and conditions e.g. evaluation criteria, debriefing, and bid protest procedures will be incorporated in the process.

Bidding timetables will be established by the Purchasing Department. The closing date and time will be specified in all formal bid documents and postings.

All sealed bids received by the Board Purchasing office must be date and time stamped.

Bid submissions that are received after the closing time will be returned unopened to the respective bidder.

The Manager of Purchasing will have the latitude to determine the method by which goods/services will be acquired, having regard for all the factors of the purchasing request and the use of leading practices notwithstanding the above.

2.2 Procedures for Request for Tenders (RFT) will be administered in accordance with the following:

- All RFT's will be advertised unless previously advertised through a related process such as a Request for Supplier Qualification (RFSQ).
- Closing time and dates will permit reasonable time for preparation and bid submission.
- All RFT's will be received by the Board Purchasing Department, date and time stamped and retained in a locked receptacle until the closing time.
- A public tender opening meeting will be conducted by a Purchasing Official and a designated Board witness immediately after the closing time. Interested parties will be permitted to attend.
- All RFT's will be opened, and the Bidder name along with total bid amount will be read aloud.
- Minor and major bid irregularities will be subject to the criteria as outlined in the bid documents and in accordance with generally accepted principles.
- Addendums to bid solicitations will be issued as authorized by a Board Purchasing Official.
- Bidders will be permitted to withdraw a RFT confirmed in writing or in person, prior to the closing date and time.
- Bidders requesting to withdraw a RFT after the closing date and time and prior to bid opening will be at the discretion of the Manager of Purchasing.

2.3 All purchase requests shall be initiated by the requisitioned and approved in accordance with the following authorization limits: A purchase request is necessary to conduct the bid process. It is for internal purposes only and it does not bind the Durham District School Board to any contracts or purchase orders.

Authority Level - Purchase Requests	Total Purchase Amount
Family of Schools Superintendent/Officer/Manager/Principal	0 to $25,000.00
Supervisory Officer responsible for the Business Division	Above $25,000.00

The above chart excludes all tangible capital assets i.e. furniture, equipment, which require the authorization of the Manager of Capital Budget or Manager of Finance.

2.4 All purchase orders for the Board shall be approved in accordance with the following authorization limits:

Authority Level - Purchase Orders Reference 2.8 below	Total Purchase Amount
Purchasing Analyst	0 to $500,000.00
Manager of Purchasing & Assistant Manager	Less than $1,000,000.00
Comptroller of Finance	Less than $3,000,000.00
Supervisory Officer responsible for the Business Division	Less than $5,000,000.00
Director of Education	Above $5,000,000.00

2.5 Major capital construction projects are subject to Board approval where applicable (Reference Policy No. 7415 Tenders for Building Construction Projects). Change orders initiated by the Supervisor or Manager of the project are to be signed by their immediate supervisor. Change orders estimated at over $25,000 are to be signed by the Supervisory Officer responsible for the Business function or designate.

2.6 Under normal circumstances, Consultant and Consulting Services will be procured in accordance with Section 2.1 of this regulation. Any non-competitive procurement for Consultant and Consulting Services must be approved in accordance with the following:

Delegated Purchasing Authority Level Non-Competitive Consultant & Consulting Services	Total Purchase Amount
Director of Education	0 to $1,000,000.00
Board Approval	Above $1,000,000.00

Definitions of a Consultant and Consulting Services will be understood in accordance with the following:

- "Consultant" a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision making.
- "Consulting Services" is the provision of expertise or strategic advice that is presented for consideration and decision making.

2.7 Exceptions to the bidding process as set out in this regulation will be permitted in accordance with the Canada-European Union (EU) Comprehensive Economic and Trade Agreement (CETA) and Canadian Free Trade Agreement (CFTA) for Non-Competitive Procurement consisting of single, sole source and non-application requirements. The justification is to be documented and submitted to the Purchasing Department for approval by the Supervisory Officer responsible for the Business function or designate and the Director of Education where applicable.

2.8 Purchase orders, contracts (including construction), and agreements e.g. purchase, lease, rent or commitments of Board funds for all goods and services will be authorized by the Manager of Purchasing and administered under the direction of the Supervisory Officer responsible for the Business function or designate.

2.9 Environmental and Health and Safety concerns must be incorporated, where applicable and possible, in all aspects of the procurement function.

3.0 Decisions to exclude any supplier from access to Board contracts must be approved by the Manager of Purchasing in conjunction with the requisitioner.

3.1 Purchasing Department will ensure that all methods and practices will be executed in compliance with all local, municipal, provincial and federal laws, regulations, ordinances and directives.

3.2 Contract Management issues will be administered by the Purchasing Department responsibly and effectively as required. This will include authorization of contracts, vendor performance and bid dispute resolution.

3.3 DDSB employees may not purchase from relatives. A Conflict of Interest must be declared in advance of purchase.

3.4 School trips are to be authorized by the school principal and the Family of Schools Superintendent without exception.

Appendix:
Appendix A - Petty Cash Funds
Appendix B - Purchasing Card Use
Appendix C - Cheque Requisition
Appendix D - Business Travel, Meal and Hospitality Expenses

Effective Date
82-05-25
Amended/Reviewed
83-04-25
94-06-27
2006-08-02
2010-03-22
2012-01-26
2013-01-25
2018-02-20
2020-02-18

Appendix "A"

School Petty Cash Fund

1.0 Each Secondary School will be allowed the maximum of $1,500.00 and each Elementary School the maximum of $900.00.

1.1 The cash will be kept in a cash box that can be locked, which will be stored in a safe place in the school office. At office closing time the cash box should be placed in the vault. If no vault is available, it should be placed in locked desk drawer or locked filing cabinet.

1.2 Any losses will become a block budget expenditure.

1.3 The Petty Cash Fund must not be removed from the school premises. One senior member of the office staff will be assigned the responsibility of controlling the Fund and no other person will be allowed direct access to the cash.

1.4 The Fund is to be used only for small, incidental purchases and payments, which should not exceed a maximum of $100.00 for any one purchase. It is not permissible to take a purchase over $100.00 and split it into smaller amounts in order to come below the maximum of $100.00. The Fund is intended to provide cash for small quantities of materials required on short notice, and for services which need to be paid for immediately. For all other purchases the purchasing procedure should be followed.

1.5 Schools must not access other school funds for Petty Cash purposes.

1.6 Staff reimbursements for conferences should not be processed through petty cash. Appropriate forms are to be used and sent through the appropriate process.

1.7 When reimbursement is required the form "Request for Petty Cash" must be used and signed by the Principal.

Appendix "A"

DURHAM DISTRICT SCHOOL BOARD
REQUEST FOR PETTY CASH

Please Print

PRINCIPAL'S NAME:		**DATE:**	
SCHOOL NAME:		**SCHOOL #**	
CLASSIFICATION:			

DESCRIPTION	AMOUNT	ACCOUNT #	SUBTOTALS
		TOTAL REIMBURSEMENT	
		PETTY CASH FLOAT	
		LESS CASH ON HAND	
		TOTAL REIMBURSEMENT	
PRINCIPAL'S SIGNATURE			

INSTRUCTIONS:

- enter school name, date, school #, and classification in spaces provided
- enter description and amount for each item paid
- group items by account and enter subtotal
- add subtotals and enter sum in "Total Reimbursement" block
- count cash and enter amount in "Cash on Hand" block
- add "Total Reimbursement" and total "Cash on Hand" and enter sum in "Petty Cash Float" block
- the Total Petty Cash must equal the amount advanced by the Durham District School Board
- retain one copy and forward the original to the Accounts Payable Department
- the request must be signed by the Principal

Appendix "B"

Purchasing Card Use

1.0 PURPOSE

The purpose of the Purchasing Card is to establish a more efficient, cost-effective method of purchase and payment for low dollar transactions and also to enhance control, convenience of purchase, reporting and reconciliation.

1.1 GENERAL

- Durham District School Board Purchasing Card is designed to be used for low-value purchase of goods and services under $2,000.
- Only appropriate Board related expenses may be charged.
- Purchasing cards will be issued to requisitioners upon approval of Principal/Manager.
- The card is attached to the school and remains the property of the card issuer.
- Cardholders will sign an employee acknowledgement form prior to receiving the card (see attached).

2.0 CONTROL FEATURES:

Authorization controls set by the Board include:

- Single transaction limit will be $2,000
- Monthly credit limit for individual cardholders as follows:
    - Elementary Schools $10,000
    - Secondary Schools $25,000
    - Secondary Department Heads $10,000 up to a maximum of $25,000 at the discretion of the Principal.
    - Other/Central $10,000

For control purposes, the following credit card transaction types will not be authorized:

2.1 Travel and entertainment expenditures including:

- Airlines
- Car Rentals
- Hotels
- Restaurants
- Liquor and Beer Stores

2.2 Cash Advances

3.0 P-CARD USE

3.1 Pick-Up Purchases:

- The card holder selects merchandise and presents it with the card to the cashier.
- The card holder signs a detailed cash register receipt and receives a copy to be
- retained in his/her records.
- The cardholder then returns the receipt to the office for later reference.

3.2 ONLINE/TELEPHONE PURCHASES

The card holder must provide a copy of the invoice and packing slip as support documentation.

4.0 RECONCILIATION AND PAYMENT

Each card holder will receive a monthly statement identifying the transactions made during the previous month. DO NOT PAY THIS STATEMENT. The Accounting Department will process the payment.

The following steps are required of each card holder for the reconciliation of all credit card purchases:

- The card holder matches the credit card receipts to the statement.
- The receipts are attached to the statement and submitted to the Principal/Manager or Supervisor for authorization.
- forward the authorized statement and receipts to the Accounts Receivable Department before the end of the month.
- Responsibility rests with the card holder and Principal/Manager to ensure all transactions are accurate and legitimate.

5.0 TERMINATED OR TRANSFERRING EMPLOYEES

- The Principal/Manager is responsible for collecting and destroying the card.
- The Principal/Manager notifies the Central Card Coordinator.
- The Central Card Coordinator advises the bank to cancel the card.

6.0 LOST OR STOLEN CARDS

- Employees should safeguard this card as they would their own personal credit card.
- The card holder must notify the bank immediately of a lost or stolen card. The bank's phone number is 1-800-588-8065.
- The cardholder must notify the Central Card Coordinator of a lost or stolen card.

7.0 KEY CONTACTS

- U.S. Bank Canada Customer Service phone number is 1-800-588-8065.
- Central Card Coordinator is Susan Nakamura, Supervisor of Accounting/F.I.M.S. Co-ordinator (905) 666-6462 or by e-mail: susan.nakamura@ddsb.ca

Appendix "B"

PURCHASING CARD EMPLOYEE ACKNOWLEDGMENT

This document outlines the responsibilities I have as a holder of a Durham District School Board Royal Bank VISA Purchasing Card for procurement. My signature indicates that I have read and understood these responsibilities and agree to adhere to the policies and procedures established for the program.

1. The purchase card is intended to facilitate the purchase and payment of materials and services required to conduct Durham District School Board business. I will not use the card for any personal purchases.
2. Unauthorized use of the card can be considered misappropriation of funds. Unauthorized use of the card will result in immediate forfeiture of the card.
3. I understand that the card must be surrendered upon termination of employment. I may also be requested to surrender the card for reasons not related to my own personal situation. I may also be asked to temporarily return the card where I am on an extended leave of absence.
4. I will maintain the card with appropriate security whenever and where ever I may use the card. If the card is lost or stolen, I agree to notify the Royal Bank and the card coordinator immediately. I further understand that failure to report a stolen/lost card promptly could result in my being responsible for the first $50.00 of fraudulent charges.
5. The Durham District School Board Purchasing Card is issued in my name. I will not allow any other person to use my card.
6. I understand that since the Board is responsible for payment and I am required to comply with internal control procedures designed to protect the organization assets. This may include being asked to produce the purchasing card records for audit purposes.
7. I understand that I will receive a monthly statement that will report all activity during the last cycle. I will resolve any discrepancies by either contacting the supplier, Royal Bank, or the Card Coordinator as appropriate. I understand that I will be required to obtain the original detailed cash register receipt or when using the internet, a printed copy of the confirmation and reconcile them with the monthly statement.
8. I understand that all charges will be billed directly to and paid directly by the Board. I understand that Royal Bank cannot accept payment from me directly.
9. I understand that the charges made against my card are automatically recorded against the appropriate budget as specified by management. I agree to charge only those purchases consistent with the type of materials and services authorized by management.
10. I understand that I will not split transactions in order to exceed the approved card limits.

Employee Signature	Date
Employee Name (Please Print)	
School/Department	

Appendix “C”

Cheque Requisition

1.0 PURPOSE

The purpose of a cheque requisition is to facilitate the payment for goods and/or services where a purchase order is not required, and a P-Card cannot be utilized.

1.1 GENERAL

- Expenditures over $1,000 will be permitted via cheque requisitions issued by the school to Accounts Payable directly.
- All expenditures over $10,000 must have Purchasing approval prior to the acquisition of any goods or services.
- Splitting of expenditures to circumvent spending thresholds will not be permitted.

The following expenditures are permitted:

- Bus charters, Taxis, Handi-transit
- Graduation/Commencement expenditures (e.g. flowers, awards, room rentals, caterers, etc.)
- Sporting events (registration entry fees etc.)
- Class Trips
- Fund raising for schools and students (e.g. rings, pictures, yearbooks, chocolates, etc.)
- Professional and Consulting services (architects, consulting engineers, legal, medical.)
- Programs in schools (e.g. Scientist, Big Brother, artists, up to $10,000 with full contract attached)

2.0 CONTROL FEATURES

- The attached cheque requisition must be used. The cheque requisition must be completed in full including proper approval signatures.
- All original invoices or supporting documentation must be attached.
- Purchasing Policy and Regulation must be followed for all procurement activities.

Appendix "D"

Business Travel, Meal and Hospitality Expenses

1.0 INTRODUCTION

The Government of Ontario released the Broader Public Sector (BPS) Expenses Directive April 1, 2011 requiring all BPS organizations to establish rules for individuals in the organization with respect to travel, meal and hospitality expenses.

The BPS expense directive is based upon four key principles:

- Accountability - organizations are accountable for public funds used to reimburse travel, meal and hospitality expense. All expenses support business objectives.
- Transparency - The rules for incurring and reimbursing travel, meal and hospitality expenses are clear, easily understood and are made available to the public.
- Value for Money - Taxpayer dollars are used prudently and responsibly. Plans for travel, meals, accommodation and hospitality are necessary and economical with due regard for health and safety.
- Fairness - Legitimate authorized expenses incurred during the course of the business of an organization are reimbursed.

2.0 GENERAL

This procedure sets out the rules for Durham District School Board (Board) personnel for managing travel, meal and hospitality expenses and is intended to be in compliance with the government directive in this regard.

3.0 RESPONSIBILITIES

Claimants Must:

- Obtain approval at an appropriate level of authority as outlined in this document before incurring expenses;
- Submit original, itemized receipts with all claims on appropriate standard expense form. If there is not an itemized receipt, a written explanation must be submitted to explain why the receipt is unavailable;
- Claims should normally be made within the quarter in which the expense was incurred. All claims incurred in a specific fiscal year must be submitted within three weeks after that fiscal year end to be eligible for reimbursement, subject to extenuating circumstances;
- Repay any overpayments;
- If leaving employment with the Board, submit any claims for expenses before leaving the Board.

Approvers Must:

- Provide approval only for expenses that were necessarily incurred in the performance of Board business;
- Provide approval only for claims that include all appropriate documentation (e.g. original itemized receipts);
- Forward approved claims for payment in accordance with regular practices of the Board;
- Not approve their own expenses. For example, expenses for a group can only be claimed by the most senior person present.

4.0 BUSINESS TRAVEL

- Use the most economical mode of transportation whenever possible;
- Shared transportation is encouraged whenever possible;
- Economy (coach) class is to be the standard option for train or air travel. In certain circumstances (with prior approval) business class may be acceptable for health and safety considerations or when business class actually reduces travel expenditures for meals and accommodation.

The following chart provides direction on the level of authority required for approving business travel requests. Written prior approval is required for travel outside Ontario.

Local Travel (within 250 km of board office/work location)	Provincial Travel (outside 250Km from board office/work location)	Canada Travel (outside Province)	International Travel (outside Canada)
Supervisor	Manager *	Superintendent	Director

*Manager for the purpose of this procedure refers to the claimant's supervisor, manager, principal or officer position that reports directly to a Superintendent.

5.0 PERSONAL VEHICLE

The Board assumes no responsibility for costs incurred in use of personal vehicles. The Board will however pay the approved kilometer rate if, with prior approval, a personal vehicle is used for Board business.

The approved kilometer rate is to be established from time to time, by resolution of the Board, in accordance with Policy 4133: Travel Allowance. The current rate of $0.52 per km was confirmed at the Board of Trustees board meeting on June 26, 2019.

Kilometers are to be measured from the shorter of work location to destination or home to destination (if travel originates from home). Travel from home to work location or work location to home is not reimbursed.

6.0 PARKING AND TOLL

Reimbursement is provided for necessary and reasonable expenditures for parking, as well as tolls for bridges, ferries and highways, when driving on Board business.

There is no reimbursement for traffic or parking violations.

7.0 MEALS

Meals will not be eligible for reimbursement:

- When normal duties require an employee to travel within the Board territory and may be away from his/her usual work location;
- If meals are being provided as part of a conference, professional development session or business meeting/function.

Alcohol cannot be claimed and will not be reimbursed as part of travel or meal expense. There are no exceptions.

Reimbursement for eligible meal expenses incurred in Canada is subject to the maximum rates set out in the following chart:

Meals	Maximum Amount
Breakfast	$12.00
Lunch	$20.00
Dinner	$35.00
Daily Maximum	$67.00

The above rates include all taxes and tips/gratuities.

When eligible to claim more than one meal for any day, the combined maximum rates may be allocated between the meals. For example, if eligible to claim both breakfast and lunch the combined rate is $32.00. This now becomes the maximum rate for the two meals, regardless of what is spent on each meal.

Personnel required to work late/overtime or during labour negotiations and related issues may be eligible for meal reimbursement.

For travel outside of Canada, meals will be reimbursed at reasonable amounts and should be in Keeping with the rates as set out by the Federal government for staff travelling abroad.

8.0 TELEPHONE

Long-distance calls made for Board business, using a personal telephone, may be eligible for reimbursement. Detailed receipts must be provided.

9.0 ACCOMMODATION

Single accommodation in a standard room is to be the option for hotel stays when on Board business.

Personal expenses such as hotel movies and mini bar snacks are not eligible for reimbursement.

Personnel may be reimbursed for one personal call to home for each night away, provided such calls are kept to a reasonable level.

Personnel required to be available during labour negotiations and related issues may be eligible for accommodation reimbursement.

10.0 TIPS/GRATUITIES

Personnel may be reimbursed for reasonable gratuities paid, up to 15% of the total receipted expenditure prior to the application of taxes.

11.0 HOSPITALITY EXPENSES

For the purpose of this procedure, hospitality is the provision of food, beverage, accommodation, transportation and other amenities
Hospitality at Board expense may never be offered solely for benefit of people who are engaged to work for the Board, other designated broader public sector organizations, or the Ontario Public Service.

Examples of ineligible expenses would be: office social events, retirement parties and holiday luncheons. Expenses for these activities are not to be charged to the Board or reimbursed.

Hospitality may be extended if it can facilitate Board business or is considered desirable as a matter of courtesy or protocol. Examples of hospitality include:

- Engaging in discussions/or sponsoring a formal conference with representatives from governments; business and industry. public interest groups or labour groups;
- Honouring distinguished guests;
- Conducting prestigious ceremonies; or
- Other hospitality functions as approved by the Director.

In rare circumstances. hospitality may include the consumption of alcohol at a meal or a reception with invitees, but only when there is written approval provided by the Director.

Hospitality expense claims must include event details regarding purpose; dates(s); location; invitees; and type of hospitality.

12.0 GIFTS OF APPRECIATION

Appropriate token gifts of appreciation, valued at up to $30, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the Board. Gifts of appreciation should normally be limited to two gifts per individual per year.

Expenses for gifts valued over $30 are to be approved by a Superintendent or the Director.

Any gifts received must be provided to the Sr. Manager of Early Years for the Make a Difference or Poverty Strategy initiatives.

13.0 EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS

Consultants and other contactors will not be reimbursed for any hospitality, incidental or food expenses, including:

- Meals, snacks and beverages
- Gratuities
- Personal telephone calls

Reimbursement for allowable expenses can be claimed only when the contract with the Board specifically allows it.

14.0 PERQUISITES

All expenses paid or reimbursed by the Board will be for business purposes and be consistent with the BPS directive on perquisites.

Under no circumstances will the following items be paid or reimbursed:

- Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs.
- Seasons tickets to cultural or sporting events.
- Clothing allowances not related to health and safety or special job requirements.
- Access to private health clinics - medical services outside those provided by the Provincial health care system or by the employer's group insured benefit plans.
- Professional advisory services for personal matters, such as tax or estate planning.

15.0 BUSINESS MEETINGS

Offsite meeting room expenses are to be approved by the Manager of Purchasing.

(a) In general, provision of snacks and meals as part of business meetings should be avoided.

(b) If a workshop or business meeting requires snacks and/or meals you are required to submit a meeting agenda, date and location of a meeting and a list of all participants to support the invoice.

(c) Snacks including coffee or alternate beverage are acceptable for workshops and meetings of reasonable duration especially if people have travelled to be present. Orders should not exceed $3.50 per person, including applicable taxes.

A workshop or business meeting of a reasonable duration that is less than half a day in duration may have up to one (1) snacks order, whereas a full day workshop or business meeting may have up to two (2) snacks orders.

Breakfast is not to be provided.

(d) Meals may be ordered for lengthy workshops or business meetings that have significant working sessions both before and after a normal meal time.

(e) Alcohol cannot be claimed and will not be reimbursed as part of a meal.

(f) Meals ordered for over the lunch hour should be light, example sandwiches, vegetables and fruits. Orders should not exceed $12.00 per person, including applicable taxes.

Meals ordered over the dinner hour may include hot dishes, vegetables and desserts. Orders should not exceed $35.00 per person, including applicable taxes.

(g) Total costs for snacks/meals ordered for workshops or business meetings occurring during the day should not exceed $19.00 per person, including applicable taxes.

Total costs for snacks/meals ordered for workshops or business meetings occurring during the evening should not exceed $35.00 per person, including applicable taxes.

(h) On occasion, meals for business meetings cannot be ordered in advance due to meeting logistics and location. Reimbursement for these meals should follow the maximum rates established in this Appendix. Claimants should include original receipts; date; location; and participants. Alcohol cannot be claimed and will not be reimbursed as part of a meal.

(i) The Director may authorize variation to this procedure.

(j) Breakfast is only to be expensed in cases where out of town meetings may require overnight accommodations.

DDSB Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 19, 2021

SUBJECT: Notice of Motion: Community Use of Schools Policy **PAGE:** 1 of 2

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
David Wright, Associate Director of Corporate Services

1.0 Purpose

A copy of the updated draft was presented and discussed at the April 6, 2021 Standing Committee meeting

2.0 Background

As per the Board direction of March 2020, all Board Regulations are being phased out and incorporated, as appropriate, within policies and/or procedures to align with good governance practices. A copy of the updated draft was presented and discussed at the April 6, 2021 Standing Committee meeting.

Community Use of Schools permits have been suspended since the beginning of the COVID-19 pandemic.

3.0 Analysis

With over 130 school sites, Durham District School Board (DDSB) manages significant public assets. School buildings and grounds are used extensively by many different community organizations throughout the course of a normal school year and over the summer months, as operational needs allow.

As summer nears, inquiries about Community Use of Schools permits are starting to be received. All available resources are currently being directed to support the safe operation of schools for students so unfortunately DDSB is not yet able to approve access. However, it is prudent to plan ahead to resume Community Use of Schools permits as the COVID-19 pandemic continues to evolve.

Before welcoming community groups back onto DDSB sites and into buildings, it seems an appropriate opportunity to highlight the District's commitment to Human Rights, Equity, Anti-Discrimination, and Anti-Oppression by updating the Community Use of Schools Policy and to update the policy and procedure in a manner that best ensures users of DDSB facilities are committed to respecting these same values. One particular concern is to ensure that community use of schools is consistent with our obligations and commitments to historically marginalized groups.

Staff will work to ensure that the Community Use of Schools section of the DDSB website, as well as the application form, are provided in an accessible format as soon as possible.

The updated draft policy is included with this report as Appendix A. The original copy of the policy is included for comparison as Appendix B. For trustee information, the draft procedure is also included as Appendix C and the original regulation is included as Appendix D.

4.0 Conclusion

The Community Use of Schools Policy and Procedure have been updated to reflect the most current template format.

This report is presented to the Board of Trustees for their consideration as a Notice of Motion for consideration at the May 17, 2021 Board Meeting.

5.0 Appendices

Appendix A - Draft Policy: Community Use of Schools
Appendix B - Community Use of Schools Policy – Original Version
Appendix C - Draft Procedure: Community Use of Schools
Appendix D - Community Use of Schools Regulation - Original Version

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

David Wright, Associate Director of Corporate Services

Community Use of Schools

1.0 Rationale

1.1 The property of the Durham District School Board including school buildings, grounds, parking lots, fields and equipment are primarily for the use and benefit of students. However, the Board recognizes that it is in the interest of the public that the fullest possible use be made of the District's facilities. Therefore, the District may permit their use of facilities and grounds outside of normal school hours in accordance with the terms of this Policy and the Procedure adopted under this Policy.

2.0 Policy Objective

2.1 The objective of this Policy is to establish the parameters for community use of District property and facilities. In doing so, the Board adopts the following principles for Community Use of Schools:

I. Hate and Bias will not be tolerated - The Board values the rich diversity of our communities and strives to promote inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred, prejudice or discrimination, the District shall not permit space to hate groups or individuals that engage in hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.

II. School Activities Take Priority - School activities, extra-curricular activities and parent involvement activities organized or administered by the school or school board have priority use of school space during and after regular school hours.

III. Schools are Hubs - Schools are the hubs of their communities and offer an effective use of space by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.

IV. Support for a Positive Climate for Youth Community Use of Schools supports and promotes healthy, active lifestyles for community youth.

V. Fair Equitable Access - Schools are welcoming and inclusive environments and offer parent groups and community organizations fair and equitable access to use of school space at affordable rates for community purposes, outside of regular school hours.

VI. Respect for Roles and Responsibilities - Community Use of Schools partners and stakeholders respect each other's roles, responsibilities and obligations to the community and education system.

VII. Not-For-Profit organizations to be charged affordable rates - after school user fees for school facilities are to be affordable for Not-For-Profit users.

2.2 This policy is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

3.0 Definitions

In this Policy,

3.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by Durham District School Board.

(Definitions of hate and prejudice are included in the body of the Policy (section 5.6)).

4.0 Responsibilities

4.1 **Trustees:** Trustees are responsible for setting the strategic direction and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.

4.2 **Director of Education:** The operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board policies by adopting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy – Rules and Requirements

5.1 Buildings, Grounds and Equipment

5.1.1 Permit holders shall be responsible to the District for all damages they may cause and shall agree to indemnify the Board and to provide proof of liability insurance in accordance with the Procedure adopted under this Policy. The District assumes no liability for any items stored on Board property.

5.1.2 Smoking/vaping of tobacco or cannabis is not permitted within 20 metres of District property. The consumption of alcoholic beverages is not permitted on District property with the exception of licensed events at the Education Centre.

5.1.3 Permission to charge an admission fee and/or to sell refreshments or other goods may be granted by the District, in accordance with any Procedure adopted under this Policy.

5.1.4 The issuance of any permit under this Policy shall not establish any form of lease or rental contract between the District and any person or entity. Subject to the terms of any Procedure adopted under this Policy, the District may, at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any facility or property if in the opinion of the District (in its unfettered discretion) the use to which the facility or property is to be or is being put, is not in the best interests of the District or community or is not aligned with the with District's commitment to advancing human rights.

5.1.5 Permit holders shall not represent in any way that they are affiliated with the District by virtue of the permit and shall not reference the name of the school or District property or facility in any

notice, sign or advertising without also confirming, with the same prominence, that the permit holder is not affiliated with the District and subject to approval of District staff in accordance with the Procedure adopted under this Policy.

5.1.6 Permit holders shall not advertise products, businesses or other services and shall not solicit business while on District property.

5.1.7 School audio visual equipment and sports equipment may be made available, at the discretion of District staff in accordance with the Procedure adopted under this Policy.

5.1.8 No changes or additions to electrical wiring are to be made without written pre-approval of the District in accordance with the Procedure adopted under this Policy.

5.1.9 In the interest of health and safety, animals, with the exception of Service Animals that may be permitted under the relevant policies and procedures of the Board, shall not be permitted in the school buildings.

5.1.10 A cafeteria may be made available for community use under the terms of this Policy and any Procedure adopted under this Policy; however, neither the kitchen area nor servery shall be made available for community use.

5.2 Supervision & Security

5.2.1 The use of any facilities or property shall, at all times, be subject to the supervision of District employees, unless the District authorizes otherwise in accordance with the Procedure adopted under this Policy.

5.2.2 A custodian shall be on the premises at all times when a facility is used by a permit holder unless otherwise approved by the Associate Director, Corporate Services.

5.3 Facility Permits – School Board/Use

5.3.1 School/student programmes requiring facilities after 6:00 p.m. shall obtain a permit for the space through Community Use of Schools in accordance with the terms of any Procedure adopted under this Policy.

5.4 Facility Permits – Community Use Groups

5.4.1 Any and all community use of District property or facilities shall only be pursuant to a permit issued by the Community Use of Schools office in accordance with the terms of the Procedure adopted under this Policy. The minimum age of a permit holder shall be 18 years of age. Permits are not transferrable.

5.4.2 Any permit for use shall be subject to being pre-empted by a school or District use in accordance with the terms of any Procedure adopted under this Policy.

5.4.3 Children's programmes shall be given priority in the Procedure adopted under this Policy.

5.4.4 Provided there is compliance with section 5.6 of this Policy, and any related terms and conditions of the Procedure adopted under this Policy, a permit may be granted to an organization or group of persons associated with a religious or spiritual belief.

5.4.5 School gymnasia or similar facilities may be made available to municipal clerks as polling stations. School gymnasia or similar facilities may be made available to Elections Ontario and

Elections Canada pursuant to any agreement entered into between the District and Elections Ontario or Elections Canada as the case may be.

5.5 Fees

5.5.1 Reasonable fees may be levied for all use of school facilities in accordance with the Procedure adopted under this Policy. All community use permits shall be subject to an administrative processing fee that is not refundable once a permit is processed. Charges may be levied for custodial overtime in accordance with the Procedure adopted under this Policy.

5.5.2 The Procedure adopted under this Policy shall provide a process for consideration of exemptions for all or a portion of fees and charges associated with any permit based on the financial ability of the applicant and based on the Board's commitment to advancing equity, inclusion and with a view to providing opportunities for group that are discriminated against, marginalized or minoritized.

5.5.3 In any case, no fees or charges shall be levied (except for extra custodial services) for use Monday to Friday in respect of:

i) Board sponsored activities or staff programming.
ii) School Advisory Committee Meetings or school related parents' groups meetings.
iii) Community Recreation Department Programmes that have reciprocal agreements with the Board for shared use of space.
iv) Meetings of any local unit of a union or federation with members employed by the District.
v) Staff professional groups (Example: Librarian Associations, Union Committee) for regular meetings.

5.6 Equity, Diversity and Inclusion

5.6.1 The Board values the rich diversity of our communities and promotes inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred and prejudice, the Board will not permit space to hate groups or individuals that promote hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.

5.6.2 All permit holders shall, and shall confirm in any permit application that they will, promote equitable, safe and accepting practices consistent with the Provincial Code of Conduct and the Ontario Human Rights Code. Copies of the Provincial Code of Conduct are available at the Ministry of Education's website at: http://www.edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf.

5.6.3 All permit holders are prohibited from engaging in or permitting any activity on any District property that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected ground under the Human Rights Code. All permit holders are prohibited from engaging in any behaviour that threatens or harasses staff, students or anyone else while on District property.

5.6.4 The Procedure adopted under this Policy shall provide for a process to review and consider complaints of breach by a permit holder of this Policy or the Procedure adopted under this Policy which shall allow for permits to be revoked without notice. The Procedure shall also provide for consideration of special or extenuating circumstances in relation to an alleged breach of this Policy.

5.6.5 Hate includes expressions of bias, prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized persons and groups in communities, and intended to affirm and secure existing structures of domination and subordination. Hate activities and incidents represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Some hate incidents are also considered criminal offences committed against a person or property and motivated, in whole or in part, by bias or prejudice based on real or perceived race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability/ level of ability/ or any other prohibited ground under the Human Rights Code. Prejudice is the pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

6.0 Evaluation

6.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

7.0 Reference Documents

7.1 Policies
N/A

7.3 Other Documents (Legislation, Provincial Regulations, Etc.)
The Provincial Code of Conduct
The Ontario Human Rights Code
The Education Act

Appendix:
None

Effective Date:
69-04-14

Reviewed and Amended:
73-12-10
85-02-11
91-11-25
2006-08-08
2013-01-25
2017-11-29

Reviewed without Amendment:
YYYY-MM-DD

Community Use of Schools

The Board accepts and endorses the concept of the Community Use of Schools.

1.0 School Functions in the Following Ways:

1.1 As an education facility - as the place where children and adults have opportunities for study and learning.

1.2 As a community use facility where citizens of all ages may avail themselves of opportunities for leisure education.

2.0 The Board Accepts an Important Role in the Community Use of Schools Within the Following Framework:

2.1 The major responsibility of the Board is to provide a good educational programme for children and youth and to be responsive to the needs and interests of all citizens.

2.2 School buildings are public buildings and as such, should be readily available for public use in after-school hours, provided the arrangements are consistent with the priority for regular school programming, normal maintenance and cleaning.

2.3 The Board is responsible for the scheduled use of all school buildings and grounds, and cannot relinquish or delegate this authority to any other public or private group. This does not preclude arrangements for use on a long-term basis subject to periodic review by the Board.

2.4 The Board will operate a Community Use Of School programme, on a cost recovery basis, where deemed appropriate.

Appendix:
None

Effective Date
69-04-14
Amended/Reviewed
73-12-10
85-02-11
91-11-25
2006-08-08
2013-01-25
2017-11-29

Community Use of Schools

1.0 Objective

1.1 The objective of this procedure is to implement the Community Use of Schools Policy.

1.2 This procedure is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

2.0 Definitions

In this procedure,

2.1 Board refers to the Board of Trustees for Durham District School Board.

3.2 District refers to the corporate entity of Durham District School Board.

3.3 Staff refers to any individual who is employed by Durham District School Board.

3.0 Responsibilities

3.1 **Director of Education:** The operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board policies by adopting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

4.0 Procedure

4.1 Permit Application

4.1.1 With the exception of school use, A permit shall be required for the use of school grounds or facilities after normal school hours by all users, including District and/or a community groups in accordance with the Community Use of Schools Policy and this Procedure. A permit shall be required for School use of school grounds or facilities after 6pm.

4.1.2 All Applications for community use of schools under the Community Use of Schools Policy shall be submitted to the Corporate Services Department, Community Use of Schools office in the form attached as Appendix "A" which may also be found on the DDSB website. All Applications must be submitted through the link provided on the DDSB website.

4.1.3 The terms and conditions of Appendix “A” are incorporated into and form an integral part of this Procedure. Failure to comply with the terms and conditions as stipulated and agreed to in the Application shall be a breach of this Procedure. Any material misrepresentation in an Application shall be deemed a breach of this Procedure and shall result in revocation of the permit without notice.

4.1.4 All permit holders shall confirm in the Application (Appendix “A”) that they will promote equitable, safe and accepting practices consistent with the Provincial Code of Conduct and the Ontario Human Rights Code. Failure to complete this section will result in an incomplete Application that will not be considered. Copies of the Provincial Code of Conduct are available at the Ministry of Education’s website at: http://www.edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf

4.1.5 Notwithstanding an applicant’s completed Application in accordance with the preceding paragraph, the Associate Director of Corporate Services may refuse to issue a permit to an applicant if the Associate Director determines that there is sufficient publicly available information, or that there are prior breaches of the Community Use of Schools Policy or Procedure by the applicant or an affiliate of the applicant, indicating a reasonable likelihood that the applicant:

(i) is unlikely to honour the commitments made in the Application, particularly as to equity, diversity and inclusion;

(ii) presents an unacceptable legal or reputational risk to the District beyond what is contemplated by the Policy.

4.1.6 Completed Applications must be submitted at least 14 days before the date on which the applicant seeks to first use the facility or property and by no later than June 1 for bookings outside the regular school year.

4.1.7 Changes to a permit may be requested by the permit holder by contacting the Community Use of Schools Office.

4.1.8 All Applications, flyers, brochures or any other written or electronic materials announcing, promoting, advertising or referencing an event on District property shall clearly state that the Durham District School Board is the rental agent only and is not participating in or endorsing the program or event. A written notice, in a form pre-approved by the Community Use of Schools Office shall be placed on the entrance/exit to the space being used with the name of the permit holder and stating that the event is not a District event and that the District is not participating in or endorsing the event. The entrance and exit doors to the space may be ordered closed by the Custodian(s) as may be deemed necessary for the security of the facility or the benefit of other users of school space.

4.1.9 Permit holders shall not advertise products, businesses or other services and shall not solicit business while on District property.

4.1.10 The District reserves the right to cancel a permit in the event of unforeseen circumstances or emergencies such as inclement weather, breakdown of the school plant, job action, order of the Medical Officer of Health or similar emergency.

4.1.11 All questions regarding permits or community use of schools should be directed to the Community Use of Schools Office at the Durham District School Board Education Centre, 400 Taunton Road East, L1R 2K6 Telephone: 905-666-6930. All permits are processed through the Community Use of Schools Office, not through the individual schools.

4.2 Fees

4.2.1 Permit and custodial fees as well as acceptable methods of payment are listed on the DDSB website (https://www.ddsb.ca/en/our-schools/booking-school-spaces.aspx).

4.2.2 The premises must be left clean and orderly, so that nothing is required prior to the start of regularly scheduled school-based activities. If custodial time is required to return the premises to an acceptable condition outside of any custodial time already included or paid for with the permit, the permit holder will be billed for the custodial costs incurred. Likewise, any borrowed equipment (eg. volleyball standards) must be left in good repair and left in the same location and in the same condition as prior to the permit holder's use.

4.2.3 Payment of all fees must be received by the Community Use of Schools office at least 14 days prior to the use of the facility.

4.2.4 Notwithstanding the foregoing, no fees or charges shall be levied (except for extra custodial services as stipulated above) for use Monday to Friday in respect of:

(i) District sponsored activities or staff programming.

(ii) School Advisory Committee Meetings or school related parents' groups meetings.

(iii) Community Recreation Department Programmes subject to reciprocal agreements with the District for shared use of space.

(iv) Meetings of any local unit of a union or federation with members employed by the District.

(v) Staff professional groups (for example: Librarian Associations, Union Committee) regular meetings.

4.2.5 Applicants or permit holders may request that all or a portion of fees and charges associated with a permit be waived based on the financial ability of the applicant and based on the District's commitment to advancing equity, inclusion and with a view to providing opportunities for historically marginalized and disadvantaged groups. Applicants or permit holders wishing to apply for exemption/waiver must do so in writing to the Community Use of Schools Office with details supporting the request. Waiver of fees may be provided to applicants and permit holders consistent with this paragraph and with the objectives of the Policy, as approved by the Associate Director of Corporate Services or delegate.

4.3 Liability and Insurance

4.3.1 A permit holder is responsible for any and all loss or injury to the permit holder, their visitors and invitees, to buildings or to equipment, caused in whole or in part by the permit holder, their agents, employees, invitees or visitors and shall indemnify and hold harmless the District from any claim whatsoever by or in respect of any person or entity. The District requires the applicant to provide a certificate of liability insurance prior to the event in the amount of not less than $5,000,000.00 which includes the District as an Additional Insured Party.

4.4 Complaint Process

4.4.1 Any person may file a complaint with the Community Use of Schools office about the conduct of a permit holder, through the DDSB website.

4.4.2 When a complaint has been received, the Community Use of Schools office will email the permit holder (or phone if email is not available) describing the complaint and requesting a written response.

4.4.3 The Associate Director of Corporate Services shall review the complaint and any response to determine if there has been a breach of the Community Use of Schools Policy or Procedure. A failure by the permit holder to respond to a complaint shall be deemed a breach of this Procedure.

4.4.4 If the Associate Director determines that there has been a breach:

(i) that compromises the integrity of the permit holder which will include consideration of any prior breaches;

(ii) related to the permit holder's commitment to equity, diversity and inclusion; or

(iii) that indicates allowing the permit holder to continue with use of District premises presents legal or reputational risks to the District beyond what is contemplated by the Policy,

the permit shall be revoked without notice and the permit holder shall not be entitled to any future permits, subject only to special or extenuating circumstances that establish that allowing the permit holder to maintain the permit would not, on a go forward basis, undermine the Policy or compromise the reputation of the District.

4.4.5 For any other breach, the permit holder shall be given a written warning and shall meet (electronically or by way of telephone call) with a staff member from the Community use of Schools Office to review the terms of the Policy and Procedure and to confirm the permit holder's commitment to abiding by those terms. Multiple such breaches may cause the permit to be revoked without notice and the permit holder may not be entitled to any future permits.

4.5 General Terms and Conditions

4.5.1 In addition to the terms and conditions stated in the Community Use of Schools Policy and elsewhere in this Procedure, the following terms and conditions are also noted.

4.5.2 The school Custodian is not authorized to permit use of special school equipment or other facilities unless pre-approved and explicitly stated on the permit.

4.5.3 The permit holder shall ensure that all activities adhere to all municipal by-laws and that all necessary licenses and/or permits have been obtained prior to use.

4.5.4 Audio Visual equipment may be available at schools that have trained student technicians, subject to an hourly rate of $14.

4.5.5 Plans for stage setting or use of special equipment must be pre-approved by the Community Use of Schools Office in consultation with the Principal or designate of the school. Moving in of stage equipment must be pre-arranged with the Community Use of Schools Office. All stage properties and other equipment must be removed immediately after the event or as arranged prior to the performance with the Community Use of Schools Office. The District is not responsible for any equipment remaining on school property after an event.

4.5.6 Any requests for power connections, other than 15amp wall plugs, must be pre-approved by the District and must be completed by, or at the sole direction of, the District with all costs payable by the permit holder.

4.5.7 Any decorations shall be flameproof materials and must never be attached to electrical lights or outlets and must in every respect conform to fire safety practices as recommended by the local Fire Department.

4.5.8 It is prohibited to attach signs, tape or nails, etc. to the floors or walls of the school property or to carry on any other activities that may cause damage to the fabric of the building or equipment located there.

4.5.9 All exits must be kept clear at all times from any obstruction.

4.5.10 The permit holder shall ensure that all persons admitted to the function have vacated the school buildings and grounds promptly at the time specified on the permit.

4.5.11 By special permit, school buildings may occasionally be used for overnight occupancy. Permits for this use may be subject to additional requirements as to supervision and liability insurance and must be approved in writing by the local Fire Department. The local Fire Department may require an inspection of the areas and a review of the plans under consideration prior to approving the event.

4.5.12 Food and beverages other than water may not be taken into any school space unless approved on the permit.

4.5.13 If extra clean-up is required, the group using the facility will be charged. Under certain well-supervised conditions, washrooms may be made available to permit holders accessing school grounds, provided staff is on duty in the schools.

4.5.14 The Custodian is charged with the responsibility of maintaining the security and supervision of the school building and with monitoring Community Use of School permits. Requests from the Custodian for community users to abide by the conditions of the permit or to desist from an activity shall be complied with by the permit holder.

4.5.15 For use of facilities by the school or by the District, a Custodian, the Principal or a staff member acting as the Principal designate, shall be on duty to open the school, secure the school at the completion of the programme, handle any emergencies that arise and generally protect the interest of the District in relation to the use of facility.

4.5.16 Schools may be allotted a maximum of two evenings per week for secondary schools and one evening per week for elementary schools. Requests for additional allocations or to switch nights for school use must be made by the Principal or designate to the Community Use of Schools Office no later than June 15th annually of the previous year.

4.5.17 Permit requests detailing the school year activities must be entered into the Community Use of Schools booking database no later than June 15th annually for the upcoming school year. Special events are to be scheduled, as often as possible, on the evening(s) reserved for school activities.

4.5.18 Requests by the school or the District for facility space for special events must be received by the Community Use of Schools Office at least 14 days prior to the event so that the pre-empted community users may notify their members. For special events, the Principal or designate at the school will be contacted by the Community Use of Schools Office prior to confirming.

4.5.19 All permits are pre-numbered, and an electronic copy will be forwarded to the permit holder, the school Principal (or designated contact), and Chief Custodian(s).

4.5.20 Physical Education equipment such as basketballs, volleyballs and nets may be made available at no charge, but any request for such equipment must be noted on the permit Application and is subject to availability and prior approval of the Community Use of Schools Office.

4.5.21 Use of any District property or facility under a permit is restricted to the permit holder(s) listed on the permit.

4.5.22 The minimum age for a permit holder shall be 18 years of age.

4.5.23 Permits cannot be transferred or assigned by the permit holder.

4.5.24 A permit holder seeking to cancel the use of a facility in time to secure a refund shall, for bookings on a regular school evening, notify the Community Use of Schools Office as early as circumstances allow and, in any event, no less than 48 hours before the event at issue. A permit holder wishing to cancel a booking on non-school days in time to secure a refund shall provide a minimum of 5-days' notice. Where a permit holder fails to give the minimum notice as stipulated in this paragraph, the permit holder shall be responsible for the full cost of the permit, unless the District is able to re-permit the space for the time that was booked. Where minimum notice for a permit cancellation has been provided, the permit processing fee will still apply, and all other fees shall be refunded.

4.5.25 When the District cancels a scheduled use, notice of cancellation shall be sent by email to the permit holder, Principal (or designate), and Chief Custodian(s).

4.5.26 Schools are requested to refer any purported notice of cancellation or requested change by permit holders to the Community Use of Schools office.

4.5.27 Requests for extensions, changes or additions to existing permits must be made through the Community Use of Schools Office. An administration fee will be charged for processing changes without more than 2-days' notice. Where the change is initiated by the District, the charge is not applicable. Notification of changes will be sent to the permit holder, Principal (or designated contact), and Chief Custodians.

4.5.28 When an event is for the purpose of fund-raising, and an admission fee is charged, a letter from a registered charity shall be included with the permit Application stating that all funds raised will go to the charity.

<u>School Events Held in Another District School</u>

4.5.29 Prior to being submitted to the Community Use of Schools Office:

(i) Arrangements must be made between the Principals or designates of both schools regarding supervision and security of the school, set up and tear down and any equipment needs.

(ii) Where an adult group has booked a facility, it will be understood that, should a permit request be received for a children's programme for that facility at the same time, the children's programme would have priority for that time period. In such a case we will do our best to find another space, school or time for the displaced group.

4.6 Custodial Services

4.6.1 In schools where there is custodial staff on a regular afternoon or evening shift, no additional custodial staff will be provided unless the activities are such that staff is interrupted from their normal duties for tasks such as setting up chairs, supervising parking, setting up and cleaning up

after a banquet or meeting. An additional charge as detailed in the current Fee Schedule will be levied against permit holders requiring specific custodial services.

4.6.2 Supervision of school activities outside of regular school hours that are subject to a permit shall be the responsibility of the Principal, or designate, at the school. Custodial overtime will be scheduled for all these activities and charged back to the school.

4.6.3 Use of school facilities by Superintendents, Consultants and other Board administration personnel that is subject to a permit, will require a Custodian to be on duty at all times. Events that will incur custodial overtime costs will be charged to Facilities Services to the limit of the budget allocation.

4.6.4 Custodians shall include the permit number when submitting time sheets for any overtime.

5.0 Reference Documents

5.1 Policies
Community Use of Schools Policy

Appendix A: Permit Application Form

Effective Date
YYYY-MM-DD

Amended
YYYY-MM-DD

Community Use of Schools

1.0 Buildings

1.1 The school buildings, grounds, and equipment are primarily for the use and benefit of the students. However, it is recognized that it is in the interest of the citizens that the fullest possible use shall be made of such facilities. Subject to such primary use for school programmes, the Board will permit their use outside of normal school hours in accordance with the regulations.

1.2 Permit requests shall be made to the Community Use of Schools Office not less than 14 days before the date on which the facility is required and by June 1 for bookings outside the regular school year. . All requests will be responded to within 2 weeks. We are unable to guarantee provision of accommodation within 2 weeks.

1.3 Smoking/vaping of tobacco or cannabis is not permitted within 20 metres of Board property. The consumption of alcoholic beverages is not permitted on Board property with the exception of licensed events at the Education Centre.

1.4 Permission to charge an admission fee and to sell refreshments or other goods may be granted by the Board, but only if such permission is requested in the application.

1.5

(a) The holders of a permit shall be responsible to the Board for all damages to the buildings or equipment, and shall indemnify and save harmless the Board from any claim whatsoever by or in respect of any person or persons.

(b) For all bookings, the Board will require the applicant to provide a certificate of liability insurance prior to the event in the amount of not less than $5,000,000.00 as requested by the Superintendent of Education/Business or designate and this policy shall include the Board as an Additional Insured Party. When hosting certain high risk activities the Board may require a certificate for a greater amount. The applicant agrees to provide the Board with written information from the agent or insurer that ensures that coverage on the terms and in the amount specified above has been arranged prior to the date of activity. Such written notice must be filed no later than 14 days prior to the date of activity.

1.6 The use of any facilities shall be at all times subject to the supervision of employees of the Board except when authorized under separate agreement.

1.7 The issuance of any permit shall not establish a contract of rental or otherwise whatsoever between the Board and any person. The Board may, at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any such facility if in the opinion of the Board (in its unfettered discretion) the use which the facility is to be or is being put, is not in the best interests of the Board or community.

2.0 Equipment

2.1 School instructional equipment will not generally be available for use and outside organizations using school facilities may be required to provide all or any necessary equipment. Physical Educational equipment such as basketballs, volleyballs and nets may be made available at no charge, but any requests for such equipment must be noted on the permit request and are subject to availability in individual schools and permission of the Board.

2.2 Audio Visual equipment may be available at schools that have trained student technicians. There would be an hourly rate, as determined by the Board for these services.

2.3 Plans of stage setting or use of special equipment must be approved by the Board in consultation with the Principal in advance of the reservation date before a permit is issued.

2.4 No changes or additions to electrical wiring are to be made without authority. Any power connections, other than 15 amp wall plugs, must be completed by a licensed electrician, approved by the Superintendent of Education/Facilities Services, and all costs will be charged to the user. Decorations will be limited to flameproof materials and must never be attached to electrical lights or outlets and in every respect conform to fire safety practices as recommended by the Fire Department. All exits must be kept clear at all times from any obstruction.

2.5 Use of school premises or facilities is restricted to those agreed upon. The school custodian is not authorized to permit use of special school equipment unless ordered by the Board and approved on the permit.

2.6 Moving in of stage equipment or the setting of stage properties must be done outside school hours or as arranged with the Community Use of Schools Office. All stage properties and other equipment must be removed immediately after the event or as arranged prior to the performance with the Community Use of Schools Office.

2.7 It shall be the responsibility of the applicant to see that all persons admitted to the function being held have vacated the school buildings and grounds promptly at the time specified on the permit.

2.8 By special permission of the Board, school buildings may occasionally be used for overnight occupancy. Permits for this use shall be subject to Board regulations regarding supervision and liability insurance and approval in writing from the Fire Department.

2.9 Food and beverages other than water may not be taken into any school space unless approved on the permit..

2.10 In the interest of health and safety, animals, with the exception of Service Animals, shall not be permitted in the school buildings.

3.0 Storage

3.1 Generally speaking storage space will not be granted to outside organizations except with the permission of the school administration and the Community Use of Schools Office. The Board assumes no liability for any items stored on Board property.

4.0 School Grounds

4.1 School grounds, parking lots, and playing fields are available for community use subject to approval by the Board. All organizations requiring use of these facilities must apply to the Community Use of Schools Office for a permit. If extra clean-up is required, the group using the facility will be charged. Under certain well-supervised conditions, washrooms may be made available in conjunction with grounds use, provided staff is on duty in the schools.

5.0 Cafeterias

5.1 Organizations may request school cafeterias, however, the use of the Kitchen area or Servery would not be available.

6.0 Supervision & Security

6.1 A permit will be required for the use of any school facility after normal hours by the school, Board and/or any community group.

6.2 A custodian shall be on the premises at all times when a school is used by community groups unless otherwise approved by the Superintendent of Education/Facilities Services. The custodian is charged with the responsibility of maintaining the security and supervision of the school building and with monitoring the Community Use of School permits. Requests from the custodian for community users to abide by the conditions of the permit or to desist some activity must be complied with immediately.

6.3 For use of facilities by School/Board programmes a custodian, the Principal or a staff member acting as the Principal designate, shall be on duty to open the school, secure the school at the completion of the programme, handle any emergencies that arise and generally protect the interest of the Board.

7.0 Facility Permits – School Board/Use

7.1 School Use Allocations

(a) School/student programmes requiring facilities after 6:00 p.m. may be allotted a maximum of two evenings per week for secondary schools and one evening per week for elementary schools. Requests for additional allocations or to switch nights for school use must be made by the Principal to the Community Use of Schools Office no later than June 1st annually of the previous year.

(b) Permit requests detailing the school year activities must be entered to the Community Use of Schools booking database no later than June 15th annually of the previous school year. Special events are to be scheduled, **as often as** possible, on the evening(s) reserved for school activities.

(c) Additional requests for facility space for special events must be received by the Community Use of Schools Office at least 14 days prior to the event so that the pre-empted community users may notify their membership.

8.0 Facility Permits – Community Use Groups

8.1 A permit for the use of school facilities will be issued from the Community Use of Schools office located at the Durham District School Board.

(a) All permits are pre-numbered and an electronic copy will be forwarded to the Applicant, Principal (or designated contact), and Chief Custodians, upon approval of the booking.

(b) For special events, the Principal designate at the school will be contacted by the Community Use of Schools Office prior to confirming.

(c) Custodians are required to include the permit number when submitting time sheets for any overtime payment.

(d) The minimum age for a permit holder shall be 18 years of age.

(e) Permits are not transferable.

8.2 Permit Cancellations

(a) Organizations wishing to cancel the use of a facility on a regular school evening must notify the Community Use of Schools Office as early as circumstances allow and in no case less than 48 hours before the required date. Organizations wishing to cancel bookings on non-school days must provide a 5-days' notice. Where an organization fails to give notice they will incur the full cost of the permit. Where notice for a permit cancellation is received, the permit processing fee will still apply and all other fees will be refunded.

(b) Community users who must be pre-empted for special school events will be given no less than 14 days advance notice of such cancellation. Where circumstances exist over which the Board has no control, it may be necessary to enact a shorter notification period.

(c) When a cancellation occurs, a notice of cancellation will be sent by email to the Applicant, Principal (or designated contact), and Chief Custodians.

(d) Where a time factor does not allow for written cancellation, the school will be notified by telephone.

(e) Schools are requested to refer any cancellations or programme changes by community groups of individuals to the Community Use of Schools office.

8.3 Programme Extensions, Facility Changes and Additions

Extensions, changes and additions to existing permits must be made through the Community Use of Schools Office. An administration fee will be charged for processing changes with more than 2-days' notice. Where the change is initiated by the Board, the charge is not applicable. Notification of changes will be sent to the Applicant, Principal (or designated contact), and Chief Custodians.

9.0 Fees

9.1 Fees are levied for all use of school facilities as detailed in the current Fee Schedule.

9.2 All community user permits are subject to an administrative processing fee that is not refundable once a permit is processed.

9.3 Permits that run after 10:15 p.m. Mondays – Friday, on a holiday or weekend will be charged a custodial overtime fee. The permit holder will also be charged at least 1 extra hour to open/close/clean the building. Further time could be charged based on the amount of people involved, the number of spaces used, etc.

9.4 Exemptions/Waivers From the Fee Schedule

Individuals or organizations wishing to apply for exemption/waiver from rental charges must do so in writing to the Community Use of Schools Office at least twelve weeks prior to the date of the event. Such application must contain details regarding the organization and an explanation of why a waiver should be granted. A written response will be given for each request.

10.0 Payment

10.1 Payment must be received at least 14 days prior to the use of the facility.

10.2 In the event that cleaning over and above the normal amount is needed, the extra time will be billed to the client.

10.3 If a permit is cancelled prior to the date of the event, all prepaid fees will be refunded, with the exception of the permit processing fee, provided that the Community Use of Schools Office is notified at least 48 hours prior for school day bookings and 120 hours prior for non-school day bookings.

11.0 Custodial Services

11.1 Community Use of School Permits

In schools where there is custodial staff on a regular afternoon or evening shift, no additional custodial staff will be provided unless the activities are such that staff is interrupted from their normal duties for tasks such as setting up chairs, supervising parking, setting up and cleaning up after a banquet or meeting. An additional charge as detailed in the current Fee Schedule will be levied against organizations requiring specific custodial services.

11.2 School Events

A permit must be requested for all school events booked outside of regular school days and after 6:00 p.m. Supervision of all activities outside of regular school hours will be the responsibility of the Principal, or his/her designate, at the host school. Custodial overtime will be scheduled for all these activities and charged back to the school.

11.3 Board Administration Events

Use of school facilities by Superintendents, Consultants and other Board administration personnel will require a custodian to be on duty at all times. Events that will incur custodial overtime costs will be charged to Facilities Services to the limit of the budget allocation.

11.4 School Events Held in Another Board School

Prior to being submitted to the Community Use of Schools Office:

(a) Arrangements must be made between the Principals of both schools regarding supervision and security of the school, set up and tear down and any equipment needs;

12.0 Programme

12.1 All children's programmes will be given priority. Where an adult group has booked a facility, it will be understood that, should a children's programme require the facility on a regular basis, the children's programme would have priority for that time period. In such a case we will do our best to find another space, school or time for the displaced group.

13.0 Faith Groups

13.1 Schools may be rented to Faith Groups for Worship services for a period up to three years. If, at the end of this three year period, the Church's building programme is active, an extension may be granted.

13.2 During summer months, school facilities will be made available to Faith Groups provided scheduling does not interfere with the cleaning and maintenance programme and custodial services can be provided.

14.0 Elections – Municipal/Provincial/Federal

14.1 School gymnasia or similar facilities shall be made available to municipal clerks as polling stations.

14.2 School Principals are required to rearrange existing programmes to accommodate election proceedings.

14.3 Issues regarding the use of school facilities should be directed to the Community Use of Schools office so that appropriate action may be taken.

15.0 GROUP CLASSIFICATIONS

15.1 Group A: PROFIT MAKING

All profit-making organizations of a professional, commercial, or retail nature, including individuals carrying on a business, whether or not they are located within the jurisdiction of the Board, are classified under Group A.

15.2 Group B: NON-PROFIT

Non-profit shall be defined as a local group or organization which is supported in whole or in part by Government funds, or is a registered charitable or non-profit organization under the Income Tax Act, and where the function is open to the public. Also included in this classification are all religious, cultural, community service organizations, amateur sports organizations, citizens' groups, and recognized political organizations.

Groups may sponsor entertainment, productions, public meetings, displays, demonstrations, or recreational activities where no fee is charged or collection taken. When an event is sponsored for the purpose of fund-raising, and an admission fee is charged, a letter from a charity stating that all funds raised will go to them must be included with the permit request. Net proceeds are to be used for educational, cultural, or welfare purposes within the community. The Board, in its discretion, may limit a particular group in the number of events booked on a non-profit basis in a given year.

15.3 Group C: FREE-USE

Activities for which no charge is levied:

(a) Board sponsored activities and staff programming.
(b) School Advisory Committee Meetings or school related parents groups for meetings to be held monthly, Monday to Friday.

The following groups will be granted free-use:

(a) Boy Scouts and Girl Guides, Boys and Girls Clubs Affiliated with the Boys and Girls Clubs of Canada.
(b) Community Recreation Department Programmes with reciprocal agreements with the Durham Board for shared use of space.
(c) Secondary and Elementary Teachers' Federation meetings.
(d) Staff professional groups (Example: Librarian Associations, Union Committee) for regular meetings.

When free-use is granted, the following conditions apply:

(a) Groups are limited to double-shift schools
(b) Facility must be used Monday to Friday only.
(c) Free-use does not include special programmes, extra custodial services, heat or air conditioning. Such activities will involve rental fees as detailed in Classification B.

16.0 Code of Conduct

16.1 All organizations using school property are required to follow standards consistent with the Provincial Code of Conduct. Copies of the Ontario Code of Conduct are available at the Ministry of Education's website at: http//www.edu.gov.on.ca/extra/eng/ppm/128.pdf

17.0 Resolution of Issues

17.1 General

For minor rules infractions, the Board will generally use the following process.

Notwithstanding this, the Board Reserves the right to take into consideration any special or extenuating circumstances when applying this process and to respond to infractions and apply consequences in a manner as it may deem appropriate.

The Board also reserves the right to cancel permit with no notice. Permit cancellation will likely occur in the event of infractions that involve threatening or inappropriately touching staff, vandalism, theft and other Criminal Code infractions.

17.2 Process When Infraction Occurs

(a) When an infraction occurs, the main contact for the permit will receive an email (or phone call if email is not available) describing the infraction and asking for written confirmation that it will not occur again.
(b) Upon a second occurrence within a year of the first, the main contact for the permit will be asked to come in and discuss the issue. If there is a different supervisor on site for the permit, they will be expected to attend as well. The issue will be discussed in depth in an attempt to find a solution. If necessary, this meeting could happen at the permit location if this leads to clarification of the issues and/or solution.
(c) If there is a third occurrence within the year of the first, the permit will be cancelled and the group is welcome to apply for space again at a different school in the following school year.
(d) If there is a fourth occurrence within the next year, the permit will be cancelled and the group will not be able to apply for space with the DDSB until the 3rd school year from then.
(e) If the group does apply again 3 years later and there is a fifth occurrence within a year of the new permit starting, the group will be banned from renting space within the DDSB.

Appendix:
None

Effective Date
69-04-14
Amended/Reviewed
2006-08-08
2013-01-25
2018-02-20
2018-09-12

DDSB Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 19, 2021

SUBJECT: French as a Second Language Programming **PAGE:** 1 of 15

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

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a supplementary report on the French as a Second Language (FSL) review to assist with their decision-making process. As set out in the initial report of January 4, 2021, three recommendations to adjust FSL programming were presented for the Board's consideration, with the intent of supporting sustainable growth for French Immersion (FI) while balancing robust FSL and English programming within the DDSB.

The impact on English programs in dual-track schools ought to be considered in the context of recent Ministry of Education policy that new schools cannot be built for single-track FI.

2.0 Ignite Learning Strategic Priority/Operational Goals

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

- Foster continual professional growth to maintain high quality services that provide a simple, solid, and enjoyable user experience.

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

- Align resources to where they are most needed to support equitable outcomes for all students.
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

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

- Provide FSL programming that is sustainable into the future for the benefit of future cohorts of students.
- Ensure a balance between the optional FI program and the main English program while achieving the goals of delivering high quality, equitable education to all students.

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

- Engage diverse voices of parents and community members to provide feedback on the FSL Review Report.

3.0 Background

In January 2020, the Board of Trustees passed a resolution that board staff conduct a district-wide review of FSL programming within the District. This initiative was in response to a boundary review conducted in the Pickering area where concerns were raised by the community about language programming at Maple Ridge Public School.

The Board of Trustees has several options to consider as it reviews the FSL programming situation in the DDSB. As set out in the report of January 4, 2021, staff have presented three recommendations for consideration:

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 for the DELF Exam that is a percentage of the actual cost incurred by the DDSB. Where economic hardship prevents the paying of the fee, the DDSB will fully subsidize the cost for those students.

Recommendation 3: Adjust FSL Programming. Given the current growth in demand for FI programming and the challenges outlined in the FSL Review, the status quo of growing the FI program without interventions is not sustainable, nor in the best interest of quality French programming within Core French and French Immersion. Furthermore, there is a need to address the negative impact on the English programs in dual-track schools that have diminishing 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.

Recommendation 3 has three options. The viability and utility of each option in managing FSL programming is predicated on the trade-offs embedded within the option as a package.

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.

OR

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.

OR

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 of January 4, 2021, FSL Programs Review (Appendix A). The major benefits of Option 1 are as follows:

1. It provides for a relatively early entry for the 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 an intensive FSL programme 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). It should be noted that in Extended French, students are required to have 1,260 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 of these 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.

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. Enhancing a vibrant Core French experience in the primary years will include the development of a strong FSL awareness in primary years (Grades 1-3) through the utilization of French-qualified classroom teachers.

Throughout this extensive FSL review and through the creation of this supplementary report, staff have strived to make recommendations that strike an appropriate balance and provide a path forward that would ensure the continuity of French language learning in the DDSB.

Recommendation 3 is meant to address many of the challenges presented by FI. In our view, Option 1 of Recommendation 3 addresses many of the challenges of FI while still providing an entry point with full access. This approach will help the board to ensure that FSL programming is sustainable into the future. Many factors were carefully weighed in presenting these options to the Board of Trustees, including programme sustainability, financial implications, boundary concerns, and equitable practices. Each of the three options in Recommendation 3 attempts to strategically manage competing interests.

This supplementary report contains additional background information and analysis on various aspects of FSL programming within the District to provide important context and address questions raised by

Trustees and members of the community following the release of the FSL Report in January 2021, including:

- The DDSB's commitment to the importance of French language instruction;
- Concerns initially raised through the boundary review at Maple Ridge PS;
- An overview of the growth in FI programming and the resulting pressures on some dual-track schools in the District;
- Potential actions to address the specific accommodation concerns at Maple Ridge PS, Cadarackque PS and Southwood Park PS;
- Further information on capping to manage the growth in the FI program at dual-track schools without disruption to the system and ensure that all students have an opportunity to attend the home school in their neighbourhood;
- Information on additional efforts currently being undertaken to hire qualified FSL teachers;
- Creating multiple pathways for students to become fluent in French through a proposed Extended French Program and proposed enhancements to Core French; and
- The costs associated with the number of students challenging the DELF.

Each of these is discussed in section 4 below.

4.0 Analysis and Discussion

4.1 Importance of French Language Instruction

The Ministry of Education delineates four key advantages to students who can speak more than one language. Learning another language is said to help students:

- Strengthen their problem-solving, reasoning and creative thinking skills;
- Develop their understanding and appreciation of diverse cultures;
- Increase their competitiveness in an increasingly global job market; and
- Enhance their first-language and overall literacy skills.

French is a popular world language spoken by millions of people throughout five continents and is an inherently valuable and universally recognized language. It provides the foundation for the learning of additional languages and enhances the potential to participate in a globalized economy. The two official languages of Canada are French and English, which is why as an English language school board, we provide rich learning opportunities in both languages. It should be noted that when discussions of language and nationhood arise, that there are also local Indigenous languages that the school board will need to consider offering as part of the *Truth and Reconciliation Commission Calls to Action.*

4.2 Boundary Review at Maple Ridge Public School

The pressures caused by unmanaged FI growth in dual-track schools is best exemplified by the recent situation at Maple Ridge Public School.

In 1989, when Maple Ridge Public School opened, it was a single-track English language school. There were no bused students and the children were able to walk to school from their homes as the distance did not meet the requirements for transportation eligibility. The school maintained a small enrollment of approximately 220 students and was an under-capacity facility. In 2014, a second programming track was added to the school and French Immersion (FI) was offered to the community. This resulted in an enrollment of 263 FI students and a decrease in English language students to 188 students. A trend was established demonstrating increased

demand for FI programming and a diminished interest in English language programming. By 2019, 67.4% of the student population was enrolled in FI and the school was functioning at 146% over capacity, with nine portables on site. As of the 2020-2021 school year, the school is maintaining an enrollment of over 700 students and continues to offer dual-track French and English language programming.

To address over-crowding and the significant reliance on portable use, in January 2020, board staff proposed that students in the English program attend Vaughan Willard Public School, a distance of 1.6 kilometers away. The solution proposed was efficient in terms of operational needs but was not endorsed by the families involved. During public consultations, key issues were raised, including:

- the necessity of busing students who had previously been able to walk to school;
- splitting siblings between two school sites if they were engaged in different language-based programming;
- co-ordination of arrival and dismissal times for families with children in two schools; and
- a strong feeling in the community that English language programming was being devalued.

4.3 Growth of French Immersion Programming in the DDSB

The Board of Trustees responded to the programming concerns at Maple Ridge PS with a commitment to review the situation in order to develop a district-wide plan to manage the growth of French Immersion programming. Staff advised the Board of Trustees that should the French Immersion programme continue to grow without strategic management, school enrollments would potentially be affected to the point where English language programming would be impacted.

Although this review was initially prompted by a discussion of boundaries for Maple Ridge Public School, the review itself took on a much broader scope given the importance of FSL programming decisions across the District. Several topics of study were included in the FSL Review report (Appendix A) in order to ensure that programming decisions and the potential implications of those decisions were considered. In conjunction with exploring the board's capacity to provide rich programming, other factors were also evaluated, including transportation, space allocation, enrollment numbers, boundary issues, class sizes, classroom space, resource allocation, and staffing.

It was determined that should trends continue without strategic management, the board would find itself in a situation where dual-track schools would deliver English-language programming to a significant disproportional percentage of the student body (in some cases less than 30% of the student population). In such situations, classes would need to be stacked not only with two grades per room but very likely with three grades per room. Although stacked classrooms, by themselves, do not necessarily provide a diminished learning experience, they are often not well received by parents. Concerns about having children taught by the same teacher and with the same classmates for consecutive learning years is a common issue. Opportunities to experience diverse learning environments, a variety of social dynamics, and varied classroom approaches to pedagogy, are priorities for many families.

If French Immersion enrollment continues to accelerate at its current rate of 12% every five years, consideration must be given to, and appropriate planning undertaken for, the reduced viability of English programming in schools such as Maple Ridge PS, Cadarackque PS, and Southwood Park PS. Table 1 below shows the percentage growth in French Immersion

enrollment from 2007 to 2019 in comparison to the English program enrollment and the total enrollment of the District. The numbers reflect a larger year over year percentage growth for French Immersion enrollment versus English program enrollment. From 2007 to 2019, French Immersion enrollment has increased from approximately 8% of overall enrollment to 14.3% of overall enrollment.

Table 1: Percentage Growth in Elementary French Immersion and English Program Enrollment for 2007, 2013 and 2019

	2007			2013			2019		
	Total Enrolment	JK-8 English Program	Gr. 1-8 FI Program	Total Enrolment	JK-8 English Program	Gr. 1-8 FI Program	Total Enrolment	JK-8 English Program	Gr. 1-8 FI Program
Enrolments	46,559	42,813	3,746	46,949	41,423	5,526	50,820	43,539	7,281
% of Total Enrolment		91.95%	8.05%		88.23%	11.77%		85.67%	14.33%
Year to Year change				100.84%	96.75%	147.52%	108.25%	105.11%	131.76%

The concerns that parents raised at Maple Ridge PS, that English-language programming is being devalued in dual-track schools, may reasonably be expected to be raised by the families impacted in other sites experiencing a decline in English program enrollment numbers, and the resulting necessity of stacked classrooms. A related and more difficult aspect of this situation is the sometimes contentious divide between the two language groups in our school communities. Ensuring both groups feel valued and honoured in decision-making about school programming is an ongoing and challenging priority, and one which requires consideration through an equity lens.

There are three dual-track schools that are currently experiencing diminishing English-language enrolment:

- Maple Ridge PS
- Cadarackque PS
- Southwood Park PS

The percentage breakdown of the language of instruction at each school is captured in Table 2.

Table 2: Current and Projected Percentage of Language Instruction at Maple Ridge PS, Cadarackque PS, and Southwood Park PS

% Breakdown of Language Instruction	**Current Enrolment (2020/2021)**		**Projected Enrolment (2024/2025)**	
	F/I	**English**	**F/I**	**English**
Maple Ridge PS	71%	29%	79%	21%
Cadarackque PS	64%	36%	68%	32%
Southwood Park PS	73%	27%	78%	22%

The disproportionate split in the FI and English language programs at Maple Ridge PS, Cadarackque PS, and Southwood Park PS has created pressures that must be addressed. Potential actions for considerations at each school are set out in Table 3:

Table 3: Potential Actions to Address Accommodation Concerns at Maple Ridge PS, Cadarackque PS, and Southwood Park PS

Maple Ridge PS	**Two Options**: Relocate English Program pupils to Vaughan Willard PS and create a single-track FI school at Maple Ridge PS; OR Complete a full French Immersion boundary review for all of Pickering to see if the current FI enrolment can be redistributed between the existing three locations, or if a 4th location is required. **Factors to Consider:** • Site restrictions at Maple Ridge PS and Sir John A. Macdonald PS for accommodation of portables; • If JK/SK at Single-Track schools were eliminated, classroom space created at Frenchman's Bay PS and the new North Ajax FI school will be impacted; and • French Immersion boundary review for Pickering needs to be considered with a review of Ajax.
Cadarackque PS	**Option:** As originally proposed in the boundary for the new North Ajax FI school, a portion of the Cadarackque PS FI program could attend the new school.
Southwood Park PS	**Two Options:** Relocate English Program pupils to Duffin's Bay PS and create a single- track FI school at Southwood Park PS; OR Complete a full Town of Ajax French Immersion boundary review for all of Ajax; in conjunction with a City of Pickering review, as pupils that live in the western area of the Town of Ajax attend a City of Pickering school (Sir J.A. MacDonald PS) for FI.

4.4 Capping Enrollment

In the next two to five years, staff foresee that capping would provide a resolution to small English program numbers at our dual-track schools. The Board will need to consider English boundaries for Maple Ridge PS, Cadarackque PS and potentially for Southwood Park PS, due to diminishing demand for English programming. Given the increase in requests for French Immersion, there is the distinct likelihood that this trend may emerge in other DDSB elementary schools, as well. Appendix C lists all DDSB Dual-Track French Immersion Schools and provides a breakdown of the total student count in split grades versus straight grades in both the French Immersion track and English track. The data highlights the correlation between increasing split grades and decreasing English track populations in dual-track schools.

Capping enrollment in Grade 1 addresses the challenges of ensuring a viable English program and FI program in dual-track schools. A reduction in FI students at the Grade 1 level would address system pressures related to staffing FSL classrooms with qualified teachers. Boundary reviews and disruption to the system would be much less likely to occur with this option since the current school configurations would remain untouched.

As noted in the Administrative Council Report of March 1, 2021 (Appendix B), a recent Ministry of Education communication states the Ministry will no longer approve any requests for new single-track FI schools to be built in English language Boards. This shift in Ministry policy vitiates one of DDSB's key strategies in managing the growth of FI. Future growth in FI can no longer be addressed through the opening of single-track FI schools and instead must be addressed through strategic management of both FI and English programming.

To inform the conversation about allowing priority access (within capped enrollment) to siblings of students currently enrolled in FI programming, a review of the number of siblings, found that there are 333 enrolled in Junior Kindergarten and 303 in Senior Kindergarten, at single and dual track FI schools. If FI enrollment were capped at 25%, siblings currently in SK could potentially take between 15-50% of available spaces depending on the school, and an average of 25% of available spaces overall. If FI enrollment were capped at 20%, siblings currently in SK could potentially take between 15-67% of available spaces and an average of 32% of spaces overall.

As an English Language Board, capping FI enrollment as a percentage of the total school enrollment ensures that FI enrollment in dual-track schools would not be such as to have any material negative impact on English programming. A Grade 1 entry cap of 20% or 25% would create minimal disruptions to the system and should not require boundary reviews. Capping would result in minimal-to-no-changes to the board's existing processes and boundaries.

Some of the advantages of capping would include:

- More consistency if based upon school capacity/considerations;
- Addressing staffing shortage issues; and
- Addressing the imbalance of enrollment for French and English programs in dual-track schools.

4.5 Staffing Pressures

Meeting the growing demand for the FI program would require an increase in the number of teachers qualified to teach French as a Second Language. As part of routine hiring practices, the Human Resource Services Department and the French Curriculum Department work with Faculties of Education and advertise in national newspapers to attract qualified FSL teachers. However, to help attract and retain FSL teachers, the DDSB has had to revamp hiring and retention practices. The following highlights demonstrate some of these initiatives:

- The DDSB utilized an open "pool hiring" posting for permanent FSL positions that commenced in September 2021. Hiring occurred in March with conditional offer letters sent to 28 candidates recommended for hire with strong French test scores. The DDSB is also wrapping-up the hiring of 7.5 permanent elementary FSL teachers. In total, it is anticipated 35.5 new FSL permanent positions will be introduced to the system, in advance of any additional hiring that will take place for September.

- Human Resource Services (HR) has been attending virtual Career Fairs, with particular attention given to identifying FSL teachers. Due to the virtual nature of these Career Fairs, staff have been able to participate in out-of-province fairs, including participating in one hosted at the University of New Brunswick. The French Facilitator has accompanied HR staff on these trips, to speak in French to the benefits of teaching FSL at DDSB.

- Human Resource Services staff have signed up to recruit teachers through the website www.jobsimmersion.ca, a national job search website explicitly geared to French Immersion teacher recruitment.

- Through FSL grant money from OPSBA and the Ministry, the board has offered a full subsidy ($625) for DDSB occasional and permanent teachers to take their FSL Part 1 (7 teachers) and Part 2 qualifications (36 teachers) through Trent University during the February-to-April university term. These courses were only open to and are being taught by DDSB staff. This initiative has allowed the board to highlight best practices and to forge collegial relationships amongst DDSB teachers. The FSL AQ subsidies have raised demonstrable interest in the DDSB amongst potential candidates during recruitment processes and Career Fairs.

- With additional grant money from OPSBA, staff are revising and reviewing the French language proficiency assessment and related practices currently used by the DDSB when evaluating language proficiency of potential candidates. Staff will also be creating a promotional video to be used for the purposes of teacher recruitment. Closer working relationships with Faculties of Education, to strengthen connections and increase the number of Teacher Candidates in FSL, are continuing.

- For many years, the New Teacher Induction Program (NTIP) has played a vital role in FSL teacher retention, which included an FSL presence on the NTIP Steering Committee; running professional development specifically for Core French teachers as well as for FI teachers; and providing 1:1 support to NTIP teachers. NTIP has also put into place Professional Learning and Mentoring Hubs for FI and Core French teachers. This year, participation in the Hubs has been extended to include Core French LTOs to scaffold support and a sense of belonging.

- In the spring, the FSL Curriculum department will provide professional memberships to ACPI, the Canadian Association of Second Language Teachers (CASLT), and the Ontario Modern Languages Teachers' Association (OMLTA) to interested NTIP teachers, NTIP mentors, administrators, and department heads. These professional organizations will also host sessions to help familiarize teachers with the resource content available on their sites.

- At the system level, an operational team has been formed to put additional strategies for FSL retention and recruitment in place at the DDSB.

The DDSB currently has 349 French-qualified teachers who are not currently teaching French. Human Resource Services will undertake an "incentivization" initiative, in conjunction with school administrators and federations, to encourage these staff members to take part in French-language programming.

Also, of concern provincially, and here in Durham, is the fact that the response to postings lags significantly behind the response rates for other subject areas. It can often take a posting three rounds before a suitable French qualified candidate is hired.

4.6 Extended French

There are multiple pathways for students to become fluent in FSL. The introduction of Extended French provides an opportunity for the DDSB to strategically manage student enrollment while providing a viable pathway for students to access enhanced FSL programming. As such, one of the Report's recommendations is for the DDSB to offer Extended French to families. Extended

French requires students to have 1,260 hours of French instruction prior to Grade 9, with intensity of French time in Grades 7 and 8.

Thirty-two boards in Ontario will offer extended French programs next year. The DDSB does not currently offer Extended French.

4.7 Core French

Enhancing a vibrant Core French experience in the primary years (Grades 1 to 3) at the DDSB will include the development of a strong awareness of FSL opportunities. This can be completed through the distribution of Core French minutes from the junior grades to the primary grades, utilizing our French-qualified staff to introduce Core French instruction in an engaging manner. Resources and supports will be offered so that they can embed FSL awareness in the primary years. This enriched approach for Core French would be supported through learning resources that emphasize the Common European Framework of Reference (CEFR) which values the learning of French for everyday use.

There is much debate surrounding the optimal start time for Core French education in Ontario schools. Research data from 1990 indicates that early introduction of Core French does not seem to improve French achievement. Achievement scores did not vary significantly at Grade 8, whether the starting grade was in Kindergarten, Grade 1, 3, 4, 6, or 8 (***Research Perspectives on Core French: A Literature Review***, p. 5). Of note, the Core French data discussed in this paper was collected before the implementation of CEFR teaching and learning principles and the new FSL curriculum for elementary students (2014) and secondary students (2015). The pedagogical approach to teaching French is shifting dramatically with the implementation of these policies. One of the key goals in introducing French earlier is for students to view it as a natural part of everyday life instead of something that is introduced later into their elementary schooling.

The current deficit of longitudinal studies on students in Core French makes it difficult to infer how educational policy changes have impacted language proficiency, confidence, and achievement (see: *Optimal Start Time for Core French Language Education (FLE) in Ontario Schools*, p. 3). Relying on data from the 1990s and early 2000s highlights the need for updated research focussing on Core French outcomes at both the elementary and secondary levels. There is a gap in the research as to *if or how the implementation of CEFR teaching and learning strategies in the Core French classroom impacted language proficiency, confidence, and achievement over the past ten years?*

The Canadian Parents for French brochure, ***Core French: An Overview for Parents***, clearly indicates that the ideal Core French program should start as early as possible in the elementary grades and continue through to the end of secondary school. Early exposure to FSL may, with appropriate instruction, lead to an increase in attainment of fluency in French.

4.8 Diplôme d'études en langue française (DELF)

As part of supporting Core French as a pathway to fluency, more students would benefit from challenging the Diplôme d'études en langue française (DELF) annually. However, there are significant costs to offering this, and an expanded subscription rate will have financial implications for the Board. For this reason, staff have suggested a partial fee be charged to those families who are able to afford the cost of taking this certification exam. Under this model, students and families who are in need and cannot pay the partial subscription, would be fully subsidized by the Board. An outline of DELF costs is covered in the financial section of this report.

DDSB students have achieved high levels of achievement when attempting the DELF. Table 4 details results from our most recent testing feedback.

Table 4: 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)

Data from the 2018 DELF results, captured in Table 4, indicates that students are more confident with their level of French, as evidenced by the number and percentage of students in both Core French and FI who chose to challenge a B-level exam. Again, in 2019 more students challenged both the A2 and the B-level exams. A high percentage of candidates in both Core French and FI were successful.

Table 5 presents data showing a significant increase in the number of students challenging the DELF over the past five years with 450 students indicating an interest to challenge the DELF in 2020. This number has increased significantly in comparison to the 79 students that challenged the DELF in 2016. The financial implications of this trend are summarized under the Financial sub-heading of this report.

Table 5: Increase in DDSB Students Challenging DELF

Year	Number of DDSB Students Who Wrote the DELF	Cost to the Board
2016	79 students	
2017	140 students	
2018	208 students	$24,264.05
2019	303 students	$49.459.60
2020	450 students indicated an interest in challenging the DELF Exam. However, the Examination was canceled by the DELF Centre due to COVID-19	
	Projected Number of DDSB Students to write the DELF	**Approximate Cost to the Board**
2021	450 students – pre-COVID numbers	$66,850.00
2022	550 students	$81,700.00 (This amount does not include recruiting and training an additional 20 teachers at the cost of $20,000.)
2023	650 students*	$96,560.00

*Currently, there are approximately 800 students in Grade 12 Core French and French Immersion combined.

If student interest in challenging the DELF continues to increase by approximately 100 students annually in the upcoming years (as reflected in Table 5), administering the DELF would continue to have financial and operational costs for the DDSB. Each administration of the DELF requires obtaining specialized rental space, scheduling the written, aural and oral component of the assessment, and blocking off ten 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. This training is only valid for five years, at which point retraining is required. Seventy (70) teachers were trained in September 2019 to score the assessment, and as participants grow, the required number of scorers will increase.

5.0 Financial Implications

As has been highlighted, the FSL review was not undertaken for financial reasons. However, there are financial implications to the recommendations accompanying this report, and any associated decisions that are made.

5.1 General FSL Funding Information

Funding for French Language instruction varies across Elementary and Secondary panels as reflected in the Table 6 below:

Table 6: Funding for French Language Instruction Per Pupil for 2020/2021

	Funding Per Pupil (2020/2021 rates)
Grades K-3 Core French	$0
Grades 4-8 Core French	$307.92
Grades K-8 French Immersion	$392.45
Grades 9-10 Subject of French	$79.31
Grades 9-10 Subjects other than French	$130.47
Grades 11-12 Subject of French	$104.89
Grades 11-12 Subjects other than French	$203.41

Based on enrolment estimated in DDSB's revised estimates submission, FSL is projected to generate approximately $10.7mil in the 2020-2201 school year. Of that amount, approximately $7.4mil will be generated by students taking Core French programming. Out of the remaining $3.3mil generated by students in French Immersion programming, approximately $2mil is incremental to what would have otherwise been Core French level funding. The bulk of the incremental FI revenue, approximately $1.15mil, is generated by K-3 FI students, with $360,000 generated by 4-8 FI students and $475,000 generated by secondary FI students.

Though FSL expenses are not directly tied to FSL-generated funding in DDSB financial reporting, analysis shows there is approximately $500,000 in annual identifiable central and school-based supports and resources designated for French Language instruction. Transportation costs for students in French Immersion programming are estimated to be about $3.3mil in the 2020-2021 school year. The staff cost associated with running under cap French classes in Secondary (both French as a subject and subjects taught in French) is estimated to be about $3.75mil.

Additionally, if increased enrolment pressure were to be taken off single-track French Immersion Schools, the cost of adding portables would not be incurred. It costs about $17,000 to add a portable to a school site.

5.2 Overall Financial Considerations for the Recommendations

Specific financial considerations of the recommendations are as follows:

Recommendation 1: Single-track French Immersion schools are heavily subscribed, with utilization rates in excess of 100% of capacity. Reducing enrolment at these schools by removing Kindergarten classes, means avoiding the associated use of portables. Removing Kindergarten classes at single-track French Immersion schools also means that Kindergarten students are attending home schools that potentially have lower utilization rates and therefore transportation costs may be avoided.

Recommendation 2: The number of students challenging the DELF over the past five years has increased significantly. Almost four times as many students participated in 2019 as in 2016, up to over 300 from less than 80. 450 students had indicated an interest in challenging the exam in 2020, though it was unfortunately cancelled. The expense that the DDSB absorbed for student participation in the DELF was $24,264 in 2018 and increased to $49,459 in 2019. Though the Ministry of Education provides some funding ($15,000) for DELF, it does not cover administration and participation costs. If the increasing trend continues, administering the examination may add financial pressure to the board. Charging a partial fee for the DELF, as a percentage of the actual cost incurred by the DDSB, will help support the growing fiscal demands that are expected in future years. If growth in the number of students challenging the DELF remains consistent in three years, we anticipate that it will cost the Board approximately $96,560 to offer the exam to Grade 12 students, hence the necessity for securing a partial revenue stream to offset the projected additional costs.

Recommendation 3:

Option 1: There is likely no significant financial implication to this decision in the short-term. Though there may be an opportunity cost to limiting the growth in the French Immersion programme to the rate of overall increase to Grade 1 enrollment, that cost may be offset by the late entry of enrolling Grade 7 students.

OR

Option 2: Moving the French Immersion entry point to Grade 4 would forgo the associated funding of $392.45/pupil from students who would have entered the programme in Grades 1 through 3. At the current enrolment levels, this equates to approximately $1.1mil/year.

OR

Option 3: Moving the French Immersion entry point to Grade 2 would forgo the associated funding of $392.45/pupil from students who would have entered the program in Grade 1. At the current enrolment levels, this equates to approximately $385k/year.

6.0 Communication Plan

The Board's decision on FSL programming will be communicated to staff, students and parents/guardians. As noted in the report, any changes that are approved to FSL programming will not be taking place in the 2021-22 school year and this will be highlighted in the initial communication. A communication plan will be developed in accordance with the Board's direction on FSL programming as part of the roll-out of any changes to FSL programming. The goal will be to reach staff, students, parents/guardians and community stakeholders to share information and clearly communicate the French language options and pathways available to future FSL students. Communication will continue to be enhanced to support the active recruitment of new French language educators.

7.0 Conclusion and/or Recommendations

Capping the number of Grade 1 French Immersion classes will help to ensure that there is a more balanced and managed enrollment within the English and French Immersion programs at dual- track schools and will help to control the over-utilization of schools.

Without managing French Immersion enrollment, the projected increase in the program will lead to both an insufficient number of qualified teachers, as well as ongoing accommodation pressures at many dual-track schools offering French Immersion.

It is recommended that the Board of Trustees adopt the following recommendations:

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.

Recommendation 3 includes three options. Please note that each option is a "complete package".

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.

OR

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.

OR

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.

8.0 Appendices

Appendix A – FSL Programs Review – Final Report, January 7, 2021
Appendix B – Supplemental Report on FSL Review Grade 1 Capping and Additional Public Feedback Received
Appendix C – Split Grades in Dual-Track and Single-Track French Immersion Schools

9.0 References

Lapkin, S., Mady, C., Arnott, C., **Research Perspectives on Core French: A Literature Review**, *Canadian Journal of Applied Linguistics*, September 1, 2009.

Mitchel, Daniel,Gagliano, Sarah, Zanette, Sarah, **Policy Brief: Optimal Start Time for Core French Language Education (FLE) in Ontario Schools**, *CPHD Policy Brief, OISE*. 2014.

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FSL DDSB

FRENCH AS A SECOND LANGUAGE PROGRAMMING

in the Durham District School Board

DRAFT

January 4, 2021

DDSB Ignite Learning

French as a Second Language Programming in the Durham District School Board
Table of Contents

1 Ontario Ministry of Education French Language Framework 1

1.1 FSL Program Options 2

2 FSL Programs at the DDSB 2

2.1 Programs Offered at the DDSB 2

2.1.1 Distribution of FSL programs in the DDSB 3

2.2 FSL Enrollment 4

3 FSL Review 6

3.1 Provincial Trends and Experiences 7

3.2 Public Consultation – Lived Experiences of Students and Parents/Guardians 9

3.3 Diplôme d'études en langue française (DELF) 13

3.4 DDSB Achievement Patterns and Trends 14

3.5 Student Demographics 15

3.6 Program Viability 18

Staffing 18

FI Impact on English Program 19

Physical Space and Access to FI 20

French Immersion – Elementary 20

Curriculum Resources 20

FSL Secondary Course Selections 21

Case Study: Secondary School A 21

Case Study: Secondary School B 23

4 Recommendations 25

Recommendation 1: Phase out Kindergarten in all single track FI schools 26

Recommendation 2: Charge a Partial Fee for the DELF Examination 27

Recommendation 3: Adjust FSL Programming 27

Discussion of the Options to Adjust FSL Programming 28

Option 1 29

Option 2 30

Option 3 31

Financial Implications 31

Staff Recommended Option - Option 1 32

5 Conclusion 33

6 References 34

7 Appendices: 36

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):

Ajax : • Cadarackque PS • Michaëlle Jean PS • Southwood Park PS • Ajax HS • Pickering HS	**Brock:** • McCaskill's Mills PS	**Pickering:** • Frenchman's Bay PS • Maple Ridge PS • Sir John A. Macdonald PS • Dunbarton HS
Oshawa: • David Bouchard PS • Jeanne Sauvé PS • Walter E. Harris PS • R.S. McLaughlin CVI	**Scugog:** • R.H. Cornish PS • Port Perry HS	**Uxbridge:** • Uxbridge PS • Uxbridge SS
Whitby: • 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		**Virtual:** • 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**
Equity of access due to high demand Dual track vs single track school configuration Grade 1 entry point not ideal for everyone. Lack of secondary school course choices in which French is the language of instruction Unequal distribution of resources across FI compared to that of English language programs	Inconsistencies in the perceived quality of French programming French proficiency levels of teachers Recruitment and retention of FSL qualified teachers and other French-speaking staff Professional development opportunities for FSL educators Lack of engaging, diverse, and appropriate FSL resources Perceived gaps in intervention supports for students in French programs Imbalanced enrollment: Increasing FI enrollment generally while decreasing enrollment in the English program at dual track schools Student attrition: Significant Core French attrition after Grade 9 (90%); gradual FI attrition as grades rise (34%) Program Access points: ● FI to FDK ● Offer Extended French in Grade 7 ● Offer Core French in primary grades Public/ community perception of FSL programs: ● FI as elitist ● Core French undervalued Costs related to DELF and other FSL enrichment	Core French program delivered in homeroom class rather than a dedicated Core French classroom. Insufficient emphasis on oral proficiency in, and authentic application of French

3.3 DIPLOME D'ETUDES EN LANGUE FRANÇAISE (DELF)

The *Diplôme d'études en langue française (*DELF), 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 DELF. It should be noted that some of the students in Core French may have at one time been in FI.

The DELF 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 DELF over the past five years. In 2016, 79 DDSB students participated in the DELF, 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 DELF, 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 DELF

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

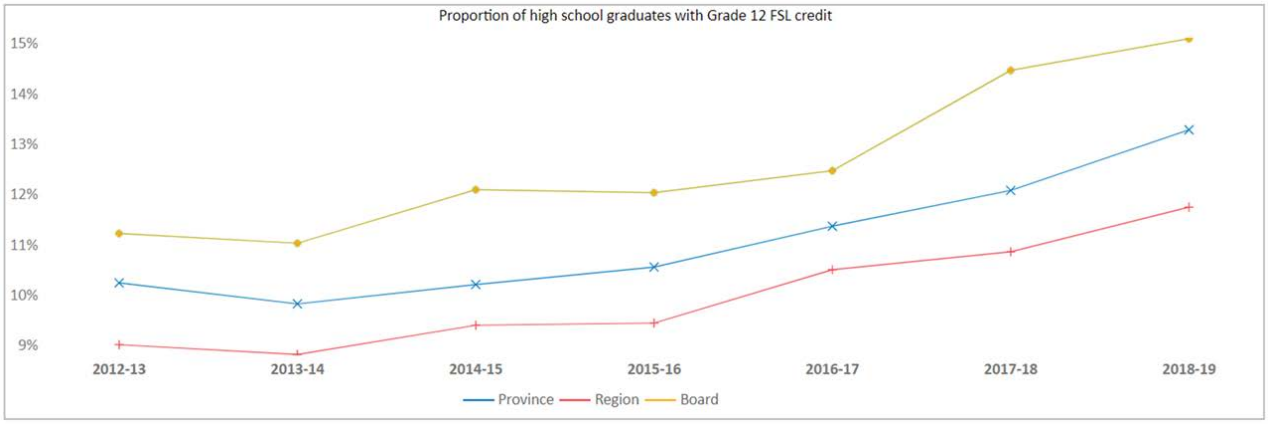
To account for these costs, some school boards have applied a student fee to offset the cost of running the DELF. While this approach addresses funding concerns, it may also present a barrier to access. Some boards have implemented a cap on the number of students who can challenge the DELF. In this context, 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* (DELF) 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 2018, 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. In 2019, the data shows similar rates for unfilled day-to-day supply 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 in 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 40% 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	25/25
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		
	FIF1DF	26/28	FIF1DF	20/28
TOTAL = 179	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 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:

Appendix A	A *Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12*
Appendix B	*Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools*
Appendix C	October 31, 2019 Enrolment Summary
Appendix D	Enrolment in DDSB FSL Programs
Appendix E	Split Grades in Dual Track and Single Track FI Schools
Appendix F	Staff Report: Scope f the FSL Review, March 2, 2020
Appendix G	DDSB FSL Literature Review
Appendix H	Summary of Staff, Parent/Guardian, Student Feedback
Appendix I	Day-to-Day Supply Unfilled
Appendix J	Percentage of French Immersion Students by School and Municipality
Appendix K	An example of a Random Selection Process – Peel DSB
Appendix L	Dual Track Capping Scenarios/Single Track Capping Scenarios61

Appendix A

CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION

2013

A FRAMEWORK FOR FRENCH AS A SECOND LANGUAGE IN ONTARIO SCHOOLS

KINDERGARTEN TO GRADE 12

reach every student

Ontario

Contents

Introduction 3
Benefits of Learning French as a Second Language 3
Influences Shaping FSL in Ontario 4
Development of the FSL Framework 5
Alignment with Ministry Policies and Initiatives 5
Organization of the Framework Document 6

1. FSL in Ontario: A Call to Action 7
A Vision for FSL 8
Goals of the Framework 8
Guiding Principles for FSL 10

2. Responding to the Call to Action 13
Strategic Focus Areas and Suggested Actions 13
Planning and Reporting on Progress in FSL 20

3. Parents and Communities as Partners in FSL 22
Parents 22
Communities 23
FSL Programs in Ontario 24
FSL in Ontario: Frequently Asked Questions 24

4. A Review of the Research 30
The Evolution of FSL Pedagogy 30
Implicit Linguistic Competence versus Explicit Linguistic Knowledge 33
FSL and the Development of First-Language Skills 34
FSL for All Learners 35
Motivation and Exposure to French Language and Culture Beyond the Classroom 36

Looking to the Future 38

Appendix A: A Summary of FSL Programs in Ontario's English-Language School Boards 39

Appendix B: Data Collection and Analysis to Support Goals for FSL 41

References 43

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 12e 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 boards[2] 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 Immersion[3] – 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 organizations[4] 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/studentsuccess/learning/

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 parents[5] 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)

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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.

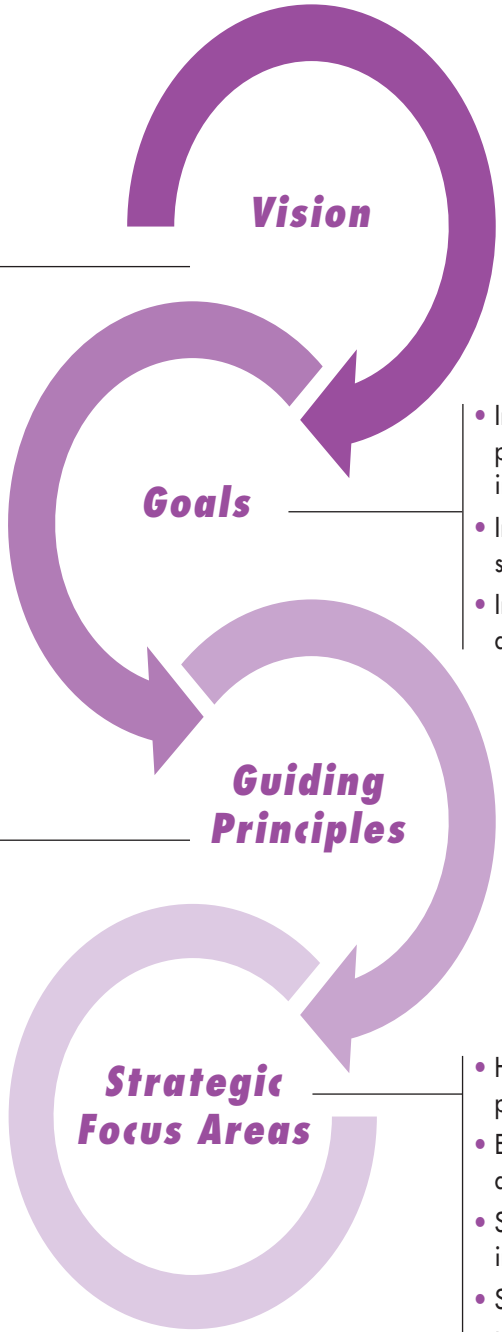
Research informs decision making by all stakeholders.

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



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

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

- FSL programs are for all students.
- 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.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Research informs decision making by all stakeholders.
- Learning FSL is a lifelong journey.

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

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 multilingual 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 models[8] 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 planning[9]

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 intervention[10]
- 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.

- 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 possible[11]
- Provide information for students and parents about opportunities for bursaries to learn French, such as the five-week intensive language–immersion course[12]
- 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 data[13] 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.

- 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/schoolsprograms/college/
www.tcu.gov.on.ca/eng/postsecondary/schoolsprograms/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).

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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	• 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.	• 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	• 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.	• 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	• 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 *The Ontario Curriculum, Grades 1–8: Language, 2006* 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.	• 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
• 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
• 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)
• 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? *(continued)*

Educators
• 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
• 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
• 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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Appendix A

CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION

2015

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*

support every child
reach every student

Ontario

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Contents

Introduction 3
Background 3
Realizing the Promise of the FSL Framework 6
Alignment with Ministry Policies and Initiatives 7
The Organization of This Document 9

1. A Review of Research and Provincial Data 10
Reviewing Research Findings 10
The Benefits of Learning French as a Second Language 11
Effective Strategies and Supports 12
Including All Students in FSL Programs 14
Reflecting on Data on FSL Enrolments in Ontario 15

2. Policies That Inform Decision Making 20
FSL Policies and Practices 20
Supporting Successful Transitions: Education and Career/Life Planning 21
Course Selection and Credit Requirements 23
Special Education Policies and Practices 24
Individual Needs and the IEP 24

3. Creating Inclusive Environments Together 30
Aligning Practices and Beliefs 30
Asking Critical Questions: A Whole-System Approach 33
Strategies and Examples of Inclusive Practices 35

Conclusion 40

Appendix A: Research-based Strategies to Support Students with Special Education Needs 41

Appendix B: Bridging the Gap from Policy to Practice 43

References 45

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*.

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.

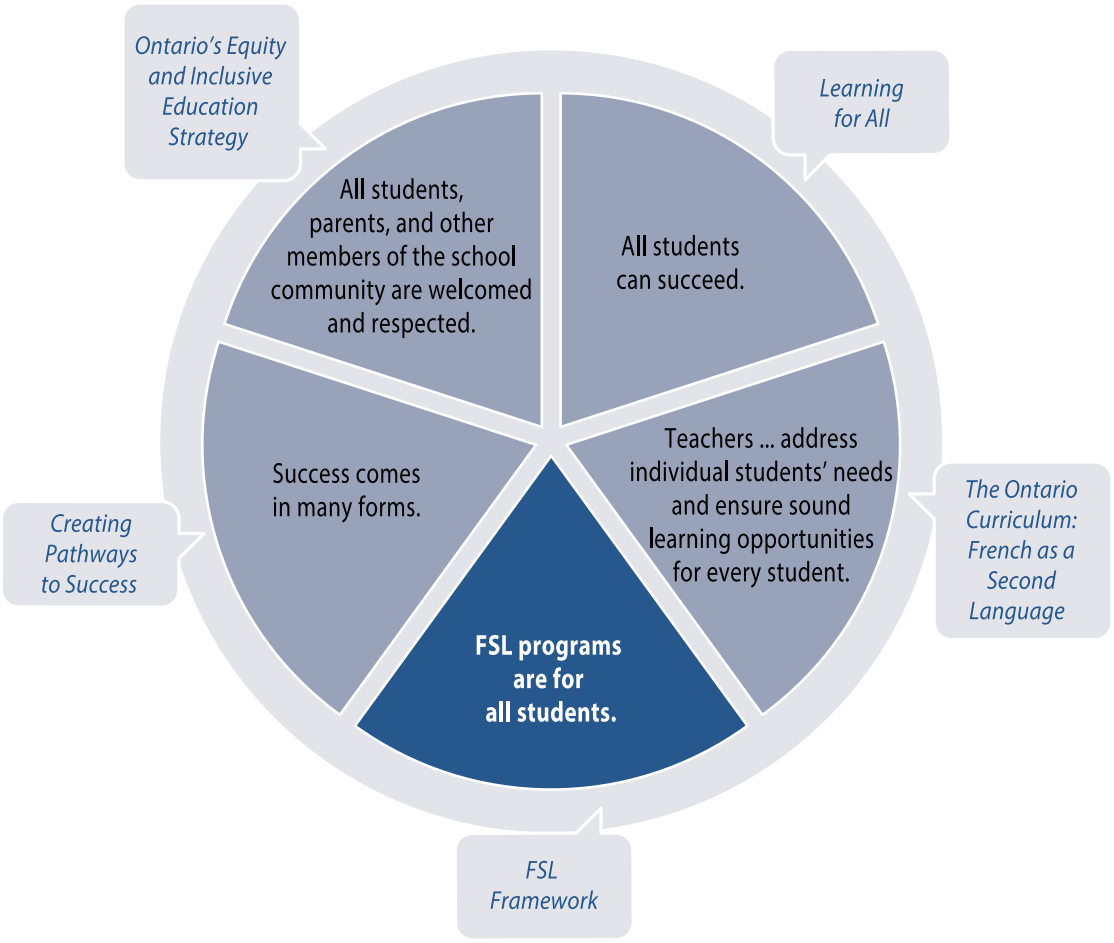
All stakeholders have a role to play in promoting inclusiveness in FSL programs. At the system level, school boards can collect data about participation and achievement in FSL; analyse trends in the participation of students, including students with special education needs, in FSL; ask questions about 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

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 Findings[3]

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

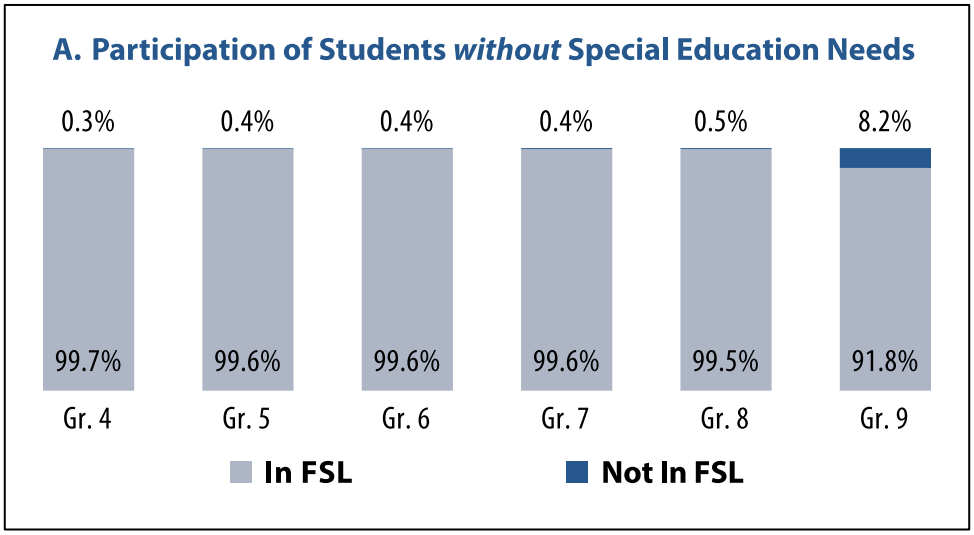
When developing appropriate practices to address issues relating to inclusion in FSL, it is useful to have access to accurate, up-to-date data on participation in FSL programs. By reflecting on such data, and the questions that arise from them, stakeholders are able to assess the need to create or revise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

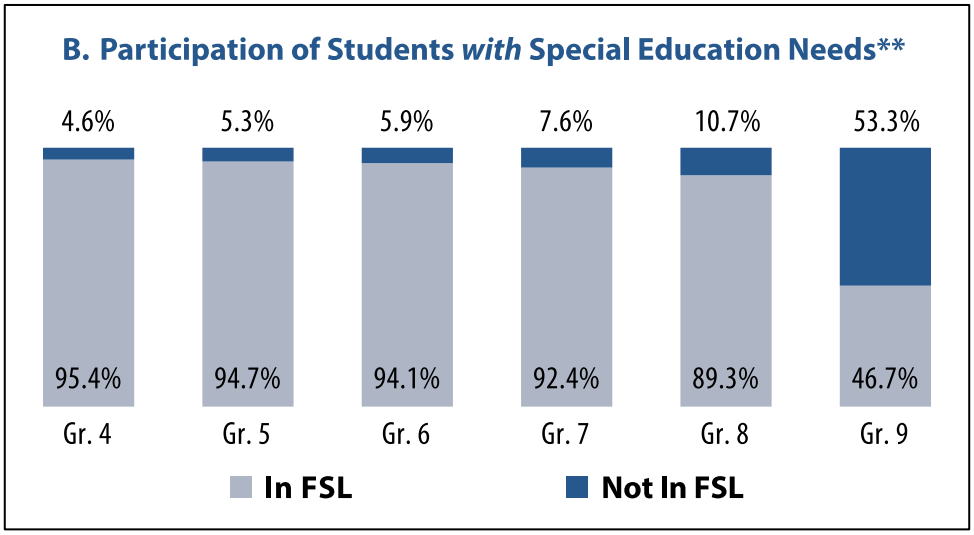
This section presents data on the enrolment of students, including students with special education needs, in FSL programs in Ontario. The data are from the 2012–13 school year, as these were the most recent data available at the time of the development of this document. They are consistent with comparable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

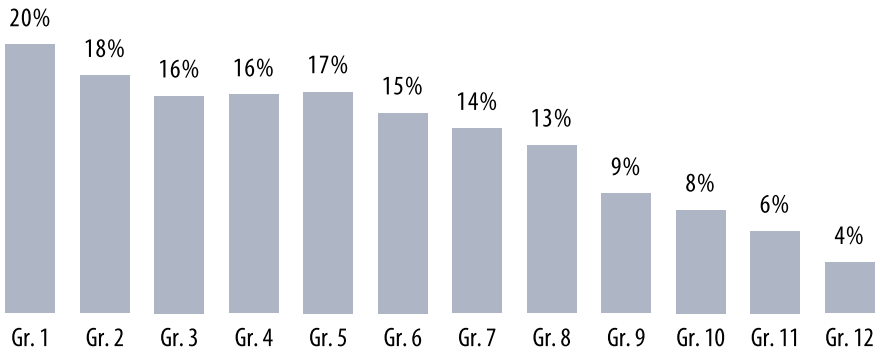
Questions for Reflection Relating to the Data in Graphs A and B

- 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?

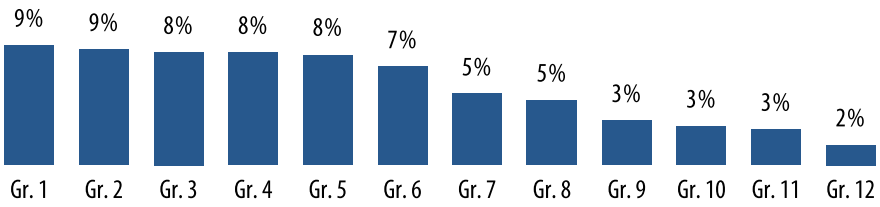
Graphs C and D show the participation in French Immersion and Extended French programs of students without (Graph C) and with (Graph D) special education needs in Grades 1 through 12. As in Graphs A and B, the data reveal a difference in participation in FSL across grades. They also reveal a consistent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

C. Participation of Students *without* Special Education Needs



D. Participation of Students *with* Special Education Needs**



* 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 studies[6] 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
• 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	• Strategic seating • Quiet setting with reduced social interaction for breaks • Sensory equipment	• 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.

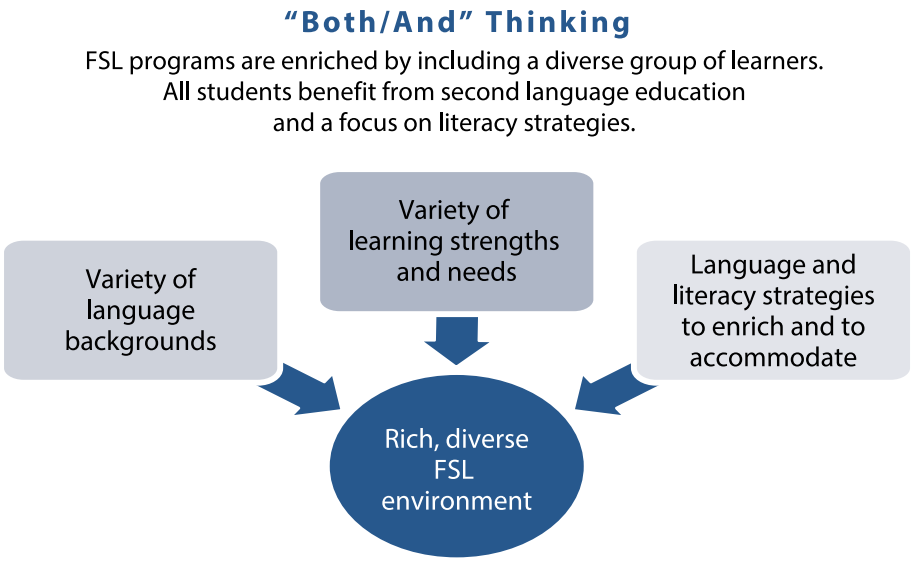
3. Creating Inclusive Environments Together

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.



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
Parents making program decisions	
How can I tell if my child will be successful in French Immersion?	• The differences between programs • The goals of each program • How teachers will assess learning • Supports available for students experiencing difficulties
Schools developing students' transition plans	
Would this student benefit from substituting a learning strategies course for Grade 9 Core French?	• 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
Boards developing policies related to inclusion in FSL programs	
Which students should take FSL?	• 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:

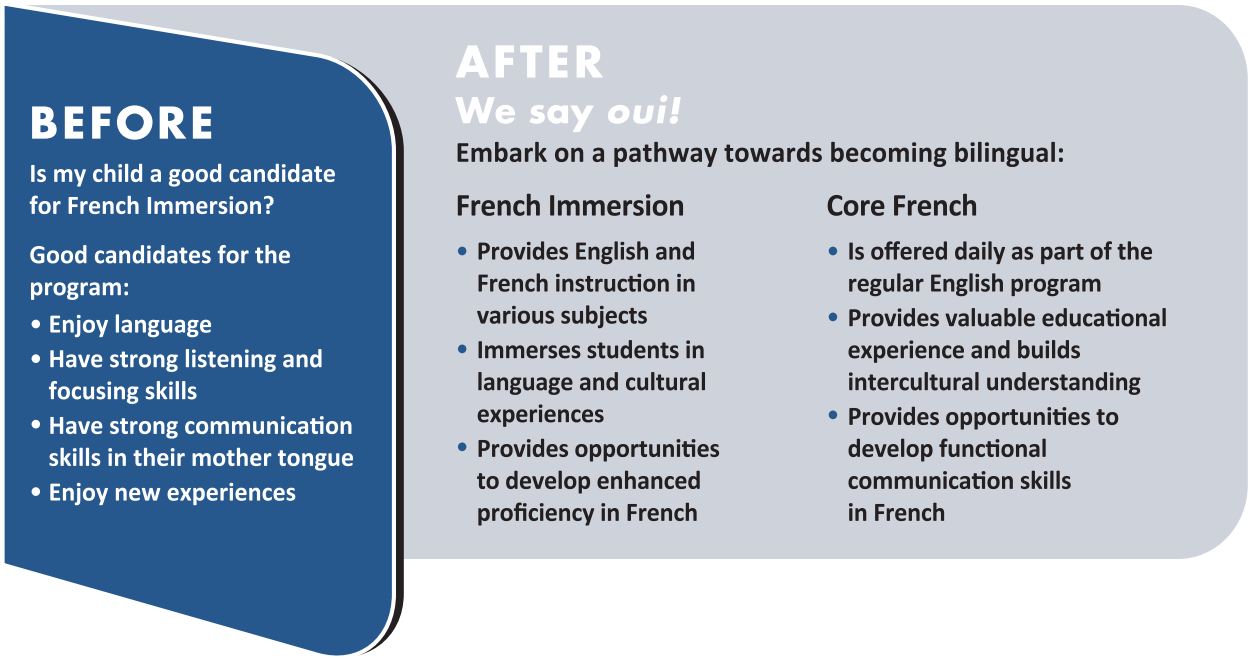
- Is accurate and relevant information available to parents about each of the available FSL programs?
- Are the messages inclusive?
- Could the information be updated to include and represent more "productive beliefs" about participation and inclusion in these programs?

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



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).

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?
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.			
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.			
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.			
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).			
Ongoing Professional Learning Ongoing training and collaboration empower FSL teachers with the *skills* to plan appropriate assessment and instruction in an inclusive environment, and the *belief* that all students can contribute to the classroom community in positive ways.			

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Appendix A

FACILITIES SERVICES
STRONG FOUNDATIONS—STRONG FUTURE

OCTOBER 31, 2019

ENROLMENT SUMMARY

DDSB Ignite Learning

Appendix A

TABLE OF CONTENTS

PAGE

ENROLMENT SUMMARY

OCTOBER 31, 2019 1
OCTOBER 31, 2018 & OCTOBER 31, 2019 ELEMENTARY 2
OCTOBER 31, 2018 & OCTOBER 31, 2019 SECONDARY 3
OCTOBER 31, 2018 & OCTOBER 31, 2019 TOTAL 4

ELEMENTARY SCHOOL ENROLMENT

CITY OF PICKERING & TOWN OF AJAX 5
TOWN OF WHITBY 6
CITY OF OSHAWA 7
TOWNSHIP OF UXBRIDGE 8
TOWNSHIP OF SCUGOG 8
TOWNSHIP OF BROCK 8
MUNICIPAL SUMMARY 9

SECONDARY SCHOOL ENROLMENT

CITY OF PICKERING 10
TOWN OF AJAX 10
TOWN OF WHITBY 10
CITY OF OSHAWA 11
TOWNSHIP OF UXBRIDGE 11
TOWNSHIP OF SCUGOG 11
TOWNSHIP OF BROCK 11
DURHAM ALTERNATIVE 11
MUNICIPAL SUMMARY 12

FRENCH IMMERSION

ELEMENTARY AND SECONDARY 13

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

CITY OF PICKERING

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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

TOWN OF WHITBY

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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

CITY OF OSHAWA

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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

TOWNSHIP OF UXBRIDGE

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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

MUNICIPAL SUMMARY

SCHOOL	JK	K	1	2	3	4	5	6	7	8	Gr.1-8 SP. ED.	TOTAL ENROL OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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

CITY OF OSHAWA					TOTAL ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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 ENROL OCT	FULL-TIME EQUIVALENT OCT	PROJ ENROL OCT	TOTAL ENROL 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).

SECONDARY SCHOOL ENROLMENT - OCTOBER 31, 2019

MUNICIPAL SUMMARY

MUNICIPALITY	9	10	11	12	TOTAL ENROL OCT 31/19	FULL-TIME EQUIVALENT OCT 31/19	PROJ ENROL OCT 31/19	TOTAL ENROL OCT 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

ELEMENTARY SCHOOL	1	2	3	4	5	6	7	8	TOTAL ENROL OCT 31/19	TOTAL ENROL OCT 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
Michaelle 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

School Year	*Elementary French Immersion Enrolment (Grades 1-8)*	
2015-2016	6401	*Elementary French Immersion enrolment has increased by 866 students over 5 years board wide. This represents a 12% increase over the last 5 years.*
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

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***
**Enrolled Semester 2 2019-2020 numbers are subject to change. Semester 2 actuals will be available in June.*							
French Immerison courses have seen a 26% increase in student enrolment over the last 5 years.							

Core French								
FSF Enrolment Over Time								
Grade	Level of Study	2015-2016	2016-2017	2017-2018	2018-2019	Semester 1 Completed	Semester 2 ***Enrolled****	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
FSF Total		***6412***	***6203***	***6257***	***6032***	***2976***	***2926***	**5902**
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
Brooklin Village	1	3	1	1
	2	3	2	1
	2/3	1	3	1
	3	2	4	1
	4	2	4/5	1
	5	2	5/6	1
	5/6	1	6	1
	6	1	6/7	1
	7	1	7/8	2
	7/8	1		
	8	1		
Total student count in split grades		70	134	
Total student count in straight grade		315	121	
Proportion of students in a split grade (%)		18%	53%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Cadarackque P.S.	1	3	1	1
	2	3	1/2	1
	2/3	1	2/3	1
	3	3	3/4	1
	4	2	4/5	1
	5	1	5/6	1
	5/6	1	6/7	1
	6	1	7/8	1
	6/7	1		
	7/8	4		
Total student count in split grades		167	171	
Total student count in straight grade		264	18	
Proportion of students in a split grade (%)		39%	90%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Captain M. Vandenbos P.S.	1	2	1/2	1
	2	1	2/3	2
	2/3	2	3/4	1
	3	1	4	1
	4	1	5	1
	4/5	1	5/6	1
	5/6	1	6	1
	6	1	7/8	2
	7	1		
	7/8	1		
	8	1		
Total student count in split grades		118	158	
Total student count in straight grade		200	90	
Proportion of students in a split grade (%)		37%	64%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
David Bouchard P.S.	1	3	1	1
	2	2	2/3	1
	2/3	2	3/4	1
	3	2	4/5	1
	4	1	5/6	1
	4/5	1	6/7	1
	5/6	1	7/8	1
	6	1		
	7	1		
	8	1		
Total student count in split grades		73	140	
Total student count in straight grade		232	46	
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
John Dryden P.S.	1	2	1	1
	2	2	1/2	1
	3	2	2/3	1
	4	1	3	1
	4/5	1	4	2
	5	1	5	2
	6	1	6	2
	7/8	2	7	2
			8	3
Total student count in split grades		66	37	
Total student count in straight grade		202	332	
Proportion of students in a split grade (%)		25%	10%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Maple Ridge P.S.	1	4	1/2	1
	2	4	2/3	1
	2/3	1	4/5	1
	3	3	5/6	1
	4	2	7	1
	4/5	1	8	1
	5	1		
	6	2		
	7/8	3		
Total student count in split grades		110	89	
Total student count in straight grade		338	56	
Proportion of students in a split grade (%)		25%	61%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
McCaskill's Mills P.S.	1	1	1	1
	2	1	2	1
	3	1	3	1
	4/5	1	3/4	1
	5/6	1	4/5	1
	7	1	5/6	1
	8	1	6/7	1
			7/8	1
			8	1
Total student count in split grades		54	122	
Total student count in straight grade		87	113	
Proportion of students in a split grade (%)		38%	52%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
R. H. Cornish P.S.	1	2	1/2	1
	1/2	1	2/3	1
	2	1	3/4	1
	2/3	1	4/5	1
	3	2	5/6	1
	4	2	6	1
	5	1	7	1
	5/6	1	7/8	2
	6	1		
	7	1		
	7/8	1		
	8	1		
Total student count in split grades		89	159	
Total student count in straight grade		257	64	
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
Southwood Park P.S.	1	4	1/2	1
	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		65	99	
Total student count in straight grade		449	19	
Proportion of students in a split grade (%)		13%	84%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Sir John A. MacDonald P.S.	1	1	1/2	1
	1/2	1	3/4	1
	2	1	4/5	1
	2/3	1	5/6	1
	3	1	7/8	1
	4	1		
	5	1		
	6	1		
	7/8	1		
Total student count in split grades		65	102	
Total student count in straight grade		110	0	
Proportion of students in a split grade (%)		37%	100%	

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

School	Grade	Class Count
Frenchman's Bay P.S.	1	4
	1/2	1
	2	4
	3	3
	4	3
	5	2
	5/6	1
	6	2
	7	2
	7/8	1
	8	2
Total student count in split grade		65
Total student count in straight grade		488
Proportion of students in a split grade (%)		12%

School	Grade	Class Count
Jeanne Sauve P.S.	1	5
	2	5
	3	6
	4	4
	4/5	1
	5	3
	5/6	1
	6	3
	7	3
	8	2
Total student count in split grade		48
Total student count in straight grade		645
Proportion of students in a split grade (%)		7%

School	Grade	Class Count
Julie Payette P.S.	1	5
	2	5
	3	4
	4	4
	5	3
	5/6	1
	6	3
	7	4
	8	3
Total student count in split grade		26
Total student count in straight grade		714
Proportion of students in a split grade (%		4%

School	Grade	Class Count
Meadowcrest P.S.	1	2
	1/2	1
	2	1
	2/3	1
	3	2
	4	1
	4/5	1
	5	1
	5/6	1
	6	1
	7/8	3
Total student count in split grade		171
Total student count in straight grade		178
Proportion of students in a split grade (%		49%

School	Grade	Class Count
Michaelle Jean P.S.	1	5
	1/2	1
	2	5
	2/3	1
	3	5
	4	4
	5	3
	5/6	1
	6	3
	7	3
	8	3
Total student count in split grade		60
Total student count in straight grade		696
Proportion of students in a split grade (%)		8%

School	Grade	Class Count
Uxbridge P.S.	1	2
	2	2
	3	2
	4	1
	4/5	1
	5/6	1
	6	1
	7	1
	7/8	1
	8	1
Total student count in split grade		82
Total student count in straight grade		218
Proportion of students in a split grade (%)		27%

School	Grade	Class Count
Walter Harris P.S.	1	4
	2	4
	3	4
	4	2
	4/5	1
	5	2
	6	3
	7	2
	8	2
Total student count in split grade		25
Total student count in straight grade		512
Proportion of students in a split grade (%		5%

DDSB Single Track French Immersion Schools	
Total student count in split grade	477
Total student count in straight grade	3451
Proportion of students in a split grade (%	12%

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 INITATED BY A STAFF REPORT OUTLINING THE SCOPE OF THE REVIEW
- THE FINAL REPORT TO BE SUBMITTED TO THE BOARD IN THE FALL OF 2020.

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***

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**

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:

- 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	o Literature Review o External School Boards FSL Reviews o Grade 11 Student Survey (examines why students are choosing to leave or remain in FSL programs) o 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

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:

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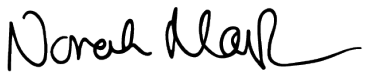
Margaret Lazarus, Superintendent of Education/Family of Schools/French Curriculum



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Norah Marsh, Acting Director of Education

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.

	Canada		**Ontario**	
Enrolment	% 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	• 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	• more exposure to Canada's two official languages • foster a greater understanding of Canadian identity and multiculturalism (are examples of a bilingual Canada)
Language	• immersed in one language – full immersion • more informal opportunities to use French (e.g., playground, hallways) • elective courses taught in French	• 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	• one school fosters its own community environment	• Students attend the neighborhood school • smaller community schools stay open due to higher enrollment at the school because of the FI program
Classes	• fewer combined grades	• FI and non-immersion students may take some courses/subjects together
Resources	• resources and funds for only one program at the school (may be cheaper) • easier for the administration to manage the budget	• more accessibility of resources for both languages (e.g., in the library, in classrooms)
Students	• less likely to succumb to peer pressure to speak English	• both FI and non-immersion students interact with each other, thus promoting tolerance and understanding
Demission	• no advantages found	• 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	• 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	• 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	• more commitment from parents/guardians (e.g., willing to drive to FI school, become involved in the School Advisory Council [SAC]	• 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	• less exposure to Canada's two official languages • less understanding of Canadian identity and multiculturalism	• 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	• students may exhibit delays in learning English oral and written language	• students are less likely to speak French outside the classroom
Community	• local non-immersion students travel further • English-only schools are perceived as o less academically rigorous o more likely to have populations that are new to Canada and from low SES backgrounds o more likely to have more students with special needs o more likely to accommodate specialized learning-needs programs • distances to a school with an English program o students may have to be bussed or walk further distances to an English single track school	• disappearance of the English program at the school • English track can be perceived as second best

Classes	• increasing demand for FI may lead to overcrowding in FI schools while space is available in English track schools • possible boundary reviews required	• more combined/triple grades
Resources	• fewer English resources	• fewer French resources • harder for the administration to manage the budget and allocate resources to two programs
Students	• students may consider themselves to be in a better program/school	• division between FI and non-immersion students
Demission	• students who withdraw from the FI program have to attend another school; more disruptive for the students	• negative perception from peers for not continuing in the FI program
Staff	• difficult to find/hire fully bilingual staff	• 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	• less involvement if school is not in the local/neighborhood area	• 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 programssupported 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 (DELF). The DELF is used by the French National Education to certify French language skills internationally. The CEFR and the DELF 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 DELF deepened student and teacher capacity and engagement. From 2014 to 2017, UGDSB students achieved 96% to 100% success rate on the DELF and 87 teachers had been trained as correcteurs.

The popularity of the DELF 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 DELF, and 70 TVDSB educators have been trained to act as scorers (Jennifer Moodie, personal communication, March 3, 2020). In 2016, 79 DDSB students the DELF. 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 DELF 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.

DELF 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 difficultcheduling the oral componentIn 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 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". Mulhing 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, Mulhing 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 schoo

Renown researcher Douglas Willms (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 Willms' 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 programing (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).

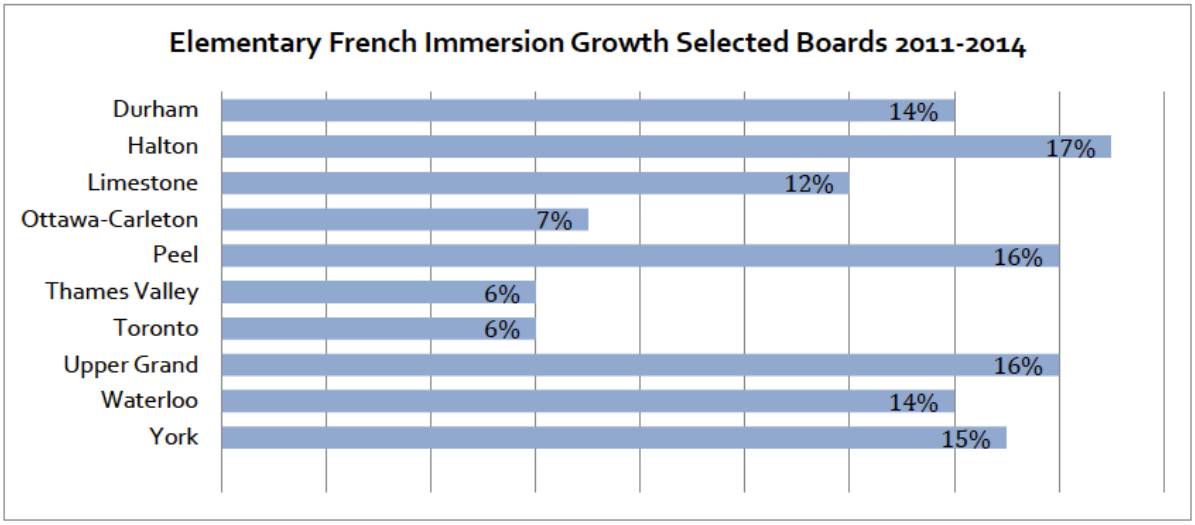


Figure (OPSBA, 2018, p. 8)

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.

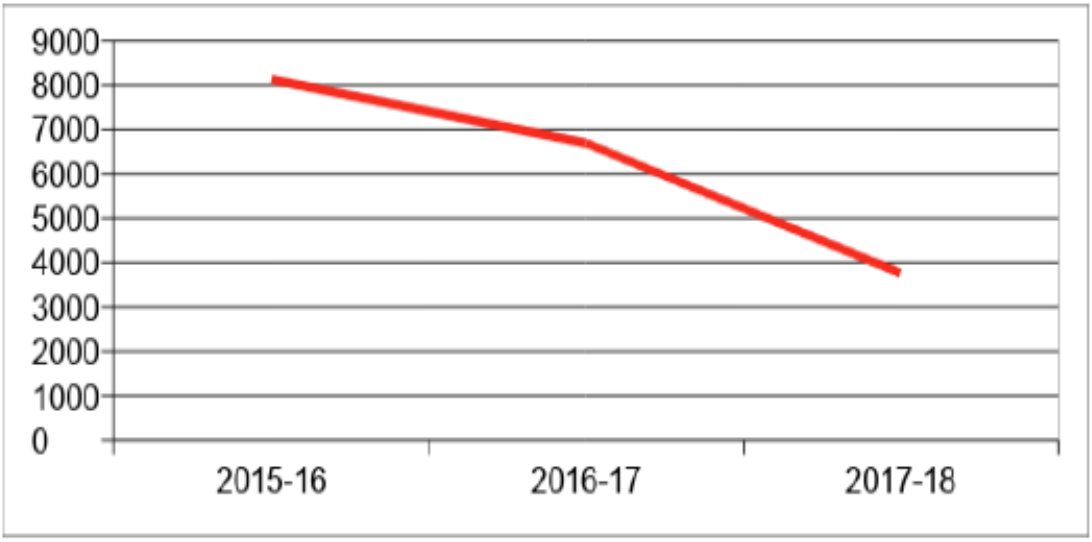
d) Teacher "shortage" and work conditions

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) echoe 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). he Office of the Commissioner of Official Languages (2019) in its investigationSeveral 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 hiringto 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 t 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 ore 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) identifie 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

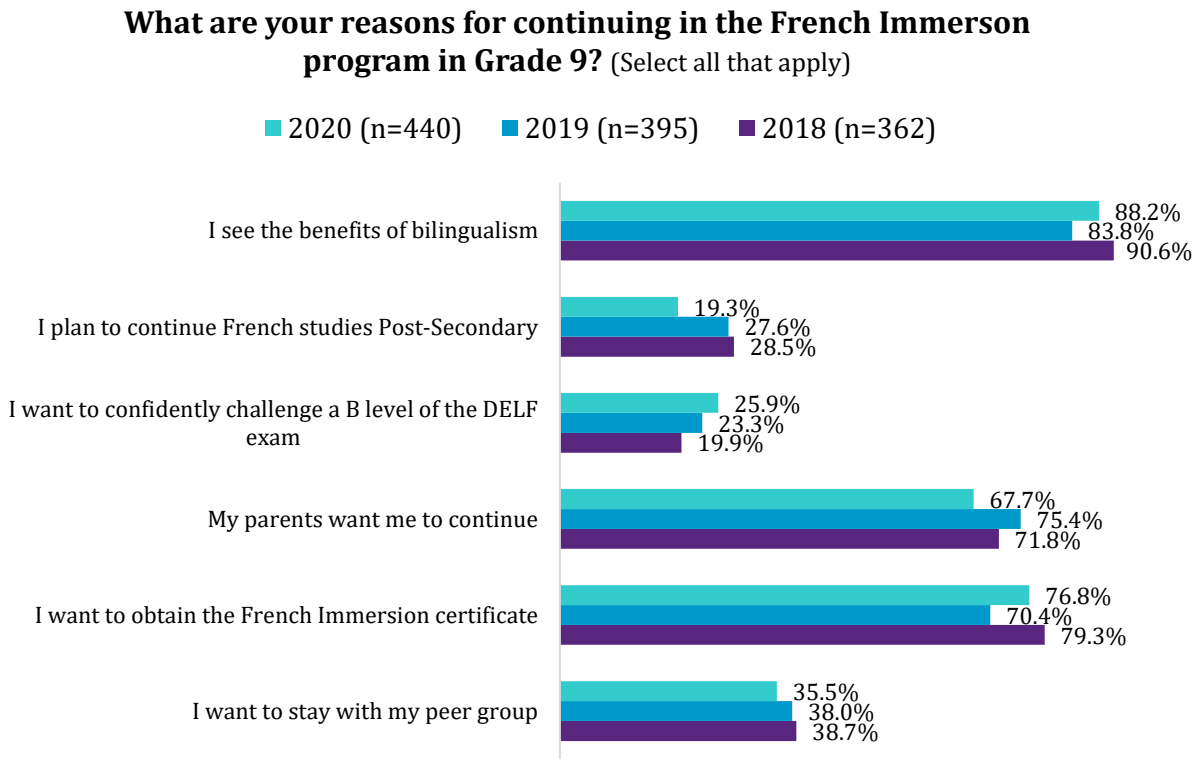
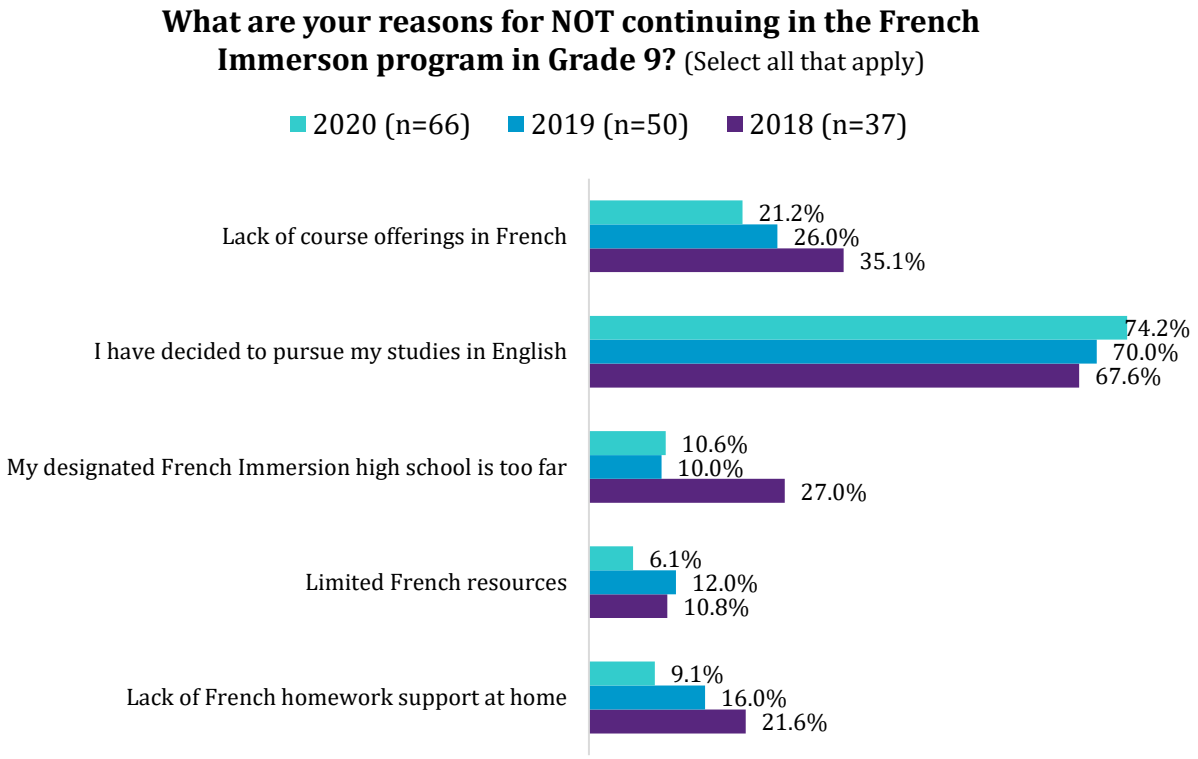


Figure 2



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.

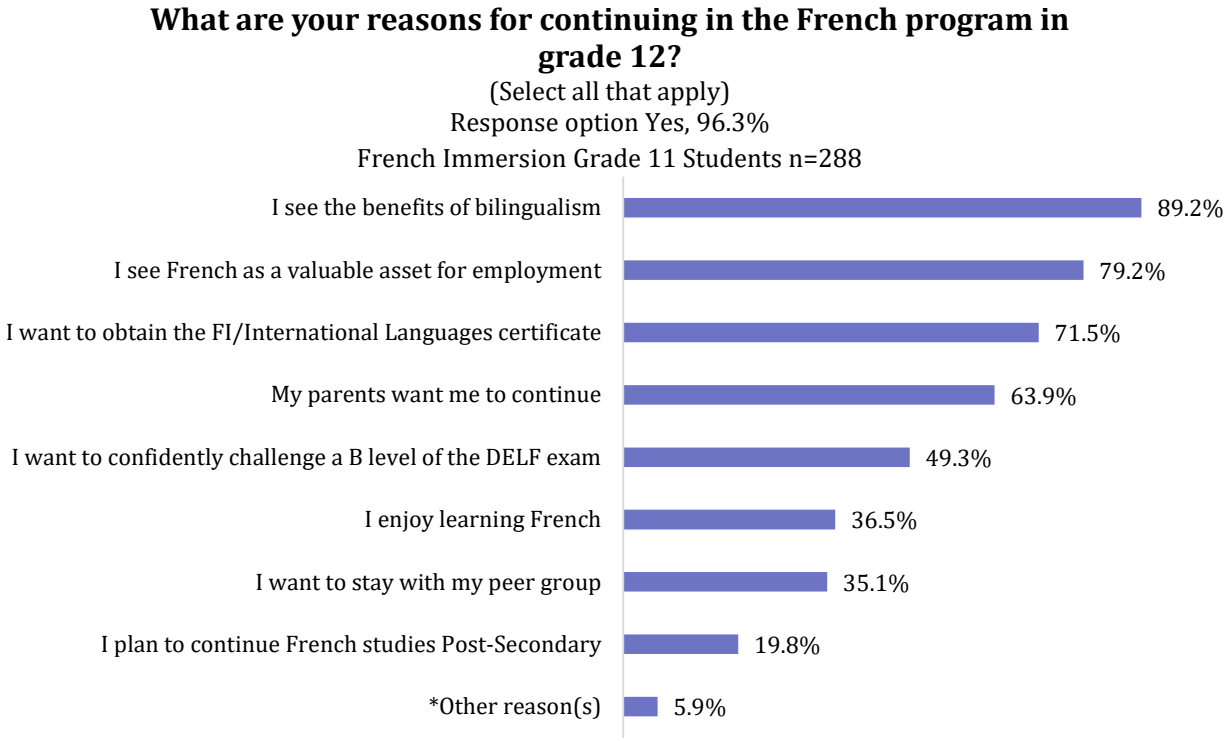
Continuation in French Immersion

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%).

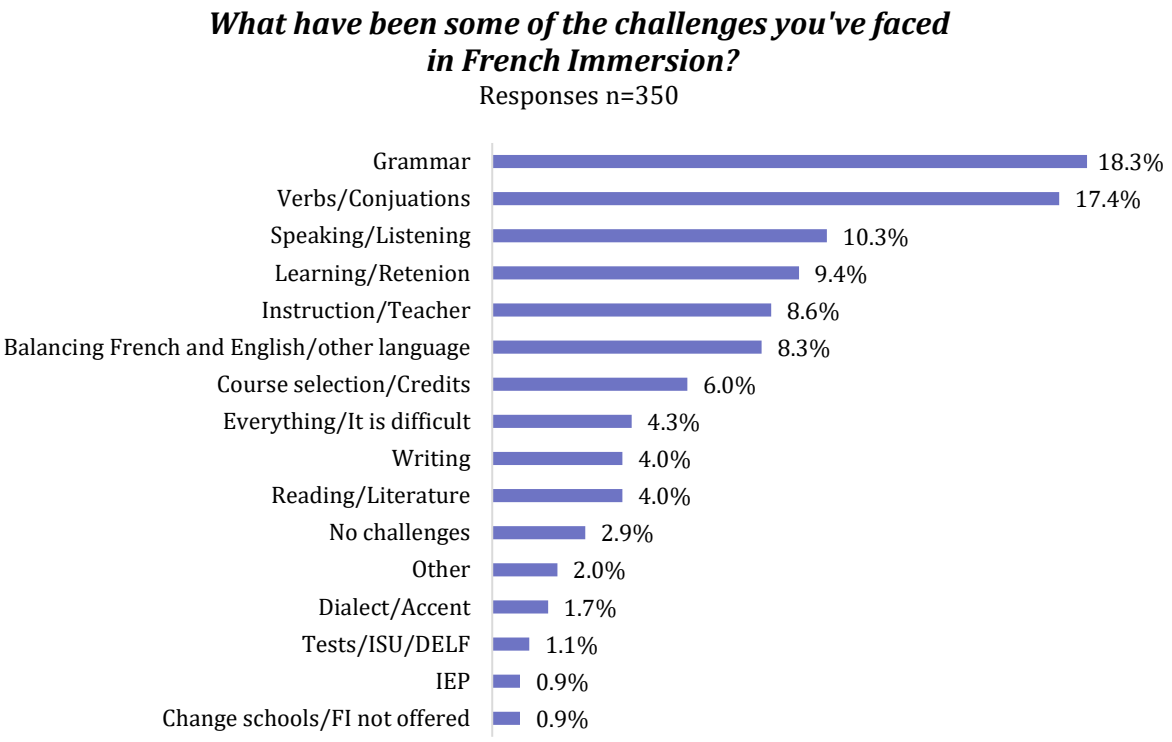
Figure 3



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

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.

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.

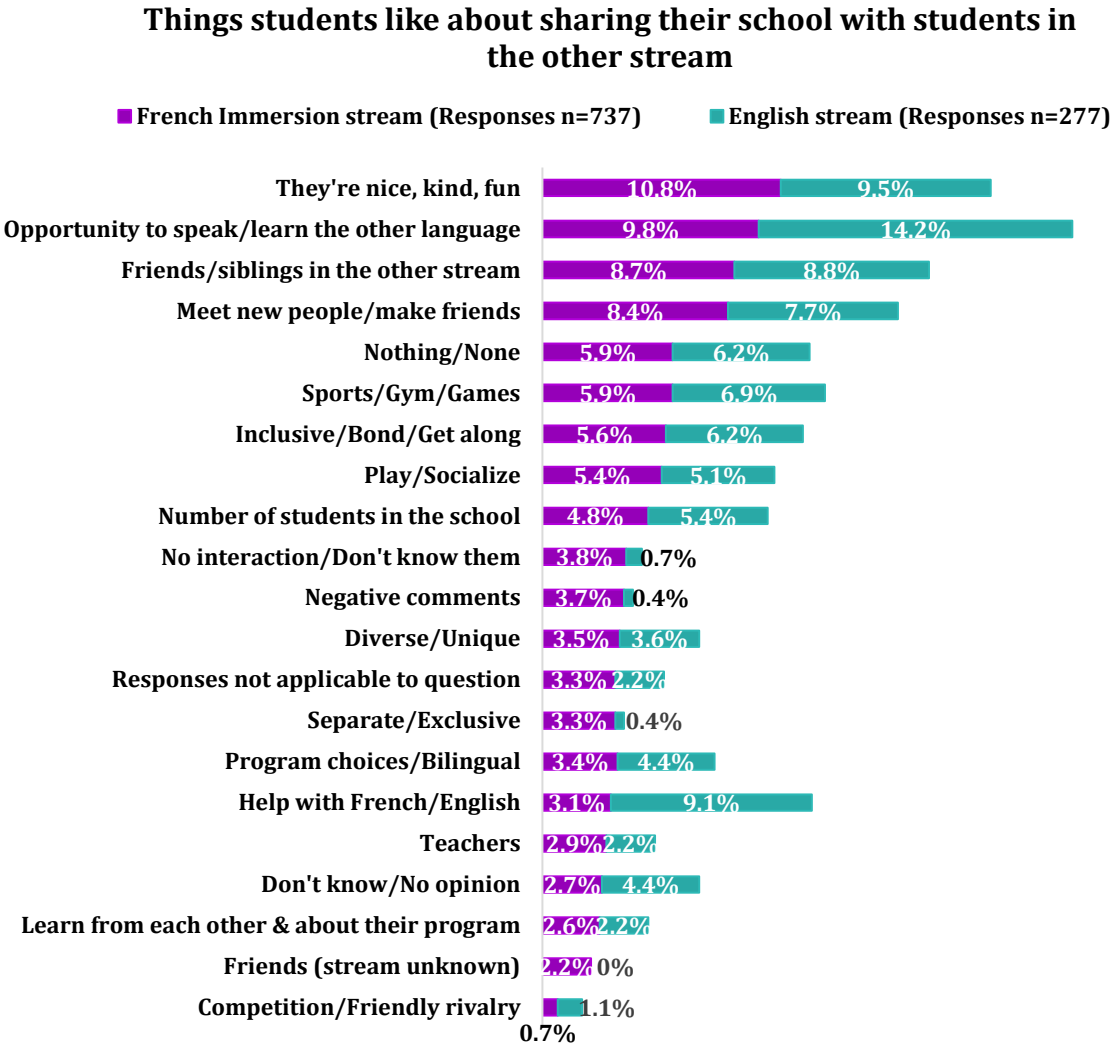
Student Survey for Dual Track FI schools

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:



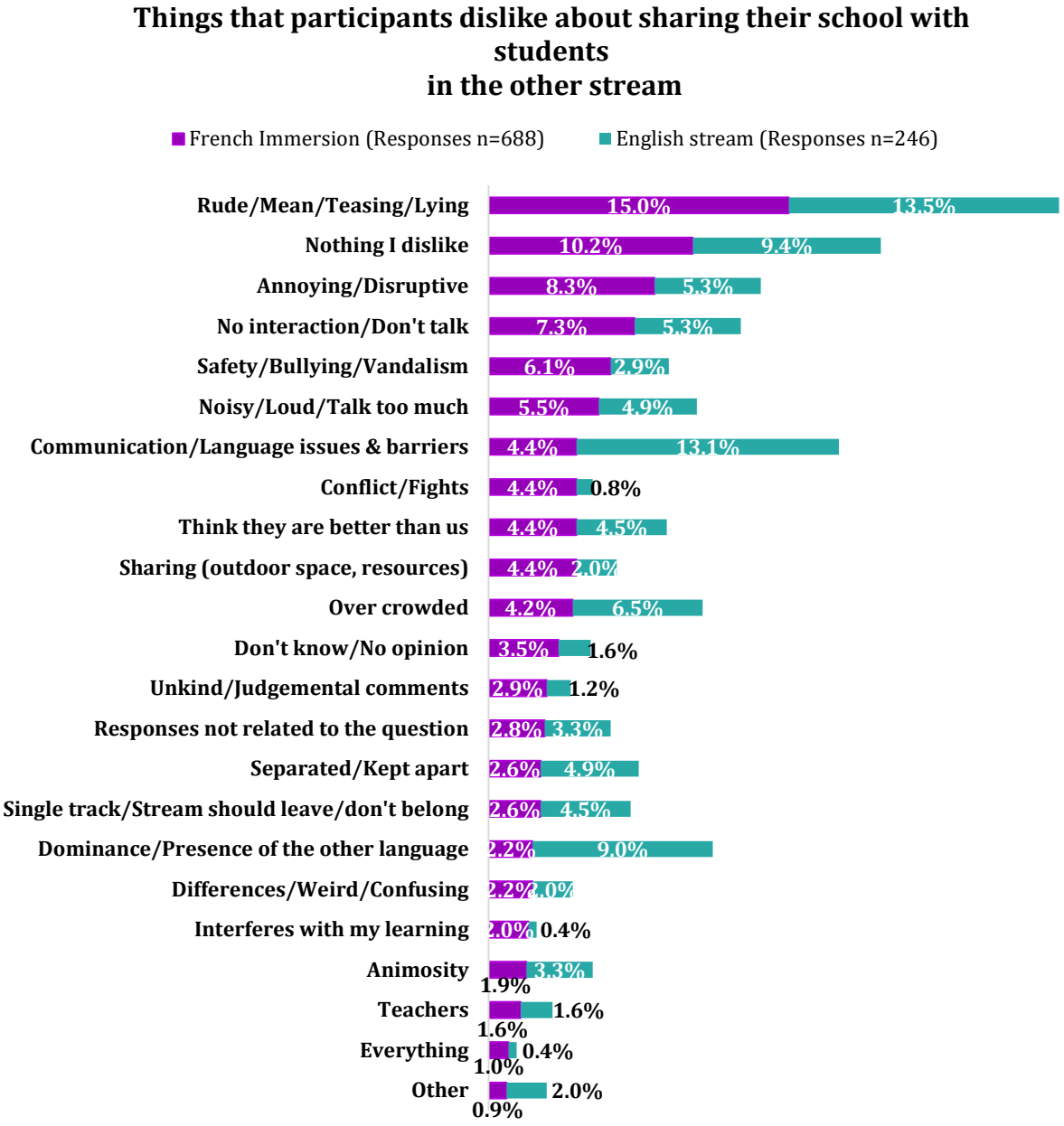
Students were asked to indicate what they did not like about sharing their school with students in the other program. The top three things students in FI said were that:

- *"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:



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

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.

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

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.

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

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

		FSL 3 Year Review - Year 3			FSL Review Staff Survey		FSL Review Parent/Guardian Survey	
Category	Questions	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 challenge... the DELF exam	26%	49%	45%			15%	13%
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%

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
Michaelle 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
Michaelle 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 Immerion 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 Muncipal 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 municpality 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.

			French Immersion Track					English Track		October 20 2020 Enrolment											
Scenario	School	TOTAL Available Classrooms	Grade 1 # of Classes (capping)	TOTAL Grade 1 Enrolment	TOTAL estimated # of classrooms required	% of French Immersion classrooms utilized	Estimated Enrolment	Classrooms Available	% of English classrooms utilized	French Immersion Enrolment	French Immersion as a % of total Enrolment	English Program Enrolment	English Program as a % of total Enrolment	TOTAL Enrolment	Capacity	Portables Currently On Site	3 year Average Current FI Grade 1 Classes	3 year Average Current FI Grade 8 Classes	3 year Average FI TOTAL Staff	3 year Average REG TOTAL Staff	3 Year Average Current 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***	2	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***	2	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***	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***	2	14	13	27
1	Cadarackque PS	26	***2***	46	12.5	48.08%	299	13.5	51.92%	441	63.82%	250	36.18%	691	570	4	***4***	3	20	10	30
2	Cadarackque PS	26	***3***	69	17.5	67.31%	416	8.5	32.69%	441	63.82%	250	36.18%	691	570	4	***4***	3	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***	1	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***	1	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***	3	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***	3	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***	2	19	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***	2	19	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***	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***	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***	2	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***	2	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***	1	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***	1	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***	2	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***	2	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	Michaelle Jeanne PS****	26	24	**3**	69	20	-6	476	-4	534	782	553	10	12	6	2	33
2	Michaelle 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 Michaelle Jeanne PS.*

NOTE: Schools highlighted in peach have average Grade 1 French Immersion classes inline with capping scenario.

Appendix A

REPORT TO: Durham District School Board

DATE: March 1, 2021

SUBJECT: Supplemental Report on FSL Review Grade 1 Capping and Additional Public Feedback Received

ORIGIN: Norah Marsh, Director of Education
David Wright, Associate Director of Corporate Services
Margaret Lazarus, Superintendent of Education, French Curriculum
Robert Cerjanec, Executive Officer (I), Communications and Public Relations
Christine Nancekivell, Chief Facilities Officer

1. Purpose

The purpose of this report is to provide supplemental information for Trustees with respect to the capping of Grade 1 enrolment in the French Immersion program, as proposed in the Draft French as a Second Language (FSL) Review Report, dated January 4, 2021, and on the additional public feedback received on the recommendations contained in the report.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Align resources to where they are most needed to support equitable outcomes for all students.
- Provide safe, inclusive and respectful learning environments which support positive academic, mental and physical growth.

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

- Engage diverse voices of parents and community members to provide feedback on the FSL Review Report

3. Background

Information in this report is being provided as supplemental information to the *Draft French as a Second Language Programming Review,* https://bit.ly/3byaUYA, presented to Trustees at the Standing Committee Meeting held on January 4, 2021. Following the feedback received at the Standing Committee Meeting, staff undertook additional public consultation between January 8 and 18, 2021 on the draft report's recommendations, as well as providing more information on the capping of Grade 1 enrolment in the French Immersion program.

4. Analysis

1.1 Historical Enrollment in French Immersion Programming

DDSB has created classes at all elementary schools offering French Immersion based on enrolment and registrations. There has not been a cap or limit placed on the number of pupils that can enroll in the French Immersion program.

Creating classes without limits has led to accommodation pressures at many schools offering French Immersion. To alleviate the accommodation pressures, boundary adjustments have occurred, new schools have been constructed or there has been the relocation of a program (part or in whole). The District has also struggled with maintaining a large enough roster of qualified French Immersion teachers to keep pace with the growth of French Immersion programming, an issue being felt by many school boards across the province. Moving forward, the Ministry of Education has also stipulated that any new school build cannot be a single-track French Immersion school. This change in Ministry policy impacts one of the key strategies the DDSB has used to manage enrollment pressures from French Immersion.

The following is a list of schools that have been impacted by changes related to French Immersion programming, over the last several years:

- 2009 Brooklin Village PS
- 2009 Romeo Dallaire PS and Cadarackque PS
- 2013 Meadowcrest PS and Brooklin Village PS
- 2013 David Bouchard PS, Walter E. Harris PS and Seneca Trail PS
- 2014 Maple Ridge PS, Frenchman's Bay PS, Sir John A. Macdonald PS
- 2014 Pickering HS and Dunbarton HS
- 2015 Sinclair SS and Donald A. Wilson SS
- 2015 Michaëlle Jean PS and Romeo Dallaire PS
- 2016 Julie Payette PS and John Dryden PS
- 2016 Seneca Trail PS and Jeanne Sauvé PS

Capping enrolment annually will assist in the management of future growth within the program and provide the DDSB with the opportunity to strategically manage the growth of the program proportionately to the growth of the District. In doing so, the District is ensuring that quality French programming can be planned for and achieved despite shortages of French teachers in Ontario and accommodation pressures.

The capping of Grade 1 enrolment needs to consider the following factors:

- Overall Grade 1 enrolment
- Building capacity in the system
- Grade 7 and 8 enrolment viability
- Growth areas within the region
- Balance between the regular program and French Immersion program at dual track schools

Enrolment within French Immersion is not static. There will be variation in the number of Grade 1 classes offered at each school offering French Immersion, based on the various factors noted above. As any capping would take a phased-in approach, there would be management in the number of French Immersion classes in the elementary panel, year-over-year.

Capping would see Grade 1 enrolment at each school offering French Immersion limited to a percentage of the overall Grade 1 enrolment within its French Immersion boundary. There would be an annual review of enrolment, tied to enrolment projections, to determine the capping figure.

The number of Grade 1 classes offered at schools that have enrolment growth within their boundaries would increase the number of classes offered in relation to the overall Grade 1 enrolment within the boundary area. Conversely, if enrolment declines within an area, the number of Grade 1 classes would be reduced.

The following list includes the current French Immersion schools acting as holding schools for enrolment from new development areas:

- Frenchman's Bay PS (Pickering) – Seaton
- Captain Michael VandenBos PS (Whitby) – West Whitby
- Brooklin Village PS and Meadowcrest PS (Whitby) – Brooklin expansion
- Jeanne Sauvé PS (Oshawa) – North Oshawa

These are the schools where there will be substantial growth due to new development. The need to increase the number of Grade 1 French Immersion classes over time, in relation to the growth, will justify the need for future dual track schools within the new development areas.

The following two charts, one for single track and one for dual track schools, (using 2019 enrolment data) show what the number of Grade 1 classes would have been, if capped at 20% and 25% of total Grade 1 enrolment within each school boundary area.

Dual Track French Immersion schools

		a	b	c=(a*.20)	d=(a*.25)	e=(c-b)	f=(g-b)	g	h=(c/20)	i=(d/20)	j=(h-g)	k=(i-g)
School	Capacity	Total 2019 Grade 1 Enrolment within French Immersion Boundary	2019 Grade 1 French Immersion Enrolment	20% of Total Grade 1 Enrolment within French Immersion Boundary	25% of Total Grade 1 Enrolment within French Immersion Boundary	Difference at 20%	Difference at 25%	Actual 2019 Number of Grade 1 French Immersion classes	Number of classes if 20% of Total Grade 1 Enrolment	Number of classes if 25% of Total Grade 1 Enrolment	Difference in classes based on 20%	Difference in classes based on 25%
Brooklin Village PS	674	180	64	36	45	-28	-19	3.0	2.0	2.5	-1.0	-0.5
Captain M VandenBos PS	619	111	43	22	28	-21	-15	2.0	1.0	1.5	-1.0	-0.5
Cadarackque PS	570	340	63	68	85	5	22	3.0	2.5	4.5	-0.5	1.5
David Bouchard PS	602	457	56	91	114	35	58	3.0	4.5	6.0	1.5	3.0
John Dryden PS	639	157	46	31	39	-15	-7	2.0	1.5	2.0	-0.5	0.0
Maple Ridge PS	441	313	74	63	78	-11	4	4.0	3.0	4.0	-1.0	0.0
McCaskills Mills PS	441	112	21	22	28	1	7	1.0	1.0	1.5	0.0	0.5
RH Cornish PS	639	169	48	34	42	-14	-6	2.5	1.5	2.0	-1.0	-0.5
SJA Macdonald PS	489	144	30	29	36	-1	6	1.5	1.5	2.0	0.0	0.5
Southwood Park PS	639	252	81	50	63	-31	-18	4.0	2.5	3.0	-1.5	-1.0
TOTALS	**5,753**	**2,235**	**526**	**447**	**559**	**-79**	**33**	**26.0**	**21.0**	**29.0**	**-5.0**	**3.0**

Single Track French Immersion schools

		a	b	c=(a*.20)	d=(a*.25)	e=(c-b)	f=(g-b)	g	h=(c/20)	i=(d/20)	j=(h-g)	k=(i-g)
School	Capacity	Total 2019 Grade 1 Enrolment within French Immersion Boundary	2019 Grade 1 French Immersion Enrolment	20% of Total Grade 1 Enrolment within French Immersion Boundary	25% of Total Grade 1 Enrolment within French Immersion Boundary	Difference at 20%	Difference at 25%	Actual 2019 Number of Grade 1 French Immersion classes	Number of classes if 20% of Total Grade 1 Enrolment	Number of classes if 25% of Total Grade 1 Enrolment	Difference in classes based on 20%	Difference in classes based on 25%
Frenchman's Bay PS	650	294	87	59	74	-28	-14	4.5	3.0	3.5	-1.5	-1.0
Jeanne Sauvè PS	576	421	96	84	105	-12	9	5.0	4.0	5.0	-1.0	0.0
Julie Payette PS	668	540	98	108	135	10	37	5.0	5.5	7.0	0.5	2.0
Meadowcrest PS	285	218	46	44	55	-2	9	2.5	2.0	3.0	-0.5	0.5
Michaëlle Jeanne PS	553	434	107	87	109	-20	2	6.0	4.5	5.5	-1.5	-0.5
Uxbridge PS	466	167	44	33	42	-11	-2	2.0	2.0	2.0	0.0	0.0
Walter E Harris PS	443	514	76	103	129	27	53	4.0	5.0	6.5	1.0	2.5
TOTALS	**3,641**	**2,588**	**554**	**518**	**647**	**-36**	**93**	**29.0**	**26.0**	**32.5**	**-3.0**	**3.5**

1.2 Capping of French Immersion Grade 1 Enrolment

Registration for the capped French Immersion grade 1 classes would be conducted through a random selection of registrations at each school. Schools that have fewer registrations than their capped number, would have the potential to accommodate pupils from out of area. The annual random selection of registration would occur for each school through a registration window that would be well promoted to ensure parental awareness of the registration dates. The selection of students for all locations will occur on a specific day and all families would be notified at the same time.

The DDSB out of area process would apply (Permission to Enrol a Resident Internal Student) and transportation would not be provided, with a random selection of out of area applications would occur. This would allow pupils to enter the program that otherwise would not have been randomly selected within their designated boundary area to maximize the number of students who can enter the French Immersion program.

To further balance enrolment, boundary adjustments may need to occur. With a phased-in approach, it would be prudent to allow 3 to 5 years of the phase-in to occur before adjusting boundaries. Within that time, enrolment trends under the new process would start to emerge and assist with understanding the adjustments needed.

The following charts are examples of 20% and 25% capping at four schools. The data in the tables shows the existing projections along with the projections if capping were in place.

Maple Ridge PS

	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
Year	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	219	448	667	74	219	448	667	74	219	448	667	74
2020	218	456	674	60	218	454	672	58	214	474	688	78
2021	224	484	708	60	224	480	704	58	216	520	736	78
2022	241	500	741	60	241	494	735	58	229	554	783	78
2023	252	511	763	60	252	503	755	58	236	583	819	78
2024	269	512	781	60	269	502	771	58	249	602	851	78

RH Cornish PS

	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
Year	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	304	345	649	48	304	345	649	48	304	345	649	48
2020	294	335	629	40	297	328	625	33	294	337	631	42
2021	262	329	591	40	268	315	583	33	262	333	595	42
2022	252	337	589	40	261	316	577	33	252	343	595	42
2023	245	331	576	40	257	303	560	33	245	339	584	42
2024	234	322	556	40	249	287	536	33	234	332	566	42

Sir John A. Macdonald PS

	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
Year	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	163	183	346	30	163	183	346	30	163	183	346	30
2020	166	180	346	30	166	180	346	30	166	186	352	36
2021	164	195	359	30	164	195	359	30	164	207	371	36
2022	159	208	367	30	159	208	367	30	159	226	385	36
2023	153	212	365	30	153	212	365	30	153	236	389	36
2024	148	226	374	30	148	226	374	30	148	256	404	36

** Currently trending 20%*

Southwood Park PS

	Existing 2020 Projections				Projection with 20% Capping				Projection with 25% Capping			
Year	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #	English	French Immersion	TOTAL	Gr 1 #
2019 actual	199	511	710	81	199	511	710	81	199	511	710	81
2020	184	503	687	76	191	477	668	50	187	490	677	63
2021	172	522	694	76	186	470	656	50	178	496	674	63
2022	168	543	711	76	189	465	654	50	177	504	681	63
2023	153	560	713	76	181	456	637	50	165	508	673	63
2024	149	574	723	76	184	444	628	50	164	509	673	63

1.3 Public Feedback on Draft Report Recommendations

The FSL Review Draft Report was presented to the Board of Trustees at Standing Committee on January 4, 2021. As part of the FSL Review's ongoing public consultation process, which included surveys, Thoughtexchanges, and online gatherings over the past 14 months, an additional opportunity was provided to community members to provide feedback on the draft report and recommendations through the designated FSL Review email address. The FSL Review Committee sent a direct email to anyone who had participated in the virtual consultation process. In addition, an invitation to participate was sent out to school communities, and submissions were accepted from January 8 to 18, 2021.

A total of 37 emails were received at fsl@ddsb.ca. The Accountability and Assessment department assigned a general designation on the comments provided regarding whether they expressed strong opposition or acceptance of the FSL Review and strong opposition or acceptance to at least one or more of the recommendations:

- sixteen emails expressed strong opposition to at least one or more of the recommendations;
- nine emails accepted at least one or more of the recommendations and recognized the need for change;
- eight emails posed questions and concerns regarding one or more of the recommendations; and
- four emails offered ideas and suggestions regarding the recommendations for FSL programming.

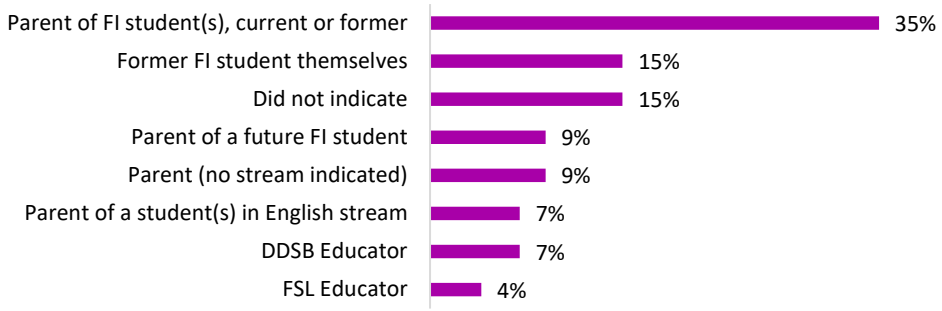
<u>Participant Characteristics</u>

Participants were not required to share any personal details; however, many of those who emailed commented on their connection to and interest in the FSL programs. A summary of these details is presented in the following figure to describe who shared feedback about the draft report and recommendations.

Figure 1

Characteristics of participants

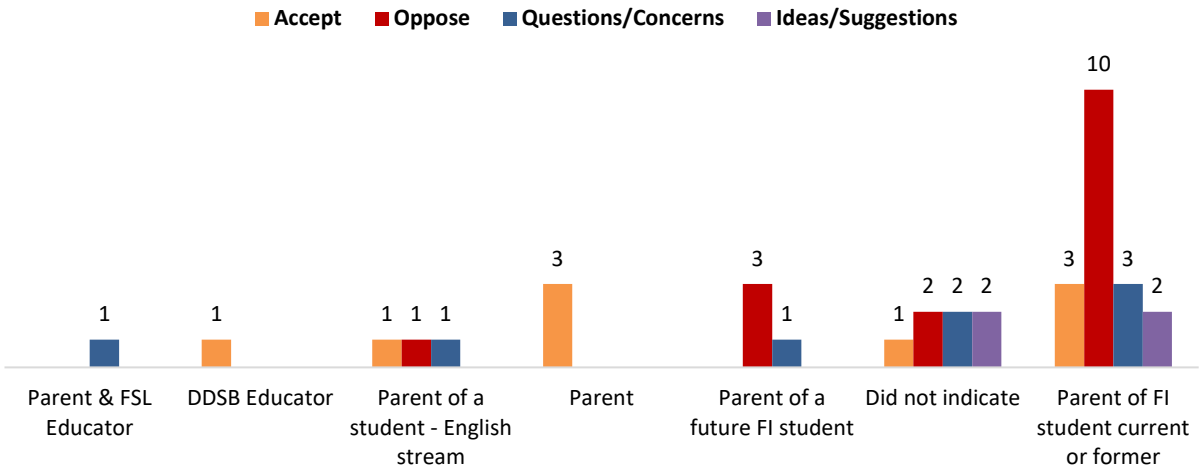
Responses n=46



Note: There are more responses (46) than emails (37) because some participants indicated they had many different connections to the FSL programs. For example, an email may include comments such as "As a parent…" followed by "As a teacher…" later in the same email.

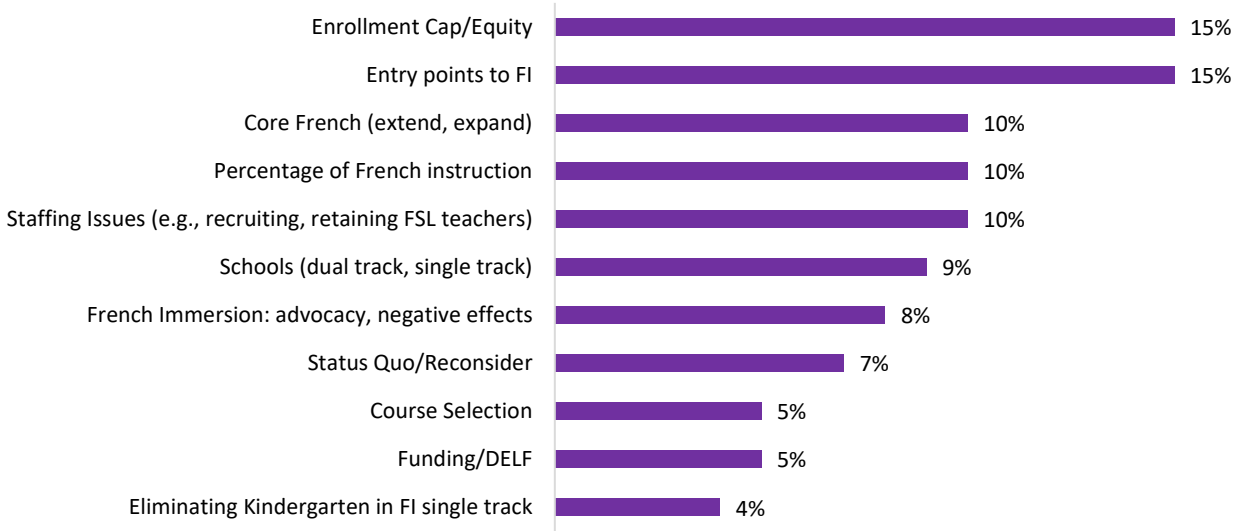
The following figure presents a more detailed summary of the kind of feedback that each participant group shared.

Figure 2
General view of FSL Review and recommendations
n=37



Further analysis of the feedback highlighted common topics that were discussed in the shared emails. The following graph presents each of the issues by the percentage of emails that mentioned them. This graph has been sorted from most to least commonly mentioned topic. A topic mentioned more frequently does not mean it is more important, but it does indicate the issues that are more top-of-mind for those sharing feedback. Please see Appendix A for an overall summary of the comments shared.

Figure 3
Topics and subjects expressed by theme
Responses n=106
n=37



5. Financial Implications

This review has been conducted to ensure quality French programming continues to thrive within the DDSB and was not conducted with a view for savings. However, with the capping of Grade 1 French Immersion enrolment, there could be a reduction in the number of portable classrooms required at schools offering French Immersion programming. On average, it costs $17,000 to relocate a portable from one site to another, and an average annual cost of $7,000 to operate a portable. For the 2019 school year, there were 29 portables relocated within the elementary panel, of which 6 were related to French Immersion. For the 2020 school year, there were 27 portables relocated within the elementary panel, of which 3 were related to French Immersion.

6. Evidence of Impact

The necessity of managing future growth within the French Immersion program would include a reduction in French Immersion driven accommodation pressures at schools where the program is offered, as well as helping to ensure a suitable number of qualified teachers are available to support the sustainability of high-quality French language instruction.

7. Conclusion

This supplemental report is provided to the Board of Trustees for information and feedback prior to a final report being presented to the April 19, 2021 Board Meeting.

Capping the number of Grade 1 French Immersion classes will help ensure that there is a more balanced and managed enrolment within the English and French Immersion programs at dual track schools and will help control the over-utilization of schools.

Tying the number of available French Immersion classes to the overall Grade 1 enrolment within the school boundary as well as the random selection method of entering the program, will ensure ongoing equitable access to the program.

Without managing French Immersion enrolment, the projected increase in the program will lead to both an insufficient number of qualified teachers, as well as ongoing accommodation pressures at many schools offering French Immersion.

8. Appendices

Appendix A – Summary of Public Feedback Received on Draft FSL Review Recommendations and Report

Report reviewed and submitted by:

_____

Norah Marsh, Director of Education

_____

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

_____

Robert Cerjanec, Executive Officer (I), Communications and Public Relations

_____

David Wright, Associate Director of Corporate Services

APPENDIX A

Summary of Public Feedback Received on Draft FSL Review Recommendations and Report

FSL Review 2020-2021

Additional Public Feedback Received

Introduction

A Draft FSL Review Report was presented to the Board of Trustees at the Standing Committee Meeting on January 4, 2021. As part of the FSL Review's ongoing public consultation process, which included surveys, Thoughtexchanges, and online gatherings over the past 14 months, an additional opportunity was provided to community members to provide feedback on the draft report and recommendations through the designated FSL Review email address. The FSL Review Committee sent a direct email to anyone who had participated in the virtual consultation process. In addition, an invitation to participate was sent out to school communities, and submissions were accepted from January 8 to 18, 2021.

A total of 37 emails were received at fsl@ddsb.ca. Due to the number of responses submitted, it may not be entirely representative of the feedback received through previous consultations on FSL programming at the Durham District School Board (DDSB). While not all, some of the additional feedback received has been addressed in the supplementary report and in the draft report presented.

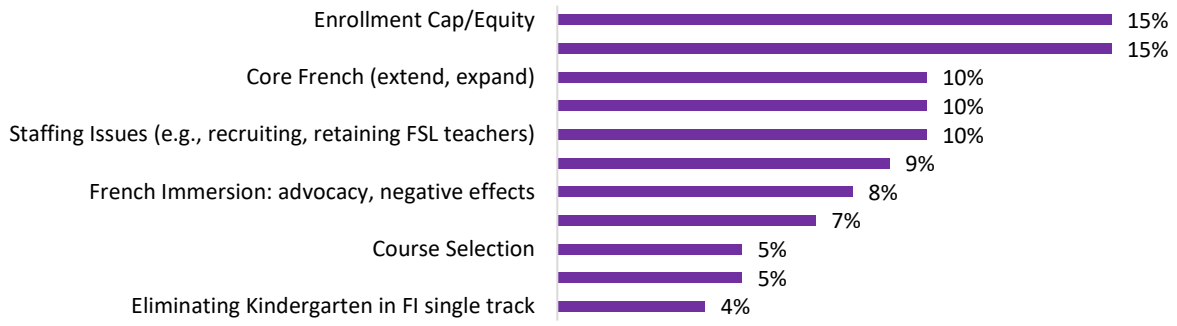
The assigned themes below represent the various topics and subject matter discussed in the correspondence received and reflect opposition, acceptance, questions and concerns, as well as alternative suggestions and ideas.

Figure 3

Topics and subjects expressed by theme

Responsens n=106

n=37



Enrollment Cap/Equity (15%)

Those opposed to an enrollment cap for the French Immersion program focused on whether this program should be available to all students because Canada is a bilingual country. Several participants pointed out that under a random selection process, students who would be most likely to stay with the program to graduation (e.g., students with parents who speak French) could be denied that opportunity because they were not selected. They expressed a sense of unfairness that those students would be turned away, while other students whose success in the program was less than certain would be accepted.
The notion of restricting enrollment was viewed as inequitable regardless of the criteria or capping method used to implement this recommendation.

Participants also expressed concern over the difficulties that families could experience if one of their children were accepted into the French Immersion program, but their other children were not selected. This scenario is compounded if it involves having to send their children to different schools.

It was proposed that applying a cap to the FI program would unintentionally make it susceptible to elitism. Several inequitable practices were envisioned to obtain access to the program, such as families misrepresenting their address or families with the means to drive their children to move across school boundaries to gain access to schools with openings in their FI program. Another parent expressed concern that a "*sense of superiority*" could be associated with successful enrollment into the FI program.

Several questions around a potential cap highlight the need for more information to describe the process and make it easier to understand how it would work. In particular, those who shared feedback were interested in knowing:

- How will a cap be determined?
- Will there be a preference for students who have a sibling already attending the FI program?
- Which of the various options cited in the document will be adopted?
- What will the registration or application process look like?

The enrollment process was also seen as a place where inequitable practices could emerge. Issues like online registration can disadvantage families who do not have access to the internet or unreliable access. One participant highlighted the difficulties that in-person registration had on single-parents, citing a scenario in which they might be required to camp out for an extended period (overnight) with their children to make an application.

Entry points to FI (15%)

The recommendation for a grade 2 entry-point was supported by many participants who referenced the benefits of introducing French at an early age to maximize language acquisition. One person felt that two years of schooling (Kindergarten and Grade 1) before entering FI would allow students to adjust to the learning environment and acquire necessary subject skills in English. On the other hand, others felt that a grade 2 or grade 4 start was too late and preferred children begin French in the early years (Kindergarten or Grade 1), stating that the longer the delay for the introduction of a language, the greater the challenges and difficulties students will experience.

Concerns were raised about the viability of a single-entry point for the FI program. Suppose restrictions were placed on the initial enrollment. In that case, there could be unintended consequences such as split grades at the intermediate level (Grades 5-8) as some students might transfer out of the program over time. Multiple entry-points for the FI program were seen as a better approach, with later entry seen as a favorable option, particularly if paired with an extended/enhanced Core French program. It was suggested that this would afford students who excel or enjoy learning French the opportunity to transfer into FI.

Core French (extend, expand) (10%)

The possibility of expanding or enhancing the Core French program was well received by those who shared their feedback. Many expressed their enthusiastic support for the introduction of French starting in Grade 1. One parent of a FI student felt that this would be very beneficial, as it can act as a bridge to FI in grade 2 and affords families who may choose the English program for their children to have the opportunity to learn French. This approach was also suggested as a possible alternative to capping enrollment in FI. If a quality Core French was available, then the demand for full Immersion may not be as high.

Some felt that this recommendation was the natural progression of bilingualism, that both official languages should be taught throughout the elementary grades. Participants anticipated that this proposal had tremendous potential for success and may influence students to continue their French studies into secondary school.

Several questions were raised to revise the FSL curriculum and instruction hours to better align with Core French's proposed expansion. It was mentioned that more thought might be needed about how these changes could be implemented and what effects they might have on the FI program. Although support was strong for this recommendation, parents of FI students were concerned that improvements to the Core French program could come at the FI program's expense. Concerns were also shared about how this could impact FSL staffing. Could it make the existing staff shortage worse? Will this be a risk to student success; does this potentially affect comprehension levels and French proficiency of FI students adversely?

Percentage of French instruction (10%)

There was strong opposition to the proposed reduction of French instruction. Many parents of current FI students stress the importance of having a full immersion experience in French to achieve maximum language acquisition, especially in younger students. They were doubtful that the current percentage of French instruction is adequate to obtain mastery of the oral and written French language, let alone a decrease in this percentage of French instruction. A reduction in this percentage was considered to be even more inadequate.

Many felt the DDSB was moving in the wrong direction, that the percentage of French language instruction should be increased, not decreased as the draft report suggests. Some parents argued that reducing the amount of instruction time will "*greatly affect our program's strength*" and will likely negatively impact student fluency. Many participants called for full Immersion (100%) of the French language in the primary grades. They maintained that the greatest chance for success (fluency, bilingualism) relies on complete Immersion in the formative early years.

Staffing Issues (e.g., recruiting, retaining FSL teachers) (10%)

Participants who commented on this issue found it frustrating and unacceptable that many qualified FSL educators are presently teaching in the English program. One parent felt there must be incentives that teachers would find appealing and would overcome barriers (e.g., seniority) to draw them back or keep them to fill positions in FSL programs.

Given the difficulty the DDSB has had recruiting and retaining French educators, one parent felt the recommendations' logic was inconsistent. Whereas the draft report outlines changes to the FI program as a response to the staffing shortage, it also proposes expanding Core French and adding an Expanded French program. These proposed actions were considered to diminish FI further and, therefore, should be rejected. To address this issue, the parent recommended that the best approach be to intensify the recruitment efforts to staff the FI program.
Participants shared concerns that the option to have FI educators teach two classes would make the position less attractive when compared with other boards where FI educators are given a single class of their own. One possible solution shared for the secondary level is to amalgamate FI programs from various schools into one school. Split classes in FI were also considered an issue to address in an appeal to attract more teachers. Split classes were considered less preferable as they are more challenging to teach and could lead to educator burn-out.

Many participants shared feedback on possible approaches to address the staffing issue. Regarding the retention of current FSL educators, one suggestion was to provide opportunities for FI/FSL peer-grade collaboration and networking, which was considered to be particularly important in smaller dual-track schools. It was also suggested to consider introducing "*English as a rotary subject in primary grades*" to "*free up French teachers across the board to fill in existing gaps*." If teachers could become available this way, they could then provide instruction in English for subjects such as Math, Physical Education, Art, and Health. It was also recommended that Core French teachers be provided with upgrading/training to move into FI teaching positions.

One approach that was offered for recruiting new FSL staff suggested creating a "*talent pipeline*" of former bilingual students who could return to the Board as qualified FI educators. The “talent pipeline could be developed in partnership with post-secondary institutions such as Queen's University to recruit teacher candidates before graduation. It is also crucial that the Ministry connect with teacher colleges to increase enrollment and enhance their FSL post-secondary programs.

It was also suggested that consideration be given to expanding recruitment efforts for FSL educators beyond Ontario and Quebec and broadening the search internationally. Several people mentioned implementing a minimum 5-year commitment to teach FSL as a hiring requirement for French positions. Another approach suggested creating two separate employment positions, teacher – English program and teacher – French program, and not permitting staff transfer between these two programs. Finally, the suspension of the FSL proficiency test for those teaching Core French was offered to increase the number of teachers available.

Schools (dual track, single track) (9%)

Parents of students in the English program had strong opinions about converting dual-track schools into single-track FI schools. They expressed disappointment over the possible loss of their neighbourhood schools and frustration that their children would be denied access to an English learning experience in their home school. The expectation to attend a school outside their neighbourhood to accommodate students from other areas was upsetting and was described as being "*zoned out of our home school.*" Parents used the example of a school under review for such a change and explained how the possible displacement of some students favoring other students had caused a rift to develop in their community.
In contrast, one parent of an FI student described the differences they perceived between the quality of education provided and shared that they believed a single-track French Immersion school would offer a better-quality program.

French Immersion: advocacy, adverse effects (8%)

Many parents felt the recommendations contained in the draft report could diminish the FI program and were very clear in their advocacy for French language education, as one of Canada's official languages. Parents of FI students view the proposed changes as a loss of opportunity for current and future students.
The benefits attributed to the FI program included cognitive development, math, and reading scores in English. It was also noted that bilingualism provides more employment opportunities with higher wages.

A non-French-speaking parent shared how they rely on the school system to provide the FI program so their child can learn French. Another parent with a student in the English program suggested that what is needed is a shift in how language is taught. They offered that if French instruction focused more on the conversational side than on the technical aspects, student engagement and program retention might improve.

Finally, it was implied that focusing on addressing logistical issues by implementing the recommended actions would dissuade families from enrolling their children in FI, thereby lessening system pressures to accommodate the current demand.

Status Quo/Reconsider (7%)

The feedback received from many parents of FI students appealed to the DDSB to reconsider making changes to their children's program. Considering impact of COVID-19 this past year (Covid-19), they strongly suggest delaying any decision on the recommendations until additional public consultations can occur.

Parents expressed significant concern and disappointment over the perceived loss of opportunity for children to engage in a French education if the draft report's recommendations are implemented. Many shared that as a bilingual country, the educational goal should be to improve and expand French acquisition; parents urged the Board to maintain the FI program as it currently exists and search out alternative solutions that don't reduce or diminish it. Furthermore, the French instruction level should remain unchanged, as one parent wrote, "*I would like the integrity of the French Immersion program to remain intact."*

Course Selection (5%)

Although the draft report notes that course selection is not an issue at all secondary schools, participants share how some schools have retention issues in French Immersion because of a lack of options. The deficit of courses was viewed as causing students to withdraw from the program because they could not achieve the required credits for the FI certification and get the pre-requisites for their post-secondary goals. One parent of a FI student expressed sadness that

after years of commitment to the program, the lack of course selection in some cases made it impossible to achieve the certification.

The current selection of courses was seen to force students to make a hard choice; remain with the FI or leave the program to take required courses only offered in English. As one parent stated, the limited course offerings, especially in the STEM subjects, are unfair, and "*these kids work so hard, and we are setting them up to fail*" by forcing them to take classes they would not otherwise want or need simply because it is taught in French.

A possible solution that one participant proposed recommended a reduction or adjustment to the FI program's requirements so that attaining a certificate is reasonably possible given the limited courses being offered in a school.

Funding/DELF (5%)

Participants shared that students in FI program tend to be high academic achievers and dedicated learners who demonstrate extra initiatives to learn another language. Removing the DELF funding for these students was described as an injustice. Parents shared that FI secondary students have already experienced reductions in their program, and the removal of DELF funding felt punitive. It was mentioned that while programing for English track students increased and more opportunities were provided, the opposite is occurring for FI students. This disparity was described as discriminatory and unfair.

Parents of FI students are concerned by the continued loss of courses and the increased difficulty meeting graduation requirements. They feel that students have earned the 'right' to access the DELF without cost. They question why students should have to apply for a subsidy to obtain something they consider to be part of the FI program. Parents feel that the DELF should be available to them based on their academic success and dedication to this challenging program.

One person wished to bring to the Trustees' attention Table 7 of the draft report and challenged the premise that Core French students are as successful at challenging the DELF. Core French students challenge the DELF more often at the basic French level (A2) and not at the higher language level (B1/B2) like their FI counterparts do.

Eliminating Kindergarten in FI single track (4%)

Several people shared that eliminating Kindergarten in FI single-track schools would cause stress for them and other families. They described their scheduling difficulties with their children attending multiple schools and how it disadvantages children unable to participate in Kindergarten programs at the same school as their siblings.

One parent commented specifically about a school that may be converted to a single-track FI. They expressed concern that the phasing out of Jr. Kindergarten enrollment so hastily could negatively impact families with pre-school children and children currently attending that school. They expected that when the time came for their child to attend school, they would be at the same location as their older children.

Parents expressed interest in obtaining more information on this recommendation's potential impact on families with children currently in JK. Will those children have to undergo an application process to remain at the same school with their siblings? It is unclear from the draft report how families in this situation will be handled.

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

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Brooklin Village	1	3	1	1
	2	3	2	1
	2/3	1	3	1
	3	2	4	1
	4	2	4/5	1
	5	2	5/6	1
	5/6	1	6	1
	6	1	6/7	1
	7	1	7/8	2
	7/8	1		
	8	1		
Total student count in split grades		70	134	
Total student count in straight grade		315	121	
Proportion of students in a split grade (%)		18%	53%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Cadarackque P.S.	1	3	1	1
	2	3	1/2	1
	2/3	1	2/3	1
	3	3	3/4	1
	4	2	4/5	1
	5	1	5/6	1
	5/6	1	6/7	1
	6	1	7/8	1
	6/7	1		
	7/8	4		
Total student count in split grades		167	171	
Total student count in straight grade		264	18	
Proportion of students in a split grade (%)		39%	90%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Captain M. Vandenbos P.S.	1	2	1/2	1
	2	1	2/3	2
	2/3	2	3/4	1
	3	1	4	1
	4	1	5	1
	4/5	1	5/6	1
	5/6	1	6	1
	6	1	7/8	2
	7	1		
	7/8	1		
	8	1		
Total student count in split grades		118	158	
Total student count in straight grade		200	90	
Proportion of students in a split grade (%)		37%	64%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
David Bouchard P.S.	1	3	1	1
	2	2	2/3	1
	2/3	2	3/4	1
	3	2	4/5	1
	4	1	5/6	1
	4/5	1	6/7	1
	5/6	1	7/8	1
	6	1		
	7	1		
	8	1		
Total student count in split grades		73	140	
Total student count in straight grade		232	46	
Proportion of students in a split grade (%)		24%	75%	

Appendix C

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

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
John Dryden P.S.	1	2	1	1
	2	2	1/2	1
	3	2	2/3	1
	4	1	3	1
	4/5	1	4	2
	5	1	5	2
	6	1	6	2
	7/8	2	7	2
			8	3
Total student count in split grades		66	37	
Total student count in straight grade		202	332	
Proportion of students in a split grade (%)		25%	10%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Maple Ridge P.S.	1	4	1/2	1
	2	4	2/3	1
	2/3	1	4/5	1
	3	3	5/6	1
	4	2	7	1
	4/5	1	8	1
	5	1		
	6	2		
	7/8	3		
Total student count in split grades		110	89	
Total student count in straight grade		338	56	
Proportion of students in a split grade (%)		25%	61%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
McCaskill's Mills P.S.	1	1	1	1
	2	1	2	1
	3	1	3	1
	4/5	1	3/4	1
	5/6	1	4/5	1
	7	1	5/6	1
	8	1	6/7	1
			7/8	1
			8	1
Total student count in split grades		54	122	
Total student count in straight grade		87	113	
Proportion of students in a split grade (%)		38%	52%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
R. H. Cornish P.S.	1	2	1/2	1
	1/2	1	2/3	1
	2	1	3/4	1
	2/3	1	4/5	1
	3	2	5/6	1
	4	2	6	1
	5	1	7	1
	5/6	1	7/8	2
	6	1		
	7	1		
	7/8	1		
	8	1		
Total student count in split grades		89	159	
Total student count in straight grade		257	64	
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
Southwood Park P.S.	1	4	1/2	1
	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		65	99	
Total student count in straight grade		449	19	
Proportion of students in a split grade (%)		13%	84%	

School	Grade - FI	Class Count - FI	Grade - ENG	Class Count - ENG
Sir John A. MacDonald P.S.	1	1	1/2	1
	1/2	1	3/4	1
	2	1	4/5	1
	2/3	1	5/6	1
	3	1	7/8	1
	4	1		
	5	1		
	6	1		
	7/8	1		
Total student count in split grades		65	102	
Total student count in straight grade		110	0	
Proportion of students in a split grade (%)		37%	100%	

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

School	Grade	Class Count
Frenchman's Bay P.S.	1	4
	1/2	1
	2	4
	3	3
	4	3
	5	2
	5/6	1
	6	2
	7	2
	7/8	1
	8	2
Total student count in split grade		65
Total student count in straight grade		488
Proportion of students in a split grade (%)		12%

School	Grade	Class Count
Jeanne Sauve P.S.	1	5
	2	5
	3	6
	4	4
	4/5	1
	5	3
	5/6	1
	6	3
	7	3
	8	2
Total student count in split grade		48
Total student count in straight grade		645
Proportion of students in a split grade (%)		7%

School	Grade	Class Count
Julie Payette P.S.	1	5
	2	5
	3	4
	4	4
	5	3
	5/6	1
	6	3
	7	4
	8	3
Total student count in split grade		26
Total student count in straight grade		714
Proportion of students in a split grade (%		4%

School	Grade	Class Count
Meadowcrest P.S.	1	2
	1/2	1
	2	1
	2/3	1
	3	2
	4	1
	4/5	1
	5	1
	5/6	1
	6	1
	7/8	3
Total student count in split grade		171
Total student count in straight grade		178
Proportion of students in a split grade (%		49%

School	Grade	Class Count
Michaelle Jean P.S.	1	5
	1/2	1
	2	5
	2/3	1
	3	5
	4	4
	5	3
	5/6	1
	6	3
	7	3
	8	3
Total student count in split grade		60
Total student count in straight grade		696
Proportion of students in a split grade (%)		8%

School	Grade	Class Count
Uxbridge P.S.	1	2
	2	2
	3	2
	4	1
	4/5	1
	5/6	1
	6	1
	7	1
	7/8	1
	8	1
Total student count in split grade		82
Total student count in straight grade		218
Proportion of students in a split grade (%)		27%

School	Grade	Class Count
Walter Harris P.S.	1	4
	2	4
	3	4
	4	2
	4/5	1
	5	2
	6	3
	7	2
	8	2
Total student count in split grade		25
Total student count in straight grade		512
Proportion of students in a split grade (%		5%

DDSB Single Track French Immersion Schools	
Total student count in split grade	477
Total student count in straight grade	3451
Proportion of students in a split grade (%	12%

DDSB Ignite Learning

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** April 19, 2021

SUBJECT: Mental Health & Well-Being Update **PAGE:** 1 of 4

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Andrea McAuley, Superintendent of Education
Steffanie Pelleboer, Mental Health Leader
Steve Graffi, Chief Psychological Services
Carolyn Ussher, Chief of Social Work & Attendance Services

1. Purpose

The purpose of this report is to provide information on the implementation of a tiered approach to Mental Health and Well-Being supports put in place for students across the Durham District School Board (DDSB) as implemented by the Mental Health Leadership team and Psychological Services and Social Work teams.

2. Ignite Learning Strategic Priority/Operational Goals

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

- Creating safe, welcoming, and inclusive learning spaces for all students and staff, along with the provision of mental health services to meet individual student needs.
- Enhancing student well-being and mitigating factors related to mental health issues and/or challenges serve to decrease barriers to academic achievement

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

- In providing direct services to students, Psychological Services and Social Work staff will work to provide an inclusive environment to support students using an equity lens, and ensuring they are responsive to the lived experiences of students from racialized, marginalized or neurologically atypical backgrounds.

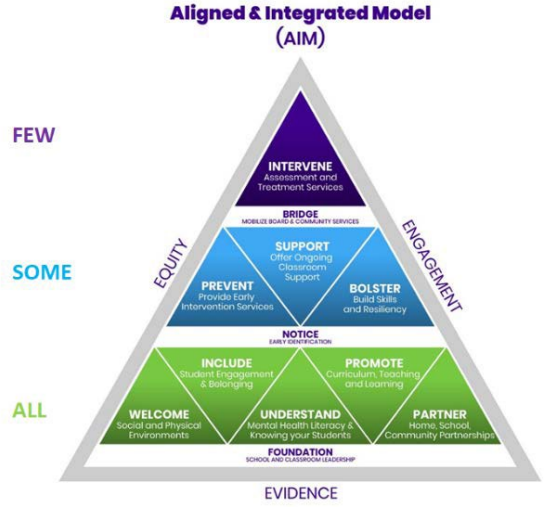
3. Background

The DDSB is committed to enhance and protect student mental health as everyone in the system navigates this challenging school year. The vision of the DDSB Strategic Plan for Mental Health and Well-Being is to create safe, welcoming, inclusive learning and working spaces to promote well-being for all students and staff. The implementation of the Plan is guided by a tiered approach to meet the mental health needs of students by:

- promoting mental health and well-being for ALL students;
- helping SOME students who may be at risk of developing mental health challenges, by providing targeted skill-building and referrals for mental health interventions by Social Work and

Psychological Services Staff;

- and with the assistance of these professionals and their mental health expertise, we can lend support to the FEW students who require more intensive intervention while at school.



4. Analysis

Tier One of the Plan Involves:

- Compassion Fatigue training has been offered to all DDSB staff, in partnership with the TEND Academy, with 724 staff attending.
- Trauma Informed Awareness training for Administrators and System Leaders was offered in two separate sessions, with 127 staff attending.
- The *Addressing Anti-Black Racism and Well-Being Toolkit for Families* was released in February 2021 through a Regional Parent Involvement Committee event and promoted throughout the system with overviews provided to the Special Education Advisory Committee (SEAC) and at school staff meetings.
- Tier One Strategies on Capacity Building Include:
    - Character Traits Campaign that utilized focused promotional videos and quotes on social media and digital monitors in schools and the Education Centre.
    - Promoting Positive Mental Health and Well-Being Campaign with focused promotion of School Mental Health Resources, DDSB developed tier one resources and Public Service Announcement style promotional videos in social media and weekly system communication memos.
    - Creating a Positive School Climate Professional Development Session that was attended by 73 elementary educational assistants.
    - Resilience and Mental Health Professional Development Session that was attended by 92 elementary and secondary educational assistants.
    - Positive School Climates Learning Series with 3 sessions being offered on “Healthy Relationships” and “Anti-Oppressive Foundations” that were attended by 58 staff. The third session on “Teaching in the Age of Social Media” is scheduled to run later in the spring.
    - Promotion of the School Mental Health Ontario, “MH Literacy – Mental Health in Action” course.

- Feel Well, Teach Well Educator Well-Being Professional Development and staff meeting support have been attended by 450 staff to date.
- The Human Resources Wellness Series has provided 3 sessions to all staff on: “Overcoming Burnout”, accessed by 250 staff, “Mental Health Awareness”, accessed by 220 Staff, and “Stress Reduction Tool Bag” accessed by 120 staff. A leadership focused session was also facilitated.

Student Focused Capacity Building: Tier One Strategies

- Well-being youth workers facilitated social emotional learning programming to 12 schools/campuses, totaling 33 intermediate and secondary classrooms in the first of three cycles of the program delivery with 9 staff leading this work. The team is currently partnering in cycle two schools.

- Early Years Project: Development of Welcome to Kindergarten activities to be responsive to students and families starting Kindergarten in fall 2021.

Tiers Two and Three of the Plan Include:

- Increased direct Mental Health Services and Supports to students at risk or with mental health challenges.
  - Focused alignment between Tier 1 mental health promotion and Tier 2/3 service provisions.
  - Service pathways and access options for students and families were revised to allow for direct access to Tier 2/Tier 3 mental health services provided by Psychological Services and Social Work Services Staff.
  - Increase of 5 FTE professional service staff resulting in responsive mental health services for students/families.
  - 56 professional services staff are currently actively providing various levels of direct mental health services to 1,050 students; offered in-person and virtually. This represents an approximate 66% increase in referrals for attendance, and a 46% increase in Social Work, and 30% increase in Psychological Services service requests compared to 2019.
  - Reasons for referrals to mental health services include, an increase in student reported concerns related to low mood, worry, feelings of isolation and fear, as well as experiencing anxious feelings, challenges related to the loss of sports, artistic forums, other forms of expression which is reported to have an impact on motivation and connection. Front line mental health staff are noticing increased student use of substances, loss of connection to schools and communities, as well as school disengagement, increased stress on parents who are working from home and supporting student learning needs, as well as supporting children who may be missing the routine and structure of school.
- Inclusive Student Services Staff Capacity Building for Tier 2/3 Mental Health Supports
  - Anti-Black Racism session with Dr. Nicole West Burns.
  - Working with Black Youth and Families Amidst Racial Trauma; 2-part series, attended by Psychological Services and Social Worker Staff.
  - Speaker Series in Critical Conversations: Reconceptualizing and Treating African Male Diaspora Anger, Mental and Emotional Distress delivered by David Grant.
- Revised Suicide Intervention, Prevention and Postvention Guidelines have been shared across the system.

5. Financial Implications

Approved funding to support mental health and well-being has been built into the 2020-2021 school year budget. Additional funding has been received from the Ministry for mental health through COVID-19 funding. All available funds continue to be focused on direct service to students.

6. Evidence of Impact

Service utilization data, student user feedback and educator feedback are currently being collected to provide evidence of impact and inform our service model.

7. Conclusion

The Durham District School Board considers well-being and positive mental health fundamental to student achievement. Our mental health and well-being commitments have foundations in supporting mentally healthy classrooms and services which will continue to meet the needs of students requiring individualized mental health supports.

This report is provided to Trustees for information.

Report reviewed and submitted by:

Norah Marsh, Director of Education and Secretary to the Board

Andrea McAuley, Superintendent of Education

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
Thursday, February 18, 2021 6:30 P.M.

An on-line meeting of the Special Education Advisory Committee was held on this date.

ROLL CALL:

Claudine Burrell, Autism Ontario – Durham Chapter
Craig Cameron, Member At Large
Tara Culley, Durham Down Syndrome Association
Elizabeth Daniel, Ontario Association for Families of Children with Communication Disorders
Rowin Jarvis, Learning Disabilities Association of Durham Region
Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
Eva Kyriakides, Association for Bright Children (ABC) (SEAC Chair)
Carolyn McLennon, Member At Large
Hanah Nguyen, Easter Seals Ontario

Trustees: Donna Edwards Darlene Forbes

Staff: Superintendent Andrea McAuley
Special Education Officer Kyla McKee
Senior Psychologist Sara Schleien
Chief of Social Work & Attendance Carolyn Ussher

Recording Secretary: Diane Kent

1. Call to Order:

SEAC Chair Eva Kyriakides called the meeting to order at 6:31 p.m.

2. Land Acknowledgement:

SEAC Chair Eva Kyriakides advised that 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. It is on these ancestral and treaty lands that we teach, learn and live.

3. Regrets:

- There were no regrets at this time.

- Absent:

  - Tara Culley, Durham Down Syndrome Association
  - Kathy Kedey, VOICE for Deaf and Hard of Hearing Children
  - Hanah Nguyen, Easter Seals Ontario

4. Welcome Guests:

SEAC Chair Eva Kyriakides welcomed special guests: Michelle Monk, Secondary Representative, Peter Bozanis & Dave Robinson, Elementary Representatives, Riisa Dear, Social Worker, Sandra Newton, Psychometrist and Lisa Wry, Head Secretary-Williamsburg PS.

5. Approval of Agenda:

That the agenda for February 18, 2021 be approved.

MOVED BY: Trustee Donna Edwards SECONDED BY: Trustee Darlene Forbes

CARRIED

6. Approval of the Minutes from January 21, 2021:

That the minutes from January 21, 2021 be approved.

MOVED BY: Claudine Burrell SECONDED BY: Elizabeth Daniel

CARRIED

7. Inclusive Student Services Report – February 2021:

In this edition of the Inclusive Student Services Department Update to SEAC:

- Student Learning Shifts: School Closures and Re-Opens
- SMHO Student Mental Health Action Kit
- Launch of Resource: Addressing Anti-Black Racism & Its Impact: A Well-Being Toolkit for Families
- Carea Partnership/Transition to Work Program
- Staff Wellness
- Excellence in Practice Highlight
- 2021/2022 School Year Planning

7. Inclusive Student Services Report – February 2021: (cont'd)

System Shift to Remote Learning for Most Students - January

Supports embedded included:

- Speech-Language Pathologists supporting DDSB@Home provided training to their peers on service pivots to support remote learners. Topics included tips for virtual class observations, remote assessments, sharing resources for engaging students online and administrative considerations.
- Innovative Technology Facilitators and Trainers to support educators and individual learners.
- Communication of support access & virtual services communicated to all schools.

SMHO: Student Mental Health Action Kit

- School Mental Health Ontario launched a toolkit to support Mentally Healthy Return to School.
- Toolkit includes strategies such as: "ABCs"- Acknowledge, Bridge, Connect.
- Resource link has been shared with Administrators & SERTs.
- Implementation supported through Toolkit Support Sessions facilitated by Steffanie Pelleboer, DDSB Mental Health Leader.
- Toolkit available on the SHMO website: https://smho-smso.ca/.

NEW: Addressing Anti-Black Racism & Its Impact: A Well-Being Toolkit for Families

- Resource created with collaboration of Social Work and Psychology team members from the collaborators:
- "*This toolkit was developed to provide racially competent resources to Black families; however, we believe that its contents can be beneficial for all communities seeking greater understanding of the impact of Anti-Black Racism. In addition, we wish to highlight our diverse staff and demonstrate our readiness to provide support to all members of the DDSB community.*"
    - Includes:
    - Racism and Its Impact on Mental Health
    - Black History: Knowledge is Power
    - Anti-Black Racism: Understanding the Issues and Impact
    - Anti-Black Racism: Discussions with your Child
    - Building Positive Racial Identities: Love your Melanin!
    - Self-Care Tips
    - Community Resources

February is Psychology Month – We're Here to Help

A pubic service announcement video on the DDSB Psychological Services Team was shared with SEAC. For more information about accessing DDSB Psychological Services, please speak to your school or visit https://bit.ly/2YFXP9v.

7. Inclusive Student Services Report – February 2021: (cont'd)

Making Mental Health and Well-Being Our Priority

The DDSB realizes that:

- This is a challenging school year.
- Educators care and want to do their best as they support students and families.
- Relationships matter and are essential to resilience.
- Supports and resources are available to students and families.
- Educator well-being matters as well!

Student Learning – Transition to Work Program

- As we all know the COVID-19 pandemic has had a major effect on our lives. Many of us are facing challenges that can be stressful, overwhelming, and cause strong emotions. During this pandemic, it is critical that our students recognize what stress looks like and learn to cope with stress in healthy ways help us and those around us become more resilient.
- Our partners from Carea Community Health Centre facilitated a workshop for the students in Transition to Work programs on the topic of "Stress Management" on Monday February 1st from 1:00 pm-2:00 pm.
- This workshop focused on what stress is, how stress can make people feel, what causes stress and strategies and techniques for reducing stress.

DDSB Well-Being & Mental Health: Staff Wellness

- Mental health is crucial for everyone and that includes staff. Continuing with supporting the importance of our mental health and well-being, all DDSB staff have been invited to the following mental health and wellness sessions:
  - **Mental Health Awareness** - February 11, 2021, 3:30 pm
  - **Stress Reduction Tool bag**- February 25, 2021, 3:30 pm
  - **Wellness Session-Overcoming Burnout –** pre-recorded and available
- We all contribute to promoting welcoming, safe and inclusive environments where we can have meaningful conversations about our mental health and well-being.

Bell Let's Talk Day

- The **2021 Bell Let's Talk Day on January 28th** was a great opportunity for us to move our vision into action by becoming part of a larger conversation that breaks down stigma and creates opportunities for conversations about mental health and well-being.
- Schools were encouraged to:
  - Post to Facebook, Twitter, Snapchat a message about mental health and well-being.
  - Share pictures or stories of the great work you are doing to promote mental health and well-being in your schools.
  - Retweet messages related to mental health and well-being.

7. Inclusive Student Services Report – February 2021: (cont'd)

Excellence in Professional Practice- Highlight

- The Speech and Language team has been contacted by an early childhood organization providing service in Oregon and in Washington requesting permission to use an SLP video focusing on phonemic awareness.
- This organization became of aware of the work of DDSB's SLP team and wants to use this exemplary work as a part of educator and parent training.

2021/2022 School Year – Special Education Programs

- Planning has started for the 2021/2022 school year.
- Initial phase of planning is gathering of student-based placement requests (new or changed placements).
- Consultation includes inter-department considerations (Transportation, Facilities Services, Family of Schools) such as routing challenges impacting students.
- Feedback welcome from SEAC members.

Andrea - on behalf of the Inclusive Student Services Team

8. Staff Reports:

Administration:

Superintendent Andrea McAuley

This evening we welcome Lisa Wry. Lisa Wry will bring experience and knowledge gained through previous roles in Payroll, Community Use of Schools and as Head Secretary at two different schools as she joins the Inclusive Student Services team in March. Lisa is the successful candidate who will transition with Diane in the weeks ahead. Please join me in welcoming and congratulating Lisa.

We look forward to celebrating Diane's immense contribution to the department and to SEAC including a presentation during our March meeting.

On February 8th, schools re-opened to all in-person learners. We thank educators across all roles who supported in-person learning for students with special education needs during school closures. We also thank the teams that moved quickly to shift to virtual learning and then made the switch back to in-person when the province announced the timing of school reopening which included the Durham Region.

8. Staff Reports: (cont'd)

Superintendent Andrea McAuley

Elementary schools are in the midst of the final transition date for students moving between in-person and DDSB@Home. Planning has included focus on sharing of IEPs for important continuity of programming.

Educators continue to support student well-being and learning. Inclusive Student Services team members provide essential supports for inclusion, accommodation and clinical services. All of the teams in Inclusive Student Services are engaged in examining our practices & processes within our commitment shifts to ensure centering Human Rights and Equity in our work. Our commitment shifts to ensure anti-oppressive practices included department wide participation in a lead by Dr. Nicole West-Burns on February 17, 2021. Dr. West-Burns guided reflection such as thinking about where processes and practices de-centralize students rather than focus with the student at centre.

PAaC on SEAC for February 2021 includes:

- IEP Update
- Review of proposed changes to special education programs and services
- Review of parent/caregiver resources to ensure that they are user friendly and easy to understand

An update of data of students with IEPs was provided within our January SEAC minutes with contextual pieces of how students are accessing learning (in-person or through DDSB@Home) and will be provided in our February minutes as well for alignment with PAaC on SEAC.

Students with IEPs – February 2020
DDSB@Home Elementary: 1605*
DDSB@Home Secondary: 1015
In-Person Schools: 10 056**
*Includes 7 class sections of students with placement in the Gifted program
**Including students in Special Education Programs with flexibility to move between in-person and virtual modes

Planning for the 2021-2022 school year has commenced. In consultation with families, schools have submitted new placement or placement change requests for student access to special education class programs. We will be working, across a number of departments, to build the special education program plan for next school year. Considerations at this time include:

- Possibility of virtual based programs
- Continuity of low enrolment programs, Deaf/Hard of Hearing (DHH) program and Self Regulation Classes with commitment to engage consultation process towards 2022-2023 decision making

We look forward to bringing an update to SEAC on planning as we move through the months ahead.

8. Staff Reports: (cont'd)

Superintendent Andrea McAuley (cont'd)

To support school teams in planning for next year, Inclusive Student Services is about to release two documents:

1) Transition Planning for Students with Special Education Strengths and Needs (2021)
2) Identification, Placement and Review Committee (IPRC) Process: Planning Guide for School Teams (2021)

Both of these documents will be circulated to SEAC members as well as made available to staff and public.

Board:

Trustee Donna Edwards informed SEAC members that the Board of Trustees received presentations and information on Student Census Data; Anti-Black Racism Strategy Update; Preliminary Budget Planning and Updates to the School Year Calendar at the virtual Board meeting that was held on Tuesday, February 16, 2021.

The Definitely Durham 2020 Hall of Fame Inductees were also announced:

- Geoff Warburton, Singer/Grammy Nominated Song Writer - Pickering
- Christine Elliott, Deputy Premier of Ontario & Ontario Minister of Health – Whitby
- Jessica Phoenix – Equestrian, Olympian & Pan Am Medalist – Uxbridge
- Dale Hawerchuk – NHL Hockey Player - Oshawa

9. Presentation:

Superintendent Andrea McAuley introduced Riisa Dear, Social Worker and Sandra Newton, Psychometrist who provided committee members with a PowerPoint and hand-out information on "Addressing Anti-Black Racism and its Impact: A Well-Being Toolkit for Families". Riisa and Sandra highlighted sections of the toolkit which included the introductory pages, resources, self-care tips & tools for caregivers and clinical & community resources for families. The toolkit roll-out and implementation was also shared. They also answered questions from committee members.

Chief Social Worker Carolyn Ussher and SEAC Chair Eva Kyriakides thanked Riisa Dear, Social Worker and Sandra Newton, Psychometrist for their presentation.

10. a) Open Discussion Period:

The open discussion period was used to discuss the following topic:

- Underestimating children with a disability – How to navigate when parents and/or students feels a child is being under-estimated or under-valued

Discussions took place among committee members and the following reflections were shared:

10. a) Open Discussion Period: (cont'd)

- Review IEP – collaborative document – input strategies and goals
- How does it look through the lens of pandemic – access to SERTs to make IEP a living document
- A lot of phone calls/e-mails in collaboration with SERTs
- Relationship is already established with parents and families/ zoom meetings/ a lot parents don't understand the back and forth of the IEP
- Having 1000 of students move to virtual campus – bridge, understanding of the IEP – connection between IEPs and reports cards
- Collaboration in the IEP – when there is an issue – have that discussion – safe environment, involve the child as well – student voice
- Sharing information – feeling comfortable – change strategies in the IEP
- Parent having someone coming in to have a 2nd set of ears at a school meeting
- To get child comfortable with their IEP
- Reader digest – hits the highlights of the IEP – when going to high school to refresh teacher's memory of IEP
- How do we ensure dialogue moves forward when there is changes in administrators and SERTs – building relationships
- How does the relationship get built in the first place – what do the initial contacts look like – trust – communication flow – could be other pieces in play

Superintendent Andrea McAuley suggested building a presentation and open discussion for the March SEAC meeting to pair the abilities and strategies that schools are currently engaging and bring SEAC's voice in terms of families and communities. SEAC's elementary and secondary school representatives will prepare the presentation. Special Education Officer Kyla McKee also prepared a jam board for SEAC representatives to reach out to their communities and share with families for further input.

10. b) Business Arising from the Minutes:

- "Draft" letter to Ministry of Education re: Support for Learners funding

As schools have now pivoted back to in-person learning, discussion took place among SEAC members and it was decided to defer the letter to the Ministry of Education regarding Supports for Learning funding.

10. c) New Business:

- March Break Change & Proposed April SEAC Date Change to Thursday, April 8th or Wednesday, April 7th

Due to the recent Ministry announcement regarding the change of March Break to now take place in April; this will require a modification to the March and April SEAC meeting dates. Discussions took place among committee members and it was agreed upon to move the Thursday, March 25, 2021 SEAC meeting date to Thursday, March 18, 2021 and to move the Thursday, April 15, 2021 SEAC meeting date to Thursday, April 8, 2021.

MOTION:

THAT THE THURSDAY, MARCH 25, 2021 SEAC MEETING DATE MOVE TO THURSDAY, MARCH 18, 2021 AND TO MOVE THE THURSDAY, APRIL 15, 2021 SEAC MEETING DATE TO THURDAY, APRIL 8, 2021.

MOVED BY: Rowin Jarvis SECONDED BY: Trustee Darlene Forbes

CARRIED

11. Association Reports:

VOICE for Deaf and Hard of Hearing Children

We've been having a blast with our 2021 Webinar Series over the past few weeks! We've been able to bring professionals, young adults, children and families together to learn and connect, virtually. It's not too late to join the fun. All webinars are free of cost thanks to the generosity from our friends at The Elks & Royal Purple Fund for Children!
Upcoming:
Feb. 23 @ 8pm Advocating as a Family
Mar. 2 @ 8pm Meet & Greet 2

Supporting families of children with hearing loss is at the heart of what we do which is why we are very excited to announce that we are offering FREE one-year memberships to families who have children that have been recently diagnosed with hearing loss. Make sure to like, comment and share our posts on social media to spread the word and help grow our VOICE community!
Save the date for our Annual VOICE Conference 2021 May 7 & 8, 2021! With the health and safety of our families and professionals top of mind, we will be hosting our Conference virtually. Get ready to hear from some fascinating professionals - you won't want to miss it!

VOICE has teamed up with Sound Intuition and the Canadian Hard of Hearing Association (CHHA) to offer an afternoon of Dungeons & Dragons for teens and young adults February 20 @ 2pm! There are only FIVE spots available, so make sure to register soon.

12. Correspondence:

There was no correspondence at this time.

13. Community Concerns:

Trustee Donna Edwards informed committee members about a Netflix documentary entitled, " Crip Camp: A Disability Revolution". Crip Camp starts in 1971 at Camp Jened, in New York, and is a summer camp designed for teens with disabilities. The film focuses on campers who turned themselves into activists for the disability rights movement and follows their fight for accessibility legislation.

13. Community Concerns: (cont'd)

SEAC Chair Eva Kyriakides shared her concern regarding the Metrolinx Durham Scarborough Bus Rapid Transit project with committee members. The project proposes that a section of Highway #2/Dundas Street, from Byron Street to Perry Street/Green Street become an exclusive Transit Mall. With the proposed closure of a section of Highway #2 through downtown Whitby, rerouting traffic around the downtown core, will be necessary. This will result in additional traffic around schools that are located around the periphery of the downtown core and affecting student transportation drop-off and pickup times. Discussions took place among SEAC members and it was decided to draft a letter regarding SEAC's concerns to the Ministry of Transportation, Metrolinx and the Town of Whitby.

14. Celebrations and Success:

Claudine Burrell noted that February being Black History Month, she shared that the Honourable Dr. Jean Augustine was the first black woman to be elected to Canada's House of Commons as a Member of Parliament. Among her accomplishments as an MP was the introduction of a motion, passed unanimously, to have February proclaimed as Black History Month in Canada.

15. Next S.E.A.C. meeting – Thursday, March 18, 2021.

16. Adjournment:

That the meeting does now adjourn at 8:25 p.m.

MOVED BY: Trustee Donna Edwards SECONDED BY: Elizabeth Daniel

CARRIED

Report respectfully submitted by:
Eva Kyriakides, SEAC Chair

ACTION PLAN

ACTIVITY	RESPONSIBILITY	COMPLETION
"Draft" letter to the Ministry of Transportation, Metrolinx & the Town of Whitby re: Scarborough Bus Rapid Transit project	SEAC Chair Eva Kyriakides	By next SEAC meeting.

379

SEAC COMMITEE

MOTION

Meeting Date: Thursday, April, 8 2021

MOVED by: Trustee Donna Edwards

SECONDED by: Elizabeth Daniels

RE: SEAC MEMBERSHIP CHANGE

1. RECOMMENDATION:

   THAT CHRISTINA SALISBURY WILL BE THE SEAC ALTERNATE FOR THE EASTER SEALS ONTARIO.

   MOVED BY: Trustee Donna Edwards SECONDED BY: Elizabeth Daniels

CARRIED

Bluewater District School Board

351 1st Avenue North – PO Box 190
Chesley ON N0G 1L0
Telephone: (519) 363-2014 Fax: (519) 370-2909
www.bwdsb.on.ca

Sent by email: stephen.lecce@pc.ola.org

April 12, 2021

The Honourable Stephen Lecce
Minister of Education
315 Front Street West, 14th Floor
Toronto, Ontario M7A 0B8

Dear Minister Lecce:

On behalf of the Board of Trustees, we wish to express our concerns regarding your government's exploration of a province wide approach to the delivery of eLearning through TVO/TFO, as recently revealed by the media in various reports referencing private documents. As we continue to gather evidence related to the impact of online learning during the COVID-19 pandemic, we believe it is premature for the provincial government to be implementing a permanent framework without adequate transparent consultation with education stakeholders.

In Bluewater District School Board, we belong to the Ontario eLearning Consortium (OeLC), which is comprised of 33 school boards from both the public and Catholic systems. This has provided an effective, efficient, and low-cost seat-sharing mechanism for us to offer eLearning courses to our students, while supplementing course offerings from other boards. During the COVID-19 pandemic, this approach has been especially useful by enabling a variety of solutions in smaller schools, and allowing us to pivot quickly to meet the needs and demands of our students and families.

Our longstanding participation in the OeLC is working extremely well. Online class content is edited, supplemented, and differentiated by local educators for our students, as well as those who register for our classes from across the province. We believe it is imperative that our educators retain control over content and delivery at the local level.

The government's proposed plan would have significant implications for public education and our local schools, including:

- Threatening the viability and diversity of course offerings in small, rural, and remote schools;
- Reducing support for in-school learning by reassigning student success teachers, guidance counsellors, and others whose current mandate is to support students who require additional instruction to be successful;
- Unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs (School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.);
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning, as well as associated services and supports in their community schools.

We are concerned that this plan has the dangerous potential of creating a two-tiered education system. As a small rural board, we still have families who live in areas without reliable internet access. There remain questions around access and equity that must be considered with any plan moving forward. In addition, there would be a negative impact on our ability to deliver in-person learning to our rural schools.

We respectfully request that public conversations related to your government's proposal involve consultation with school boards and education partners in Ontario. This includes the many education stakeholders who comprise the OeLC and the Ontario Public School Boards' Association, who have also been investigating the potential impacts of this proposal.

By working together, we believe that a strengthened and mutually beneficial vision for online learning can be created, which does not undermine school board and consortia leadership, or eliminate the positive online approaches that have long proven effective for student engagement and success.

As always, our commitment remains focused on providing a quality education for every student in a safe, accepting, and caring environment.

Sincerely,

Jane Thomson
Chair

Jan Johnstone
Vice-Chair

cc: MPP Bill Walker, Bruce-Grey-Owen Sound
MPP Lisa Thompson, Huron-Bruce
Ontario Public School Boards' Association

/jp

Rainbow District School Board
Centre for Education
408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

April 9, 2021

Honourable Stephen Lecce
Minister of Education
Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Sent via email to *Minister.edu@ontario.ca*

Dear Minister Lecce:

Our Ontario in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities.

As partners in education, the proposal to expand student access to online and remote learning should have come to Trustees through a Ministry of Education request for stakeholder consultation or broader public input. Regrettably, it did not.

It is, therefore, with a sense of urgency that Rainbow District School Board held a Special Board Meeting on March 30, 2021 to discuss the Province's proposed plan to make online and remote learning a permanent option for parents/guardians and students.

For these and many additional reasons, Trustees unanimously approved the following motion:

"*That the Rainbow District School Board write a letter expressing its grave concerns about the Provincial government's proposed plan for online and remote learning."*

Trustees, Senior Administrators and Federation Leaders are united in our belief that in-person learning, where students come together with their peers and their teachers in a traditional school setting, preferably with reduced class sizes, provides the optimum environment for children and youth to develop physically, socially, emotionally and cognitively.

School boards moved to remote learning for one reason only - as a means to deliver education when schools were forced to close to keep everyone safe in a pandemic situation. Even as schools reopened, parents were only given the option to choose remote learning for individual personal safety reasons, not for educational value. A pandemic response does not provide validation for a permanent option.

There is no evidence-based data on the impact of remote learning from a pedagogical perspective. There is, however, significant information on the negative effects of remote learning on the overall well-being of children, young adults, their families and entire school communities.

The negative effects of online learning, while anecdotal, are significant and very real. They include the loss of social connection and self-identity, an increase in isolation, concerns for mental health, stress on families, but, first and foremost, a lack of human contact and interaction with others which is the fundamental fabric of the world in which we live.

The negative effects of remote learning are further compounded for students with special needs, those who are at risk, and students who struggle with mental health. At-risk students will be at even greater risk.

Students with special needs require repetitive and extensive services that can only be provided in person. Many do not have the support at home to help them participate in remote learning. Students with special needs have difficulty sustaining focus without in-person prompts. Behaviour strategies must be implemented regularly and consistently, otherwise regression occurs.

It is note-worthy that there has been a marked increase in Child and Family Services referrals for non-attendance and non-participation since remote learning became necessary.

Students with mental health issues will feel a greater sense of loneliness and isolation. Community and social support services will be more challenging to access. It is more difficult to identify if a student is struggling socially/emotionally if they are not in school. There is less opportunity to observe changes in behaviour, mood, sleep patterns, appetite and/or interactions with others. In order to support some students a strong network is required.

The many students in Rainbow Schools who identify as First Nations have a treaty right to education which has not been acknowledged nor addressed in the Province's proposal. Concern has been expressed that for Indigenous learners, this plan is only going to facilitate additional traumas, inequities and disadvantages to an already disadvantaged minority population, and to a population that actually has a right to education that is based in treaty.

Students of all ages also require tremendous self-regulation in the online environment. Troubleshooting technological difficulties can take precious time away from teaching and learning. Privacy and hacking concerns have also emerged, putting the safety of students and staff at risk.

Students need in class, lower pupil-teacher ratios to explore hobbies, talents, interests and career possibilities through opportunities provided by the in-school experience - technology, shops, music, food, athletics - the courses that get students excited about learning. In order to gain a sense of belonging and worth, students need to be active participants, not mere observers.

As this pandemic has shown, the biggest influence on student success is the circle of care provided by school staff, the frontline workers who invest their energy and expertise in shaping the next generation of citizens. They are the backbone of the public education system. And while they continue to demonstrate tremendous resiliency in delivering remote learning, they do so out of necessity, not by design.

Creating a permanent path to have students attempt online remote learning, wrapped in the illusion of providing parent choice, puts the entire education system at risk. It has been made clear that staffing for remote learning will come from existing dollars, thereby eroding investments in face-to-face instruction.

Rainbow District School Board
Centre for Education
408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

Is the government's plan to make remote learning a permanent option another cost-cutting initiative with a broader objective? Will this plan result in increased class sizes and reduced funding for school boards? Is the broader objective to create a stand-alone structure that can be sold to the highest bidder to generate revenue for the province?

It is disingenuous to attempt to capitalize on the pandemic to move a government agenda forward. Making remote learning a permanent option is not only seen as the beginning of the privatization of public education, it will shortchange the current system and that will have long-term negative effects on our overall recovery and economy.

We invested in quality education in this province for a reason - to provide the best environment possible for all students to learn and to grow to become capable, confident, contributing members of society. We need to continue to invest in quality education to ensure all students have every opportunity to reach their full potential.

Making authentic connections is critical to student success. A strong circle of care through the student/teacher/support staff relationship is the hallmark of the in-person learning experience.

Most importantly, we respectively request that we refocus on student well-being and success.

Students need to be educated. Our in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities. This is an issue worth fighting for.

Sincerely,

Doreen Dewar

Doreen Dewar
Chair

cc: Premier Ford, premier@ontario.ca
Nancy Naylor, Deputy Minister of Education Nancy.naylor@Ontario.ca
Jamie West, MPP Sudbury JWest-QP@ndp.on.ca
France Gélinas, MPP Nickel Belt fgelinas-qp@ndp.on.ca
Michael Mantha, MPP Algoma-Manitoulin mmantha-qp@ndp.on.ca
Cathy Abraham, OPSBA president President@opsba.org
School Board Chairs
Rainbow DSB Trustees
Eric Laberge, president, Rainbow OSSTF eric.laberge@d03.osstf.ca
Liana Holm, president, Rainbow ETFO lholm@etforainbow.on.ca

UPPER CANADA
District School Board

April 15, 2021

Hon. Stephen Lecce, MPP, Minister of Education
Ontario Ministry of Education
438 University Avenue, 5th Floor
Toronto, ON M5G 2K8

sent via email: Minister (EDU) minister.edu@ontario.ca

Dear Minister:

I am writing to you at the request of the Upper Canada District School Board who, at its regular board meeting of 07 April 2021, passed the following motion:

> ***BE IT RESOLVED THAT: The Upper Canada District School Board calls upon the Government of the Province of Ontario, before making significant changes to the education model in Ontario, to establish a Royal Commission into the future of education.***

It is the view of Trustees that the profound changes brought about by the COVID-19 pandemic, has dramatically changed the way that students, parents, and the general public now regard publicly funded K-12 education in our province. Indeed, K-12 education throughout Ontario has garnered a significant profile in the public domain over the past 12 months given the following matters of significance:

- teacher recruitment, certification, and retention;
- staff capacities to deliver instruction in an enhanced capacity using digital tools and technology;
- emerging questions surrounding the suitability of "screen time" for different learners;
- media reports outlining the interests and intention of the provincial government to entrench remote learning as choice for students and families beyond the circumstances of the global pandemic;
- factors surrounding equity as it relates to the provision of educational experiences for all children throughout the province;
- reports identifying an escalation in pediatric mental health issues and the key role that schools and school districts can play as a community partner to support children and youth in the post-pandemic period;

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UPPER CANADA District School Board

- aligning curriculum development and the use of resources that responds to the Calls for Action from the Truth and Reconciliation Commission of Canada, and;
- the de-streaming of the secondary curriculum.

All of these topics are relevant to the delivery of education and is consequential to ensuring that we have invested wisely in the future of Ontario. The pandemic has caused all of us to want to contribute to a dialogue around future-ready schools and, our board is of a view that a Royal Commission on schools and learning presents an important channel for this conversation.

The Upper Canada District School Board has a long history of contributing presence and insight to past Royal Commissions which addressed education and student learning. Indeed, the late Lloyd Dennis was a former Director of Education from our predecessor board, the Leeds & Grenville Board of Education and served as a commissioner in 1968, resulting in the production of "Living and Learning" (otherwise known as the Hall-Dennis report). As well Manisha Bharti was a student from our St. Lawrence High School in Cornwall and served as one of the five commissioners on the 1993 Royal Commission on Learning in Ontario. Please know that you can count on the Upper Canada District School Board to support the work of a Royal Commission on Schools and Learning to provide our time and local expertise to ensure its success.

We encourage you and the Government of Ontario to seriously consider the value of a Royal Commission on Schools and Learning so that we can fully prepare as a community, region, and province for the schools we need and program experiences that students and their families deserve as we emerge out of the global pandemic.

Respectfully,

[Original to follow by Canada Post]

John McAllister,
Chair of the Board

cc: UCDSB Board of Trustees;
Chairs, District School Boards, Ontario.

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METROLINX

Office of the President & Chief Executive Officer
Phil Verster
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(416) 202-5908

April 14, 2021

Carolyn Morton
Chairperson
Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6

Dear Ms. Morton,

Re: Whitby Section of Proposed Durham-Scarborough Bus Rapid Transit Project

We thank your team from the Durham District School Board (DDSB) and the Special Education Advisory Committee for their invaluable feedback shared at our meeting on Thursday, April 1, 2021. We acknowledge the concerns related to potential impacts that the proposed Durham-Scarborough Bus Rapid Transit (BRT) project may have on DDSB's bus operations and will continue to work collaboratively with the board to further explore a solution, including the conditions under which DDSB buses could safely utilize the dedicated BRT lanes planned throughout Downtown Whitby. As discussed, we will be undertaking further evaluations on potential routes and volumes so that we can maximize usage of this shared corridor, while ensuring a high-degree of service reliability for customers.

Following the initial designs released in February 2019, the joint Metrolinx and Durham Region team has consulted extensively and received valuable feedback from the Town of Whitby, key stakeholders and the community which has influenced the evolving design of the BRT project. The preliminary design has evolved from curbside dedicated transit lanes, to a full pedestrian transit mall to the newly proposed North Side Pedestrian Mall. Metrolinx and Durham Region will continue to analyze refinements to the proposed North Side Pedestrian Mall design, in order to respond to the feedback received through the most recent virtual public engagement with the larger community, and from our municipal partners.

We are confident the process will result in a solution that enhances our communities and the Region's transit and transportation network, not just for today but into 2041 and beyond. Our students are our future – Metrolinx and Durham Region are committed to enhancing transit options that will create safer roads for drivers, pedestrians and cyclists as part of Durham Region's Vision Zero Action Plan.

We are committed to fostering open, transparent and consistent dialogue with the DDSB and the larger community as we work together to connect transportation throughout the Greater Golden Horseshoe. We also look forward to having the DDSB participate in our Community Liaison Committees once they have been established as part of the detailed design stage.

For more information on the Durham-Scarborough BRT project, please visit the project webpage. Please do not hesitate to contact Theresa Tran, Senior Manager, Community Engagement (Durham) at Theresa.Tran@metrolinx.com should you have any further questions.

Sincerely,

Phil Verster
President and CEO
Metrolinx

John Henry
Regional Chair & CEO
Regional Municipality of Durham

cc. Special Education Advisory Committee Durham District School Board

Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6
905-666-5500
1-800-265-3968

www.ddsb.ca

Phil Verster
President & Chief Executive Officer
Metrolinx
97 Front Street West,
Toronto, Ontario
M5J 1E6

March 25, 2021

Re: Concerns Over Whitby Section of Proposed Durham-Scarborough Bus Rapid Transit Project

Dear Mr. Verster,

I am writing on behalf of Durham District School Board (DDSB) to express our concerns with respect to the proposed transit mall through downtown Whitby on Dundas Street between Byron Street and Green Street/Perry Street as part of the Durham-Scarborough Bus Rapid Transit Project.

We would like to thank Metrolinx for previously discussing this project with the DDSB Facilities Services and Planning departments. Following our review of the proposed plan, we have considerable concerns that involve student safety, accessibility, bus arrival times and additional vehicular traffic that must be addressed and resolved before the project progresses further.

There are currently 12 school buses that would no longer be permitted to travel along this section of Dundas Street, even though they provide vital transportation for students getting to school. If the proposed transit mall were to be in effect, any students who reside along this section of Dundas Street would not be picked up from their residence and instead would be required to walk out of the area for pickup. This would include students who access special education services and who may use wheelchairs or other mobility devices. The current proposal does not meet the accessibility needs of students and represents a step backwards.

There are numerous schools located in the general area of downtown Whitby, including, but not limited to C.E. Broughton PS, Colonel Farewell PS, EA Fairman PS, Julie Payette PS, Pringle Creek PS, Sir William Stephenson PS, and West Lynde PS that could experience delays in pick-up and drop-off times due to increased traffic flows if traffic were to be rerouted around the downtown core.

Rerouting traffic will result in increased traffic flows on residential streets, affecting streets that are now considered safe walking routes to school for students and will increase the likelihood of pedestrian and vehicular accidents on streets not designed for these increased traffic flows. Rerouting traffic may also result in the need for additional crossing guards from the Town of Whitby.

It is essential that Metrolinx listens and acts on the community concerns expressed with respect to this project. As public organizations, we have a responsibility to work together to not only increase access to rapid transit, but to make Durham Region a safer and more accessible community for everyone, including the youngest members of our community.

Thank you for taking the time to review our concerns about the significant negative impacts the proposed project would have on students. We look forward to your response.

Sincerely,

Carolyn Morton

Carolyn Morton
Chairperson
Durham District School Board

Cc:
Hon. Raymond Cho, Minister for Seniors & Accessibility
Hon. Caroline Mulroney, Minister of Transportation
Hon. Kinga Surma, Associate Minister of Transportation (GTA)
Hon. Peter Bethlenfalvy, MPP Pickering
Lorne Coe, MPP Whitby
Jennifer French, MPP Oshawa
Lindsey Park, MPP Durham
Rod Phillips, MPP Ajax
John Henry, Regional Chair & CEO, Regional Municipality of Durham
Dan Carter, Mayor, City of Oshawa
Shaun Collier, Mayor, Town of Ajax
Don Mitchell, Mayor, Town of Whitby
Dave Ryan, Mayor, City of Pickering
Kelly Mechoulan, Chief Administrative Officer, Durham Student Transportation Services
Janice Oldman, Chairperson, Durham Catholic District School Board