

Program Department Memo

Report of the Secondary FSL Review Committee - 2016/2017



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Date: June 13, 2017

Report Type: DECISION

Background

In January 2015, the UGDSB endorsed the formation of a French Review Committee which was to conduct a review of UGDSB elementary and secondary French as a Second Language (FSL) programs and related accommodation issues. During the review, the scope of the French Review Committee was amended to focus primarily on elementary accommodation and FSL program related issues and the secondary component was deferred.

The Secondary FSL Review Committee has provided recommendations which are designed to promote and support the quality and sustainability of FSL programs in the Upper Grand District School Board.

Issue

To present the *Report of the Secondary FSL Review Committee – 2016/2017* and the recommendations resulting from the committee's work to the Board of Trustees for approval.

Recommendations

It is recommended that:

1. Memo 2017-004 "Report of the Secondary FSL Review Committee - 2016/2017" dated June 13, 2017, be received.

2. The Upper Grand District School Board:

- i. Identify accommodation options for the placement of French Immersion programs in UGDSB secondary schools as part of the Long Term Accommodation Plan (LTAP) process.
- ii. Develop a staffing and allocation process that will, if required, mitigate the impact on Regular Track programs so that all student pathways can be supported.
- iii. Utilize interactive technology to maximize student access to course offerings (e.g. virtual learning environments).
- iv. Develop a comprehensive Human Resources strategy to recruit and hire a sufficient number of qualified secondary Core and FI contract and occasional teachers.
- v. Apply a language proficiency assessment to any teacher candidate with FSL or equivalent qualifications, in addition to the regular interview process, prior to placement on the OT Roster by utilizing a software program such as “Interview Stream” or equivalent.
- vi. Develop and implement a data tracking system for secondary FSL school staffing, vacancies and fill rates for both contract and LTO.
- vii. Identify all teachers in the board with FSL qualifications or the equivalent, including candidates on the OT Roster and LTO List, and offer them the opportunity for professional development, enrichment opportunities and locally offered FSL AQ courses.
- viii. Create a transition plan to appoint a Manager of Secondary Staffing and Recruitment similar to the current elementary model.
- ix. Provide opportunities for the Manager of Secondary Staffing and Recruitment and the Manager of Elementary Staffing and Recruitment to attend all education faculty recruitment fairs and to explore innovative partnerships with faculties of education.
- x. Develop a communications and social media strategy to promote FSL teaching opportunities within UGDSB secondary schools.

- xi. Develop a student mentoring/co-op program to identify and support FSL proficient students who are interested in a teaching career.
- xii. Through the Long Term Accommodation Planning (LTAP) process, determine if the forecasted doubling of the FI enrolment by 2026 requires the addition of FI secondary sites or whether students can be accommodated at existing sites.
- xiii. Further explore the viability of Extended French by surveying the experience of other school boards in the province.
- xiv. Planning Department conduct an impact study on FI enrolment at Erin DHS to determine the viability of introducing either Extended French or FI programs at an Orangeville secondary school.
- xv. Continue to share and build awareness and capacity of the principles and strategies contained in the two new Ministry documents, Including Students with Special Education Needs in French as a Second Language Programs and Welcoming English Language Learners into French as a Second Language Program and this will be considered as part of the UGDSB FSL Plan
- xvi. Create an operating guideline to identify the criteria to be used for program substitutions and exemptions for Core French.
- xvii. Monitor the exemption/substitution rates in both the elementary and secondary panels for French over the next 3 years and this will be considered as part of the UGDSB FSL Plan.
- xviii. Communication and Program Departments develop student- and parent-friendly materials that communicate the benefits of French language instruction and the options available in Grades 9-12.
- xix. Create semi-annual opportunities for intermediate and secondary school FSL teacher dialogue to discuss FSL program content and classroom approaches to increase student confidence and proficiency, especially during the transition from Grade 8 to Grade 9, for both Core and FI programs and this will be considered as part of the UGDSB FSL Plan.
- xx. Continue to incorporate activities that build student voice, engagement, confidence, skill and interest into the revised 3-Year FSL Plan.

- xxi. Conduct exit and graduating interviews with FSL students to assist in identifying ways to maximize engagement.
- xxii. Provide opportunities for FSL teachers, both elementary and secondary and school administrators to dialogue and share resources and exemplary practices, including the Common European Framework of Reference (CEFR), Diplôme d'études en Langue Française (DELFF) and innovative technologies to best support the goals of the UGDSB FSL Plan.
- xxiii. Create more opportunities for FSL teachers to practice their French proficiency and this will be considered as part of the UGDSB FSL Plan.
- xxiv. Provide New Teacher Induction Program (NTIP) training for new secondary FSL teachers that will include emphasizing the CEFR as a methodology to actively engage students and this will be considered as part of the UGDSB FSL Plan.
- xxv. Continue training, as required, to increase the number of correcteurs and at least one additional formateur for succession planning purposes and this will be considered as part of the UGDSB FSL Plan
- xxvi. Increase awareness of the DELF for all students, parents, teachers and school administrators in the system and this will be considered as part of the UGDSB FSL Plan.
- xxvii. Explore options and viability of offering the DELF in earlier grades in addition to Grade 12.

Given the number of recommendations, there will be many staff across a number of different departments who will share the responsibility for implementation. Some of the recommendations have a built in timeline that is associated with either the UGDSB FSL Plan or the Long Term Accommodation Plan (LTAP). The remaining recommendations will be balanced with other school board priorities. Progress updates will be provided by staff on at least an annual basis or as individual recommendations are addressed and implemented.

Rationale

Refer to the attached report.

Report of the Secondary FSL Review Committee - 2016/2017

**Presented to the Board of Trustees
Upper Grand District School Board**



June 13, 2017

The Report of the Secondary FSL Review Committee – 2016/17 contains the following sections:

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1.0 Background

This report represents the second phase of the Upper Grand District School Board (UGDSB) French as a Second Language (FSL) Review, which focuses on secondary FSL programs. The UGDSB believes in providing a range of quality programs and learning opportunities at both the elementary and secondary level to maximize student engagement, achievement and well-being. The review of secondary FSL programs was designed to support the increased student and parental interest in accessing FSL programs across the district.

The timing of the Secondary FSL Review coincided with the revision process for the UGDSB FSL Plan. The second 3-year plan (of the 10 year plan-2013-2023), will be developed, revised and implemented beginning September 2017 through to August 2020. This allowed for an exchange of valuable data sources and information to inform both this review and the development of the revised 3-Year FSL Plan.

The Ontario Ministry of Education document, *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013)*¹, provides the provincial vision for FSL instruction as well as a solid research base that supports the benefits of second language instruction. The UGDSB along with the majority of school boards in the province have adopted the *FSL Framework's* vision and goals.

The *FSL Framework's* vision is:

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

The three goals to support the *FSL Framework's* vision are:

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

The mission, vision and values of the UGDSB set the context and values that enable and support the work to achieve the *FSL Framework's* vision.

1.1 Secondary FSL Review Committee and Meeting Frequency

The Secondary FSL Review was supported by a large committee structure. Every effort was made to provide continuity with the Elementary FSL Review Committee, yet

¹ Referred to henceforth as *FSL Framework*

expanded to ensure that all voices and perspectives were included. Every effort was made to select committee members in a way that ensured there was an equitable representation of the board's geographic diversity.

The committee was tasked with generating a report, including a range of recommendations, by June 2017. This report and associated recommendations was scheduled to go to board for consideration in June 2017.

The committee consisted of representation from the following groups:

- 6 Trustees and a Student Trustee
- Superintendents – Program, Elementary/Secondary with responsibility for FI
- Superintendent of Finance
- Superintendents of Education - Elementary and Secondary
- Principal of Program - Elementary
- FSL Lead
- Communications and Community Engagement Officer
- French Second Language Advisory Committee (FSLAC) Co-chair
- Principals - Elementary and Secondary, FI and regular track
- Teachers - FI and regular track
- OSSTF local representation
- Parent/School Council reps
- External facilitator to guide the work of the committee
- other Board staff acted as resources to the Committee

Appendix A contains the names of the committee representatives.

The Secondary FSL Review began December 2016, as directed by an UGDSB resolution. The Secondary FSL Review took place from December 2016 to May 31, 2017. The committee met six times in face-to-face meetings and utilized an online tool to review documents and provide input between meetings. The meeting dates were as follows:

- December 5, 2016
- January 23, 2017
- April 10, 2017
- April 24, 2017
- May 8, 2017
- May 24, 2017

2.0 Methodology of the Review

The review consisted of the following components:

- conducting and analyzing parent, student, teacher and administrator surveys;
- conducting and analyzing survey information from other English language public school boards;
- analyzing enrolment projections and implications for the UGDSB;
- reviewing student performance in secondary FSL programs;
- reviewing program delivery models in the UGDSB relative to other school boards in the province;
- assessing and surveying recruitment and hiring practices in school boards across the province;
- reviewing professional development opportunities to support FSL teachers;
- generating strategies and recommendations for the UGDSB to consider for action;
- coordinating and integrating recommendations with the UGDSB FSL Plan.

3.0 FSL Program Delivery Models

There are three FSL programs in Ontario: Core French, French Immersion and Extended French. The primary goal of the three FSL programs is to increase, within realistic and well-defined parameters, a student's ability to communicate in French. The programs also enable students to better understand the stages of language learning and the use of language learning strategies to acquire the language. Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French.

The UGDSB strives to increase all students' ability to communicate and interact with growing confidence and proficiency in French. The UGDSB currently offers two FSL programs at the secondary level: Core French and French Immersion. Both are viable pathways to fluency in French.

Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8 - a minimum of 600 hours for Core French, a minimum of 1260 hours for Extended French, and a minimum of 3800 hours for French Immersion.

Core French

Students in Core French must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. At the secondary level, students can take French as a subject from Grades 9 - 12. Academic, applied, and open courses are offered in Core French in Grades 9 and 10; university preparation and open courses are offered in Grades 11 and 12 (this may vary from school to school). It is mandatory that students take one French credit for the Ontario Secondary School Diploma (OSSD). As well, 2 additional French credits, to a maximum of 3, can count toward compulsory credits.

French Immersion

At the secondary level, French is the language of instruction in several courses. Students enrolled in this program have accumulated a minimum of 3800 hours by the end of Grade 8. In secondary they will accumulate ten credits in French: four are for FSL (language) courses; six are for other subjects in which French is the language of instruction. If a student fulfills these requirements, the school grants a certificate in French Immersion.

Extended French

Although not currently offered in the UGDSB, the Extended French program at the secondary level has students accumulate a total of seven credits in which the language of instruction is French. Four of these credits are for FSL (language) courses and three are for other subjects in which French is the language of instruction. Students must have accumulated a minimum of 1260 hours by the end of Grade 8 to be in the Extended French program in high school. If a student fulfills these requirements, the school grants a certificate in Extended French.

Note: One FSL credit (110 hours) from any of the three programs is compulsory for secondary school graduation. Up to three FSL credits can be counted compulsory credits toward as student's OSSD.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English language curriculum policy documents.

4.0 Provincial Board Survey

Every English language public school board was contacted with a standard list of questions (*Appendix B*) to identify similarities and differences in how secondary FSL programs are implemented across the province relative to the UGDSB. This survey

allowed for the FSL Review Committee to determine if a particular issue was specific to the UGDSB or a provincial trend. Out of 32 school boards contacted, 23 Boards responded directly with responses to the list of questions.

The following represents key findings from the boards that responded:

- 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 vary 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.
- The majority of school boards utilize the vision and goals from the Ministry's *FSL Framework*. Three boards are currently reviewing their FSL vision and one board has abbreviated the vision from the *FSL Framework* document.
- 75% of school boards do not have a French as a Second Language Advisory Committee (FSLAC). Toronto and Area Regional Office (TARO) school boards, of which UGDSB is a member, and other neighbouring school boards including, Hamilton Wentworth DSB, Toronto DSB and Peel DSB have active committees. Representation on the committees varies, where some only have staff representation.
- Boards consistently expressed the efforts underway to shift the culture of exemption for Grade 9 French and the focus on supporting special needs and English language learners to attract and retain students in FSL programs.
- The majority of boards expressed the challenge of finding qualified and language competent teachers for secondary programs.

From the information gathered it was discovered that the UGDSB has much in common with the other English language school boards. It was also found that for school boards of a similar size ("boards like us"), the UGDSB is the only school board that has implemented a French as a Second Language Advisory Committee (FSLAC).

Based on information from other boards in Ontario, Upper Grand should be very proud of the length of time that they have committed to offering FSL programs. French Immersion in the UGDSB was originally introduced in Grades 1 and 2 in 1974 and has continued to expand significantly since that time.

The UGDSB FI program is amongst the leaders in the province when measured by French instructional minutes. No other board combines a French Immersion JK entry point with 100% French instruction in the first 4 years and a reduction to 50% French instruction only in Grade 7. UGDSB FI students double the required 3800 hours of French instruction required for elementary FI and add an additional 1100 hours of FI class time in secondary.

In order to continue to grow and offer quality FSL programs, the majority of school boards have identified attracting, recruiting and retaining qualified French language teachers as a key challenge. Boards identified the potential impact of teacher mobility, leaves of absence and ensuring that sufficient qualified teachers are hired to the Occasional Teacher Roster and the Long Term Occasional List as a concern for the viability of FSL programs.

4.1 Student, Parent, Teacher and Administrator Survey Results

Student, parent, administrator and teacher surveys were conducted to provide additional perspectives and anecdotal information for the Secondary FSL Review Committee to incorporate into their discussion and final report. 2780 secondary students responded to the student survey and there was a higher response rate in the Guelph region (42%) relative to the Dufferin (28%) and Wellington (30%) areas. There was a similar response rate in the same regions for the parent surveys. The teachers had a high response rate of 65% and the administrator survey was a 100% response rate.

A [summary of the parent and student survey responses](#) was prepared for the committee. The highest response rate was from Grade 9 Core students in academic classes and from parents of Grade 9 Core students in academic classes. It would appear that the parents and students in Core French were more aligned in their responses than parents and students in French Immersion.

The current retention rates for Core French are identified in the *Strengthening Retention in Core French and FI to Grade 12* section of this report. The 25% Grade 9 Core retention rate is in contrast to the parent and student survey results. In the survey 48% of parents identified that their child would continue with Core French until Grade 12 while 41% of students indicated that would continue studying Core French through to Grade 12. For FI, 88% of students and parents indicated the interest in continuing FI to Grade 12. FI retention rates in the UGDSB would support this response rate.

There appeared to be a similar rationale as to why students continued in both Core and FI, which is linked to opening doors for future opportunities, to enhance future career

potential and to become fluent. This is in contrast to why students stopped taking Core French. The top 3 reasons for not continuing with French were; 1) not interested in French (65%), 2) they did not have space in their timetable (29%) and 3) that French was too hard (25%). Surprisingly, 80% of students indicated that there was nothing that could have been done differently to support them in continuing in Core French. There may be a student mindset in play, which focuses on needing one French credit for their OSSD and once acquired students are not motivated to continue. The rationale for not continuing in FI was they would get better grades (20%), FI is too hard (22%) and that they want to take another program such as CELP, da Vinci, SHSM or IB (26%).

The survey was designed to try and elicit responses that would indicate what motivates and demotivates students to continue in Core and FI. Understanding the areas of concern and motivation would allow the committee to identify strategies to promote higher retention rates in both Core and FI. The feedback provided in the surveys will be referenced in other areas of the report given they informed recommendations in the report to promote retention in both the Core and FI programs.

A [summary of the teacher and the administrator survey results](#) was also prepared for the committee. The majority of teachers who responded to the survey have between 5-10 years of experience (43%). There is fairly close alignment between the teacher and student responses for the reasons why students do not continue in Core and FI programs. Teachers rated students not seeing the relevance in continuing with FSL as the main reason for not continuing in the program. FI teachers believe that course offerings and timetable conflicts, student interest in other programs, and concern for their grades are the top three reasons why students do not complete their FI certificate.

Administrators identified the challenges to staffing FSL programs. For Core French, the greatest challenge is linked to hiring for part time or single sections followed by having an adequate number of occasional teachers for French and recruitment of qualified teachers. For FI, it is the same three challenges but ranked in a different order. In FI the top challenge is the recruitment of qualified teachers followed by adequate number of daily occasional teachers and then hiring for single section or part time.

In the administrator survey, the course most substituted for students with an Individual Education Plan (IEP) is Core French.

The recommendations in this report were informed by these survey findings.

5.0 Implications for UGDSB Secondary Enrolment Projections

Enrolment projections are based on moving current cohorts of elementary students through to high school, while making assumptions about the effect of residential development and building attrition into the projection. Attrition rates are applied based on observed year-to-year changes in enrolment from grade to grade. The most significant drop in FI enrolment occurs from Grade 8 to Grade 9 as students make choices about choosing pathways that may not include FI, including International Baccalaureate (IB) and any other specialized local and neighbourhood school programs.

Ministry of Education data (*Appendix C*) contains the provincial FI participation rate as a percentage of total enrolment, but only up to 2014-15. It is interesting to note that UGDSB's rate of participation is higher than the provincial average. This would be indicative of a higher retention rate for students in the FI program.

The UGDSB Planning Department has created a ten-year forecast in order to visualize enrolment trends to 2026. The forecast shows the trends for Regular Track (RT) and FI. The UGDSB will start to see the impact of the elementary FI cap when the first capped cohort enters Grade 9 in 2027/2028.

Figure 1 shows the significant increase in secondary FI enrolment, which more than doubles by the year 2026.

Figure 2 illustrates the total secondary enrolment from a participation perspective, indicating that the RT enrolment will drop from about 95% to about 88%. The key driver for increases in student enrolment is linked to FI, not RT, which remains relatively static.

Figure 1 - Secondary RT and FI Enrolment

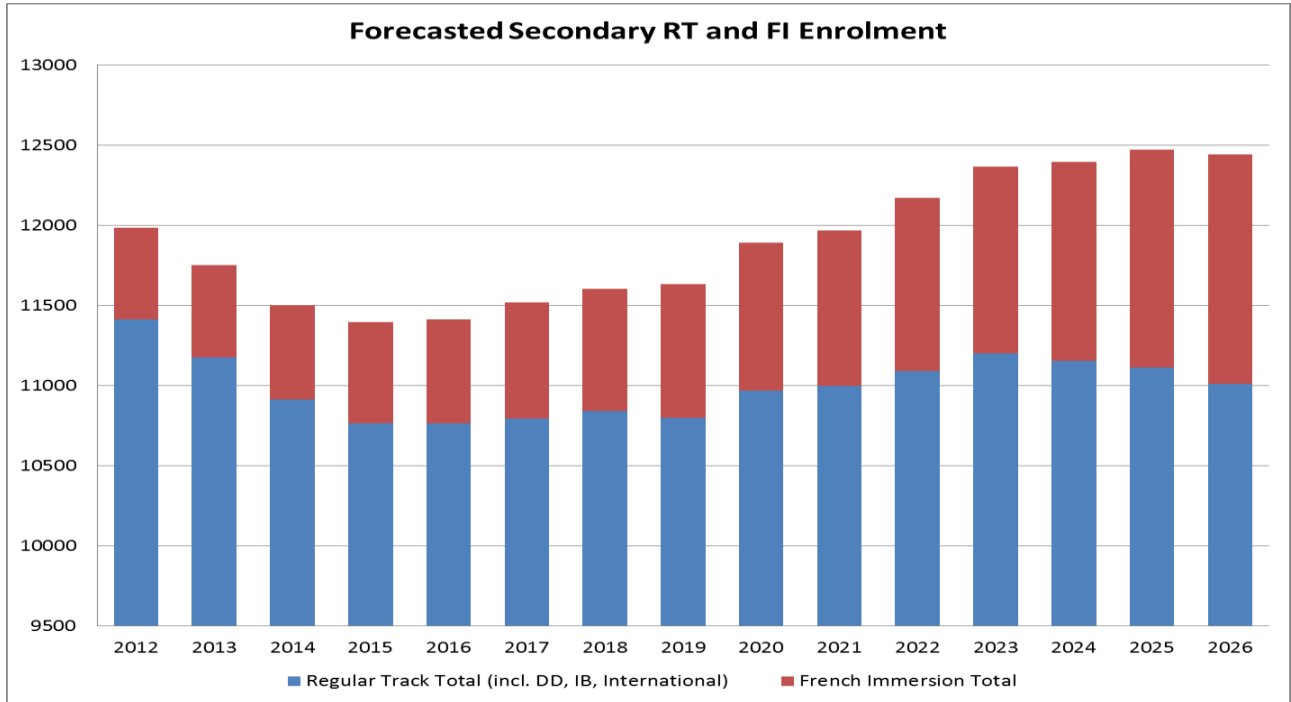


Figure 2 - Forecasted Participation in Secondary RT and FI

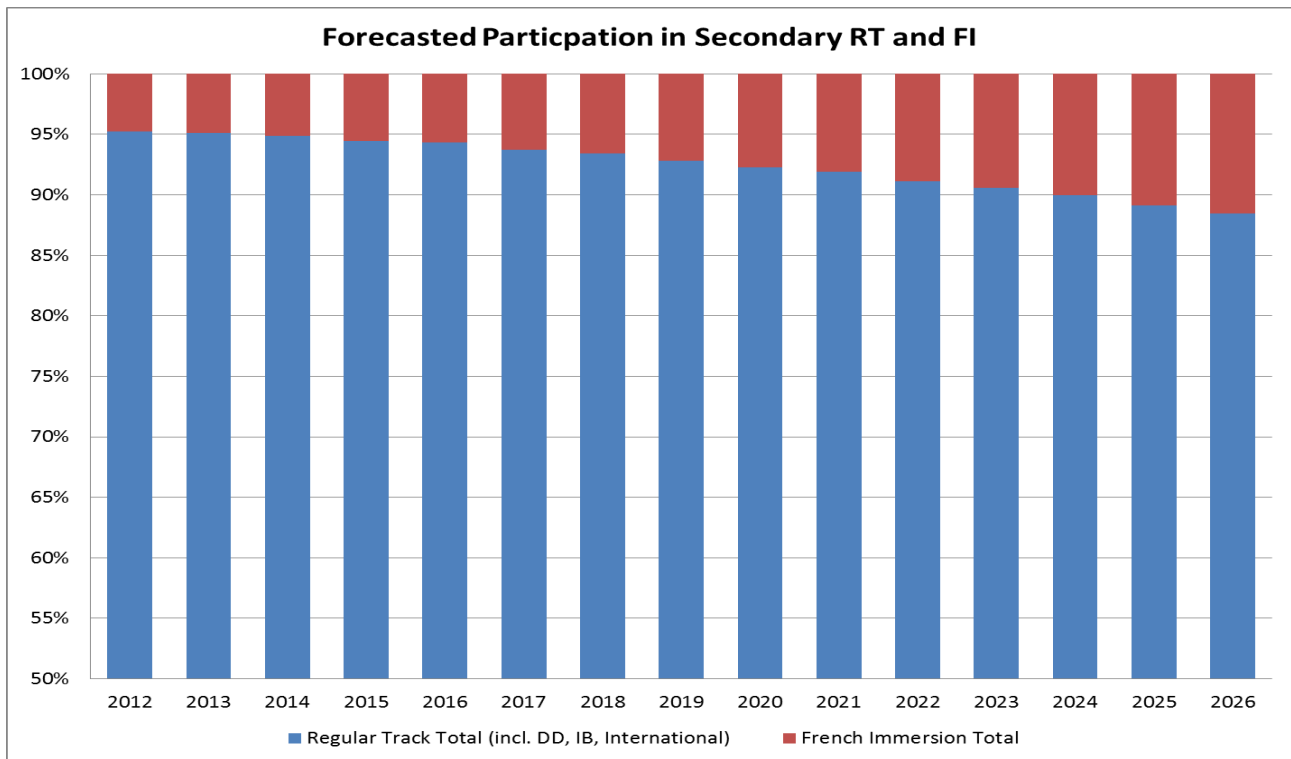


Figure 3 illustrates more clearly the gradual and significant change from approximately 600 students to over 1400 secondary students in FI throughout the UGDSB. The first of the larger elementary cohorts enters high school in 2017, and the pressure to both accommodate and provide programming for these students will continue incrementally through to 2026.

Figure 3 - Secondary FI Enrolment Forecast

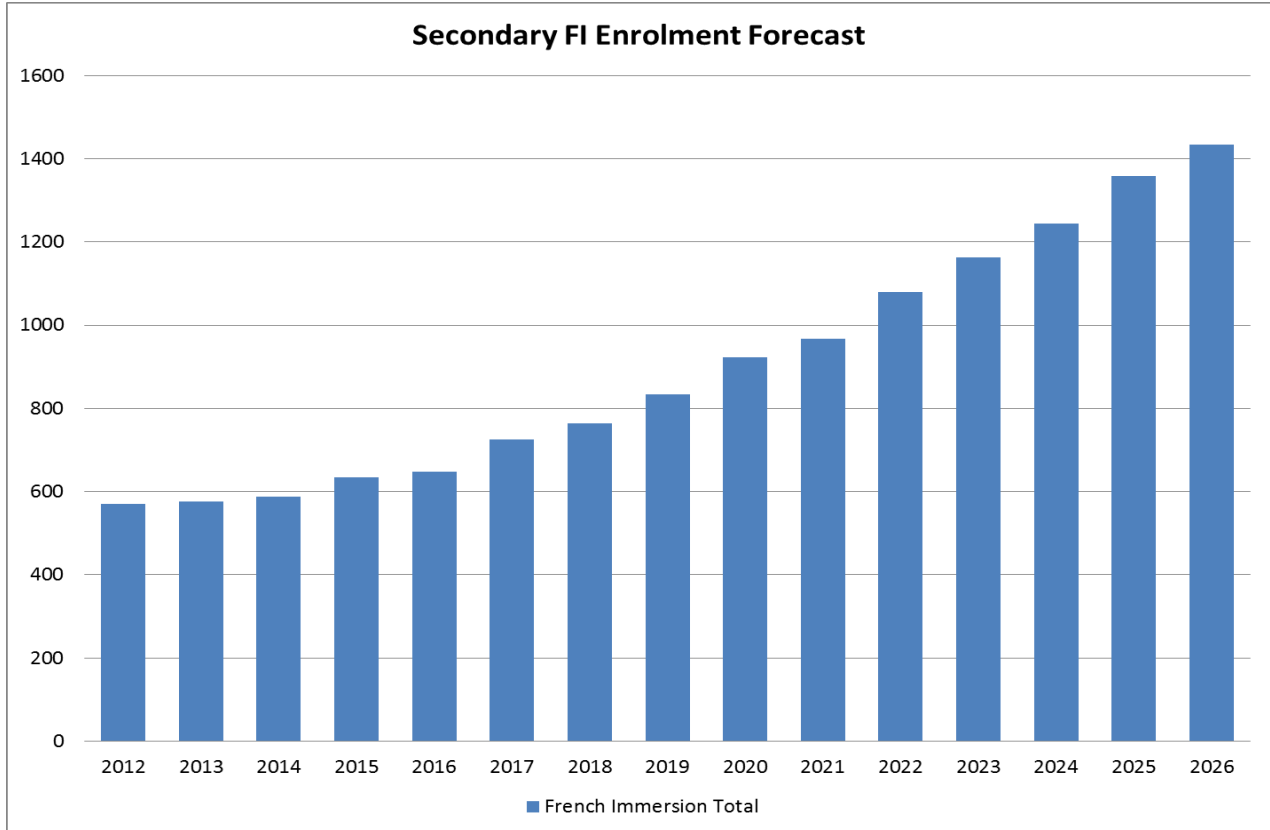


Figure 4 converts student enrolment numbers to instructional sections, which is a proxy for the number of teachers required to support both Core and FI classes.

Figure 4 - Secondary Section and Staffing Projection

Secondary Section and Staffing Projection												
Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
RT	10765	10784	10823	10777	10934	10964	11056	11164	11118	11078	10975	
FI	647	724	764	834	923	968	1080	1164	1244	1359	1433	
Avg. Section Size	2016 Sections Offered	Projected Section Requirement										
CF Sections	22	40.0	40.1	40.2	40.0	40.6	40.7	41.1	41.5	41.3	41.2	40.8
FI Sections	23	67	75.0	79.2	86.3	95.6	100.2	111.9	120.5	128.8	140.7	148.4
			112%	118%	129%	143%	150%	167%	180%	192%	210%	222%
FI FTE Teacher Req.	11.2	12.5	13.2	14.4	15.9	16.7	18.6	20.1	21.5	23.5	24.7	
FI FTE Teacher Need		1.34	2.03	3.22	4.76	5.53	7.48	8.91	10.30	12.29	13.57	
CF FTE Teacher Req.	6.7	6.7	6.7	6.7	6.8	6.8	6.8	6.9	6.9	6.9	6.8	

The correlation between the number of instructional sections and the number of teachers assumes a class size average of 23, which is not an accurate assumption outside the more populated urban center of Guelph. In reviewing class sizes for FI, it varies greatly based on the location of the program in the district.

The table above estimates the number of Core French and FI full time equivalent (FTE) teachers needed through 2026. The numbers do not appear to be large, however given the need for subject expertise and added complexity of board geography, there are many more actual teachers required given the need for part time assignments to fulfill the Core and FI class needs. As such, one FI teacher does not equal one FI FTE. Every effort is made to fill a teacher's timetable with as much FSL as possible to ensure program continuity. A teacher may have a timetable blend of Core, FI and Regular Track classes and depending on actual student enrolment in FSL courses, blended classes of Core and FI are a possibility.

The number of sections of FI and Core assigned to any teacher will vary depending on the teacher's qualifications and specific subjects making up the 10-credit FI certificate. Given the board's geography, in most circumstances, it is very difficult to share teachers who have part time assignments between schools. This again impacts the number of part time FI teachers in the board. The inability to give full timetables to Core or FI teachers could be a deterrent to attracting teachers to the UGDSB.

The complication at the secondary level is a need for teacher qualifications in a subject area, coupled with the need for a teacher with French language proficiency. Therefore,

FI courses available to students are totally dependent on the qualifications of the teachers hired. As a result, this does not allow for a consistent set of courses being offered in FI across secondary schools in the UGDSB. This would appear to be a consistent issue across the province. Out of the 10-credit certificate for FI in 2016-17, the common courses offered at the four UGDSB secondary sites are the grades 9-12 French Immersion language courses (FIF), as well as the Grade 9 Academic Geography and Grade 10 History courses. The Grade 10 Careers and Civics Courses (0.5 credits each) are common at three of the schools. The Grade 12 humanities course Challenge and Change in Society is offered at two sites. The remaining courses in each of the four FI sites are stand-alone courses that are linked to teacher qualifications and vary across the district. (*Appendix D*)

Actual class sizes in FI vary from 12 to 31 students per class and in Core French classes across the system the size varies from 10 to 31 students. Unlike other subject areas, there has been a tendency for school principals to let FI and Core programs run at lower class size levels in order to promote and support FSL programs. This has placed significant pressure on other secondary program options, driving up RT class size, cancelling low enrolment RT courses and reducing other program options for secondary students.

Courses that are often cancelled to allow the FI programs to run are workplace and essential pathway courses, low enrolment grade 12 courses, and grade 12 university preparation courses that are over-subscribed and cannot generate sufficient numbers for an additional class, usually mathematics and social sciences. There have also been occasions when Core FSL classes have been among those cancelled due to low enrolment.

It is the UGDSB's practice to ensure that the needs of the FI program are met first, even if the class size is low and can impact the availability of optional courses such as art, technology or anthropology that have larger class size numbers. In the event that a course is cancelled, every effort is made by the school to find an alternate course of study. In some circumstances, e-Learning courses are accessed to ensure the student has every opportunity to complete course requirements and prerequisites. In the smaller rural schools the provision of an extra section for staffing is often used to mitigate the impact on other RT courses.

As the number of students taking FI significantly increases over the next 10 years, it is hoped that there will be greater student retention and the ability to generate class sizes that do not compromise the offering of RT options.

Linked to the doubling of FI sections by 2026 is, at a minimum, a doubling of the required number of teachers.

Recommendations:

It is recommended that the UGDSB:

- i. Identify accommodation options for the placement of French Immersion programs in UGDSB secondary schools as part of the Long Term Accommodation Plan (LTAP) process.
- ii. Develop a staffing and allocation process that will, if required, mitigate the impact on Regular Track programs so that all student pathways can be supported.
- iii. Utilize interactive technology to maximize student access to course offerings (e.g. virtual learning environments).

6.0 Attracting, Developing and Retaining FSL Qualified Teachers

Given the increasing need for secondary FSL qualified teachers there is a need to develop a comprehensive staffing and recruitment plan specifically designed for the secondary panel. The provincial landscape and challenges for hiring FSL teachers were reviewed as part of the [Report of the French Review Committee - 2015](#).

The challenges identified in the Elementary FSL Review are consistent with teacher recruitment and hiring issues at the secondary level. The approved recommendations from the Elementary FSL Review that also apply to the secondary panel are as follows:

5. *That the Human Resources Department review and expand its recruitment practices as it relates to French language teachers and support staff (e.g. ECEs, EAs).*
6. *That the Human Resources Department advance the dates of the recruitment, posting and interviewing process for French language teachers.*
7. *That the Human Resources Department actively pursue increasing teacher and ECE practicum placements in the board for candidates with French language proficiency.*
9. *That the Human Resources Department work in conjunction with the local teacher unions to explore the potential of newly hired qualified French language teachers committing to 5 years of French language instruction in the Board.*

10. That the Human Resources Department hire an individual, on contract (e.g. a retired principal), to work with UGDSB staff to develop a process to support recruitment and the hiring of qualified French language teachers, including occasional teachers and support staff. As part of this work, other school boards will be canvassed to identify any exemplary practices that could be adapted and incorporated into the UGDSB process.

11. That the UGDSB work with OPSBA to advocate for the Ministry of Education and the Deans of the Faculties of Education and Colleges to assist in addressing the number of teacher and support staff available for French language instruction at both the elementary and secondary level.

Since the approval of the Elementary FSL Review report a Manager of Elementary Staffing and Recruitment was hired to address the Elementary French Review report's recommendations.

In the school administrator survey, principals identified the top three challenges to staffing FSL programs as follows:

- Hiring for a single section or part time schedule
- Adequate number of daily occasional teachers for French
- Recruitment of qualified FSL teachers.

In addition to the 2015 report recommendations, which equally apply to secondary in the context of teachers, there are other opportunities to explore at the secondary level. The added complexity at the secondary level of requiring subject qualifications, as well as language proficiency, presents an even greater challenge especially at the senior levels. Basing course offerings on teacher qualifications has and will continue to affect the continuity of a school's FI program when a teacher retires, goes on maternity or medical leave or leaves the board for mobility purposes. This is not only a contract teacher issue, but also applies to the Occasional Teacher (OT) Roster and Long-Term Occasional (LTO) List.

Although there were no contract teacher vacancies for the 2016-17 staffing process, there were LTO sections required throughout the year. A review of the process for teachers in the UGDSB to access the OT Roster or LTO List shows that it is the same for any teacher and involves a screening interview process, OCT certificate screening for good standing and reference checks. To be considered for the LTO List, all candidates must have provided 10 months as an OT in the board. A formal interview process and further reference checking is required for a candidate to be placed on the

LTO List. At this time, language proficiency for any candidate that has FSL Part 1 or the equivalent is not part of the hiring process in the UGDSB.

In reviewing processes in other school boards, most are now moving to a language proficiency assessment (both written and oral) for any candidate who has French qualifications in advance of placement on the OT Roster. A software program such as “Interview Stream” or equivalent is used to facilitate the assessment. This type of program reduces the number of individuals assessing the language to two people only and as such accelerates the process. There is a cost associated with the software program plus a fee for two assessors.

Boards commented that this streamlined the process for schools to access qualified teachers. If a candidate is successful with the language proficiency test, as a first step, then they would enter into the board’s regular interview process, which is conducted in English to assess their general teaching competencies. In some boards if the candidate is not successful with the language proficiency for either Core French or FI, they are ineligible to have a follow-up interview to be considered for placement on the OT Roster, but their French can be reassessed after 6 months. In addition, if a teacher is assessed for language proficiency at the Core level they can request a reassessment to be eligible for teaching FI after 6 months.

Recommendations:

It is recommended that the UGDSB:

- iv. Develop a comprehensive Human Resources strategy to recruit and hire a sufficient number of qualified secondary Core and FI contract and occasional teachers.
- v. Apply a language proficiency assessment to any teacher candidate with FSL or equivalent qualifications, in addition to the regular interview process, prior to placement on the OT Roster by utilizing a software program such as “Interview Stream” or equivalent.
- vi. Develop and implement a data tracking system for secondary FSL school staffing, vacancies and fill rates for both contract and LTO.
- vii. Identify all teachers in the board with FSL qualifications or the equivalent, including candidates on the OT Roster and LTO List, and offer them the opportunity for professional development, enrichment opportunities and locally offered FSL AQ courses.

- viii. Create a transition plan to appoint a Manager of Secondary Staffing and Recruitment similar to the current elementary model.
- ix. Provide opportunities for the Manager of Secondary Staffing and Recruitment and the Manager of Elementary Staffing and Recruitment to attend all education faculty recruitment fairs and to explore innovative partnerships with faculties of education.
- x. Develop a communications and social media strategy to promote FSL teaching opportunities within UGDSB secondary schools.
- xi. Develop a student mentoring/co-op program to identify and support FSL proficient students who are interested in a teaching career.

7.0 Accommodation Planning

Although the UGDSB has higher retention rates than the provincial average, there are different retention rates across the district. The implementation of the IB program at Guelph Collegiate Vocational Institute (GCVI) in 2014 accounts for some of the disparity. IB now provides more choice for students entering secondary school, and as such, results in a greater distribution of FI students across schools. This reduction in FI retention has been maintained in each subsequent year following GCVI's IB introduction in 2014.

Retention issues for communities outside the Guelph area are linked to long bus rides and having to leave a neighbourhood school. This has been specifically identified for students who live in the Orangeville area of the board. This was expressed by respondents to the secondary student, parent and teacher surveys as well as in the previous elementary parent survey administered in 2014-15.

Figure 5 shows the progression rates from Grade 8 to Grade 9 to secondary FI sites in the board:

Figure 5 - Grade 8 to Grade 9 FI Progression Rates

Grade 8 to Grade 9 FI Progression Rates

Centre Wellington		2010	2011	2012	2013	2014	2015	2016	5 YR AVG
J.D. Hogarth	Grade 8	21	13	22	24	23	25	31	
Centre Wellington	Grade 9		20	12	20	17	25	23	
<i>Grade 9 Retention</i>		<i>95.2%</i>	<i>92.3%</i>	<i>90.9%</i>	<i>70.8%</i>	<i>108.7%</i>	<i>92.0%</i>		90.9%

Guelph		2010	2011	2012	2013	2014	2015	2016	5 YR AVG
John McCrae PS	Grade 8	109	124	132	142	147	51	67	
King George PS	Grade 8						55	63	
Arbour Vista	Grade 8						46	53	
Sub-Total		109	124	132	142	147	152	183	
JF Ross CVI	Grade 9		105	111	117	108	124	124	
<i>Grade 9 Retention</i>		<i>96.3%</i>	<i>89.5%</i>	<i>88.6%</i>	<i>76.1%</i>	<i>84.4%</i>	<i>81.6%</i>		84.0%
<i>*2010 Grade 8 Class from King George PS</i>									

North Wellington		2010	2011	2012	2013	2014	2015	2016	5 YR AVG
Palmerston PS	Grade 8	10	9	7	15	8	20	16	
Norwell DSS	Grade 9		10	6	7	10	9	14	
<i>Grade 9 Retention</i>		<i>100.0%</i>	<i>66.7%</i>	<i>100.0%</i>	<i>66.7%</i>	<i>112.5%</i>	<i>70.0%</i>		83.2%

Orangeville/Dufferin		2010	2011	2012	2013	2014	2015	2016	5 YR AVG
Mono-Amarant	Grade 8	0	19	19	14	22	13	42	
Erin DHS	Grade 9		0	16	11	8	16	14	
<i>Grade 9 Retention</i>		<i>0.0%</i>	<i>84.2%</i>	<i>57.9%</i>	<i>57.1%</i>	<i>72.7%</i>	<i>107.7%</i>		75.9%

Erin		2010	2011	2012	2013	2014	2015	2016	5 YR AVG
Erin PS	Grade 8	32	27	21	29	22	21	26	
Erin DHS	Grade 9		28	20	15	21	16	20	
<i>Grade 9 Retention</i>		<i>87.5%</i>	<i>74.1%</i>	<i>71.4%</i>	<i>72.4%</i>	<i>72.7%</i>	<i>95.2%</i>		77.2%

Total	Grade 8	172	192	201	224	222	231	298	5 YR AVG
	Grade 9		163	165	170	164	190	195	
<i>Board Retention</i>		<i>94.8%</i>	<i>85.9%</i>	<i>84.6%</i>	<i>73.2%</i>	<i>85.6%</i>	<i>84.4%</i>		82.7%

Used Grade 9 student data in GIS and analyzed Grade 8 origin school in order to determine progression. Does not include grade 9 students from out of district, only students from FI feeder schools

Recommendations:

It is recommended that the UGDSB:

- xii. Through the Long Term Accommodation Planning (LTAP) process, determine if the forecasted doubling of the FI enrolment by 2026 requires the addition of FI secondary sites or whether students can be accommodated at existing sites.
- xiii. Further explore the viability of Extended French by surveying the experience of other school boards in the province.
- xiv. Planning Department conduct an impact study on FI enrolment at Erin DHS to determine the viability of introducing either Extended French or FI programs at an Orangeville secondary school.

Retention rates appear to be fairly high in FI within the UGDSB, with the greatest retention occurring between Grades 9-10 and Grades 10-11. Attrition from Grade 8 -9 primarily occurred as a result of the introduction of more choice at the secondary level, such as IB, and travel distances out of neighbourhood school catchment areas. Surveys indicated that course availability and timetable conflicts could often affect student retention at the senior grades. The committee recognized that a certain amount of attrition is expected and was overall very pleased with the FI retention rates in the region.

Figure 6 shows the FI progression rates for all Grades 8 through 12 by FI school site and as a total progression rate for the UGDSB:

Figure 6 - Secondary FI Progression Rates

Centre Wellington DHS						
Enrolment						
Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Secondary Total
2011	13	20	20	16	26	82
2012	22	13	15	25	10	63
2013	24	20	10	14	17	61
2014	23	17	15	5	13	50
2015	25	25	11	16	5	57
2016	31	23	24	11	16	74

Progression Rate				
Year	Grade 8-9	Grade 9-10	Grade 10-11	Grade 11-12
2011				
2012	100%	75%	125%	63%
2013	91%	77%	93%	68%
2014	71%	75%	50%	93%
2015	109%	65%	107%	100%
2016	92%	96%	100%	100%
avg	92%	78%	95%	85%

Norwell DSS						
Enrolment						
Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Secondary Total
2011	9	10	9	9	8	36
2012	7	6	7	5	6	24
2013	15	7	5	6	4	22
2014	8	10	5	4	6	25
2015	20	3	11	4	3	21
2016	16	14	2	11	2	29

Progression Rate				
Year	Grade 9	Grade 10	Grade 11	Grade 12
2011				
2012	67%	70%	56%	67%
2013	100%	83%	86%	80%
2014	67%	71%	80%	100%
2015	38%	110%	80%	75%
2016	70%	67%	100%	50%
avg	68%	80%	80%	74%

JF Ross CVI						
Enrolment						
Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Secondary Total
2011	124	109	97	82	89	377
2012	132	111	102	86	73	372
2013	142	119	100	91	71	381
2014	147	115	110	94	84	403
2015	152	124	108	103	90	425
2016	183	124	118	100	92	434

Progression Rate				
Year	Grade 8-9	Grade 9-10	Grade 10-11	Grade 11-12
2011				
2012	90%	94%	89%	89%
2013	90%	90%	89%	83%
2014	81%	92%	94%	92%
2015	84%	94%	94%	96%
2016	82%	95%	93%	89%
avg	85%	93%	92%	90%

Erin DHS						
Enrolment						
Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Secondary Total
2011	46	31	27	23	15	96
2012	40	38	27	23	23	111
2013	43	30	35	26	21	112
2014	44	33	24	30	22	109
2015	34	32	31	25	29	117
2016	68	34	31	27	19	111

Progression Rate				
Year	Grade 8-9	Grade 9-10	Grade 10-11	Grade 11-12
2011				
2012	83%	87%	85%	100%
2013	75%	92%	96%	91%
2014	77%	80%	86%	85%
2015	73%	94%	104%	97%
2016	100%	97%	87%	76%
avg	81%	90%	92%	90%

Total UGDSB						
Enrolment						
Year	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Secondary Total
2011	192	170	153	130	138	591
2012	201	168	151	139	112	570
2013	224	176	150	137	113	576
2014	222	175	154	133	125	587
2015	231	184	163	151	130	628
2016	298	195	174	149	129	647

Progression Rate				
Year	Grade 8-9	Grade 9-10	Grade 10-11	Grade 11-12
2011				
2012	88%	89%	91%	86%
2013	88%	89%	91%	81%
2014	78%	88%	89%	91%
2015	83%	93%	98%	98%
2016	84%	95%	91%	85%
avg	84%	91%	92%	88%

8.0 Strengthening Retention in Core French and FI to Grade 12

Retaining students through to Grade 12 in Core French is a viable option for becoming functionally fluent.

Student voice and student choice are the key factors that guided the committee discussions regarding retention in Core and FI programs. These factors are especially important at the secondary level as students begin to explore pathways leading to career options. The adage “keep your doors open” was mentioned as students begin to make key decisions following Grade 9 and select courses that are aligned with student interest and various pathways. Decisions regarding compulsory credits, leading to an OSSD, which only require one credit such as French, physical education, art, history or geography need to be well thought out prior to a student eliminating them from a secondary course of study. Once eliminated from a timetable, a student rarely will revisit the credit. Knowing this, every effort must be made to ensure that students are well informed of the benefits of continuing in Core French and FI in order to make the best possible decision for their future career pathway.

The progression data indicates that the UGDSB is doing very well in FI retention and is above the provincial average. The anomaly is in the Dufferin area, which was highlighted in the previous section. The committee was very satisfied with the FI retention and believed that attrition is more related to student choice, family circumstances and student interest and motivation, as outlined in the student survey summary. The key transition from Grade 8 to Grade 9 was an area the committee discussed. The committee wanted to focus on ensuring elementary students have a full understanding of the range of FSL programs available at the secondary level and the benefits and differences of each in order for families and students to make the best informed decision.

It is a different circumstance with regard to Core French. Examining the last five years of Core French enrolment, only one out of every four students continues in Core French beyond Grade 9 and each subsequent year approximately 52% of students continue on to Grade 11, and 61% of the Grade 11 students carry on to complete Grade 12 Core French. There is a greater retention rate once a student has committed to Core French to Grade 12. This is depicted in Figure 7.

Figure 7 - Students Studying Core French By Grade

	Grade 9	Grade 10		Grade 11		Grade 12	
Year	Students	Students	Retention*	Students	Retention	Students	Retention
2012-13	1918	504	n/a	272	n/a	189	n/a
2013-14	1904	500	26%	263	52%	173	64%
2014-15	1826	477	25%	275	55%	165	63%
2015-16	1868	485	27%	227	48%	172	63%
2016-17	1794	469	25%	264	54%	118	52%
4 year average			25.75%		52.25%		60.5%

** Retention rates are read on the diagonal. This is true for the following male and female retention charts.*

The 25.75% retention rate in Core French does not represent an equal distribution of students in applied and academic classes. Over 95% of retention to Grade 12 is related to students taking academic/university classes.

Further analysis of the data provided a gender breakdown in Core French by grade as shown Figure 8 and Figure 9. It would appear that female students have a greater overall retention in Core French to Grade 12. In Grade 10, more than double the number of females to males stay in Core French. Female students are approximately 9% more likely than males to continue in Grade 11 Core French and females are 5.5% more inclined to continue to Grade 12

Figure 8 - Female Students Studying Core French

	Grade 9	Grade 10		Grade 11		Grade 12	
Year	Students	Students	Retention	Students	Retention	Students	Retention
2012-13	961	352	n/a	194	n/a	132	n/a
2013-14	956	360	37.5%	188	53.4%	130	67.0%
2014-15	942	341	35.7%	205	56.9%	115	61.1%
2015-16	956	348	36.9%	178	52.2%	129	62.9%
2016-17	933	321	33.6%	198	56.9%	98	55.1%
4 year average			35.9%		54.9%		61.5%

Figure 9 - Male Students Studying Core French

	Grade 9	Grade 10		Grade 11		Grade 12	
Year	Students	Students	Retention	Students	Retention	Students	Retention
2012-13	957	152	n/a	78	n/a	57	n/a
2013-14	948	140	14.6%	75	49.3%	43	55.1%
2014-15	884	136	14.3%	70	50.0%	50	66.7%
2015-16	912	137	15.5%	49	36.0%	43	61.4%
2016-17	861	148	16.2%	66	48.1%	20	40.8%
4 year average			15.2%		45.9%		56.0%

There was much learned from the student surveys that identified the reasons for students not continuing in Core French, such as:

- Lack of interest and motivation in French
- Too difficult a course and grades are affected
- Timetable limitations that do not allow for student choice
- Not prepared for Grade 9 course of study

Figures 10 through 13 show the percentage of students who attained a level 3 (70%) or above in Grade 9-12 Core French for the past four years. One of the reasons stated as

to why students do not continue in Core French was linked to the ability to get good grades. Although the student grades for the academic level appear positive, there are still approximately 20% of students in Grade 9 who have not attained a level 3. This percentage is double for the Grade 9 applied level and may directly affect retention. As students continue in the Core French program to Grade 12, student performance tends to improve. In Grade 12, on average, 89% of students earn a grade of 70% or higher.

Figure 10 - Percentage of Students with a Mark of 70% or Higher in Grade 9 Core French

Year	Applied	Academic
2012 - 2013	61%	78%
2013 - 2014	65%	79%
2014 - 2015	61%	80%
2015 - 2016	67%	78%
4 year average	63.5%	78.8%

Figure 11 - Percentage of Students with a Mark of 70% or Higher in Grade 10 Core French

Year	Applied	Academic
2012 - 2013	38%	82%
2013 - 2014	60%	90%
2014 - 2015	52%	84%
2015 - 2016	67%	89%
4 year average	54%	86%

Figure 12 - Percentage of Students with a Mark of 70% or Higher in Grade 11 Core French (FSF 3U - University)*

Year	Mark
2012 - 2013	84%
2013 - 2014	87%
2014 - 2015	87%
2015 - 2016	83%
4 year average	85%

Figure 13 - Percentage of Students with a Mark of 70% or Higher in Grade 12 Core French (FSF 4U - University)*

Year	Mark
2012 - 2013	91%
2013 - 2014	89%
2014 - 2015	83%
2015 - 2016	90%
4 year average	89%

**Note: There are very few students taking other Core French courses in Grades 11 and 12 and therefore achievement data for these students is not provided.*

Further analysis of report card marks shows some differences based on gender. On average, 10% more Grade 9 females than males earn a report card grade of 70% or higher in academic courses. In Grade 9 applied courses, 18% more females than males earn a report card mark of 70% or higher. By the time students reach Grade 12 in university coded courses, there is still a slight differential with 7% more females than males reaching percentages of 70% or higher.

Figure 14 illustrates the percentage of students who are enrolled in at least one French credit. The significance of the average below of approximately 82% of students taking French in Grade 9 is that all students should be enrolled in a French credit, which is a requirement for granting an OSSD. This indicates that approximately 18% of students are exempted from French at the Grade 9 level for which a substitution credit must be attained in order to earn an OSSD. In the administrator survey, principals indicated that 40% of students with an Individual Education Plan (IEP) have a substitution made for their Grade 9 French credit.

School boards, including UGDSB, are working with the new Ministry documents, *Including Students with Special Education Needs in French as a Second Language Programs and Welcoming English Language Learners into French as a Second Language Programs*. Over time, these targeted strategies, along with the associated research benefits, should decrease the automatic French exemption practice for students. Changes to this percentage should be monitored to see the impact of the strategies being used over time.

Figure 14 - Percentage of Students in Grade 9 and Grades 10-12 Enrolled in at least one French credit

Year	Grade 9			Grade 10-12		
	Percentage of students	Core	French Immersion	Percentage of students	Core	French Immersion
2012-13	84.3%	77.9%	6.5%	15.1%	11.1%	4.0%
2013-14	81.6%	75.0%	6.6%	14.9%	10.7%	4.2%
2014-15	81.1%	74.5%	6.6%	14.8%	10.5%	4.4%
2015-16	81.3%	74.2%	7.1%	14.9%	10.3%	4.6%
2016-17	80.4%	72.5%	7.8%	15.0%	10.0%	5.0%
5 year average	81.7%	74.8%	6.9%	14.9%	10.5%	4.4%

Recommendations:

It is recommended that the UGDSB:

- xv. Continue to share and build awareness and capacity of the principles and strategies contained in the two new Ministry documents, Including Students with Special Education Needs in French as a Second Language Programs and Welcoming English Language Learners into French as a Second Language Program and this will be considered as part of the UGDSB FSL Plan
- xvi. Create an operating guideline to identify the criteria to be used for program substitutions and exemptions for Core French.
- xvii. Monitor the exemption/substitution rates in both the elementary and secondary panels for French over the next 3 years and this will be considered as part of the UGDSB FSL Plan.
- xviii. Communication and Program Departments develop student- and parent-friendly materials that communicate the benefits of French language instruction and the options available in Grades 9-12.
- xix. Create semi-annual opportunities for intermediate and secondary school FSL teacher dialogue to discuss FSL program content and classroom approaches to increase student confidence and proficiency, especially during the transition

from Grade 8 to Grade 9, for both Core and FI programs and this will be considered as part of the UGDSB FSL Plan.

In the Ministry's *FSL Framework* document, there is a section dedicated to what schools and school boards can do to expand student learning opportunities and to heighten student engagement. The listing below from the Ministry *FSL Framework* document are examples that the UGDSB has incorporated into the current 3-Year FSL Plan and this work will continue to be developed and enhanced:

- “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
- Provide information for students and parents about opportunities for bursaries to learn French, such as the five-week intensive language–immersion course
- 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”

The surveys provided very limited insight into the secondary schools with FI and/or Core French in terms of building a French language culture in schools that extend beyond the classroom. Students (59%) indicated that French language is somewhat visible in schools such as posters, library books, signage, school websites, playing of the national anthem in French etc. Teachers indicated the ways in which FSL is promoted in the classroom including, trips, guest speakers, school events i.e. Paris Café, student activities, signage, films, music in the halls.

In the surveys, students rated their confidence and skill level as either low, medium or high. The majority of Core students responding to the survey were in the medium range for both confidence (54-59%) and skill (56-61%) levels. In the case of FI students, the area of understanding French was identified as high (57%) relative to a medium rating for speaking, reading and writing (50-52%). It would appear that FI students ranked themselves slightly lower relative to Core students, except in the area of understanding French.

Recommendations:

It is recommended that the UGDSB:

- xx. Continue to incorporate activities that build student voice, engagement, confidence, skill and interest into the revised 3-Year FSL Plan.
- xxi. Conduct exit and graduating interviews with FSL students to assist in identifying ways to maximize engagement.

10.0 Professional Development

Once French teachers are hired to contract positions it is important to continue to develop their knowledge and skills to build capacity that ensures continuity and sustainability of all FSL programs. There is significant time and resources offered to FSL teachers new to the board in an effort to ensure retention of teachers in FSL programs over time. *Appendix E* contains the outline of professional development activities that were available to all secondary FSL teachers from 2014-17. These activities support FSL teachers specific to their program and is an integral part of the UGDSB FSL Plan.

As identified in the teacher survey, the majority of teachers who responded (56.6%) have between 1 and 10 years of experience. It is important to not only support teachers to improve their FSL program knowledge and language proficiency, but to also support teachers in their transition into teaching. There is only so much time within each school year that is available to provide this support, hence an incremental three-year plan to build capacity over time. As well, the role of school administrators in promoting and supporting FSL programs should be considered as part of any professional development plan.

For teachers new to the profession, boards are enhancing their New Teacher Induction Program (N.T.I.P.) by offering multiple PD opportunities for staff to enhance their pedagogical knowledge and language proficiency.

Recommendations:

It is recommended that the UGDSB:

- xxii. Provide opportunities for FSL teachers, both elementary and secondary and school administrators to dialogue and share resources and exemplary practices, including the Common European Framework of Reference (CEFR), Diplôme d'études en Langue Française (DELF) and innovative technologies to best support the goals of the UGDSB FSL Plan.
- xxiii. Create more opportunities for FSL teachers to practice their French proficiency and this will be considered as part of the UGDSB FSL Plan.
- xxiv. Provide New Teacher Induction Program (NTIP) training for new secondary FSL teachers that will include emphasizing the CEFR as a methodology to actively engage students and this will be considered as part of the UGDSB FSL Plan.

11.0 CEFR and DELF - Building FSL Teacher Capacity and Improving Student Achievement and Confidence

The revised FSL curriculum was developed on the guiding principles of the *Common European Framework of Reference (CEFR)*: that second language communication and second language teaching and learning need to be action-oriented (communication with a purpose), spontaneous (unscripted) and authentic (real-life). The CEFR Framework is a guideline used to describe achievements of learners of foreign languages across Europe, Ontario and, increasingly, in other countries as follows:

“The CEFR distinguishes between four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting). A language user can develop various degrees of competence in each of these domains and to help describe them the CEFR has provided a set of six *Common Reference Levels* (A1, A2, B1, B2, C1, C2). Students are able to ‘challenge’ each of these levels.

The Diplôme d'études en Langue Française (DELFL) is six separate diplomas issued by the French Ministry for National Education to certify French language skills. These diplomas are valid for life. DELF certificates are developed by the Centre International d'Etudes Pédagogiques (CIEP) and reflect the six levels of the *Common European Framework of Reference for Languages (CEFR)*”.

At the UGDSB, deepening the understanding of the principles of the CEFR is ingrained in all of the professional development that teachers receive and is also reflected in the board's 3-Year FSL Plan. Teachers have the opportunity to be trained as a correcteur, which allows them to assess the students who challenge the DELF. The release of the CEFR and the new FSL Curriculum, just three years ago, has initiated a shift in understanding and practice in regard to teaching and learning a second language.

In the spring of 2014, the UGDSB began offering students the opportunity to challenge four of the six *Common Reference Levels* (A1, A2, B1, and B2) that include three of the four language activities (reception, production, and interaction). These levels and activities reflect the FSL curriculum and the CEFR.

Offering the DELF to our students has increased the capacity of our secondary school teachers because they have deepened their understanding of the CEFR by both the training some teachers have received to be a correcteur or because they have helped prepare their students to challenge the DELF. Growing this strategy has increased engagement for both students and teachers at the UGDSB. Teachers who have had correcteur training see the benefit and how it can impact the FI and Core classroom in terms of pedagogy. Specifically engaging Core students to see that Core FSL is also a viable path to fluency should be a goal in the revised UGDSB FSL Plan.

In the last four years, as illustrated in Figure 15, there has been an increase in both the buy-in for correcteur training and the number of students who have challenged the DELF. The increase in students challenging the DELF reflects an increase in student confidence. The DELF “formateur” is the trainer for correcteurs. In the UGDSB it is the secondary FSL curriculum leader. The DELF is offered every May and although the students pay a registration fee, the day of the challenge is subsidized by the board (e.g., venue, busing, release cost for teachers [correcteurs]).

Figure 15 - Diplôme d'études en Langue Française (DELFF) Rates

Year	Students who Challenged the DELF	Successful students	DELFF Success Rate	Teachers Trained to be "Correcteurs"
2014	21	21	100%	19
2015	46	45	98%	21
2016	94	90	96%	36
2017	104	98	94%	11
Totals	265	254	96%	87

Due to limited funding, trained correcteurs, and time constraints, the DELF is only offered to senior secondary students (both FI and Core) at the UGDSB. Despite these limitations, we have been able to increase the participation. The 3-Year FSL Plan had established a goal of increasing participation by 15%. The actual number of students challenging the DELF has increased by at least 46% in each of the last three years. It is hoped that this level of growth can be sustained, however, without an increase in funding (to train more teachers to be correcteurs, release for the testing day, etc.), it is uncertain how the board will meet the growing demand.

While the board has experienced an increase in the number of students successfully challenging the DELF, the student survey indicated that approximately 50% of students are not aware of the DELF or that they have the opportunity to challenge it in Grade 12. This is not surprising given that the majority of students responding to the board survey were Grade 9 students.

In the teacher survey, the following top three challenges regarding the DELF were identified, which should be considered when setting goals in the UGDSB FSL Plan, including:

- The French course is offered in semester one and the DELF is in semester two
- Students do not want to come for extra help or prep for the DELF
- Students don't have the time or have conflicts with the timing of the DELF (i.e. school trips, sports, tests)

Both the CEFR and DELF complement the FSL curriculum and help to further instill student confidence and build skill levels toward functional bilingualism.

Recommendations:

It is recommended that the UGDSB:

- xxv. Continue training, as required, to increase the number of correcteurs and at least one additional formateur for succession planning purposes and this will be considered as part of the UGDSB FSL Plan
- xxvi. Increase awareness of the DELF for all students, parents, teachers and school administrators in the system and this will be considered as part of the UGDSB FSL Plan.
- xxvii. Explore options and viability of offering the DELF in earlier grades in addition to Grade 12.

12.0 Summary

The recommendations contained in the report were generated based on survey results, comparison with other English language school boards and by analyzing a variety of different data to inform the committee's discussions. The committee felt very positive about the retention rate for French Immersion in the board and learned a great deal from the student, teacher, parent and administrator surveys regarding what motivates and demotivates students to continue in FSL programs.

From the analysis of student performance and retention, it is believed that strengthening Core French can provide another important option for students and provide two viable options in the UGDSB for opening career pathways to learn and apply French in a bilingual Canada.

As outlined in the report, the two key issues for the UGDSB that require coordinated strategies are:

- Accommodation for the increase of FI students moving from the elementary to the secondary panel
- Recruitment and retention of adequate numbers of qualified contract, occasional and long term occasional teachers

All the other recommendations in the report can support and enhance FSL programs and the student experience, but without adequate program places and qualified teachers in the classroom, there cannot be continuity, quality and sustainability of FSL programs.

To summarize, the recommendations can be generally categorized as follows:

Implications of UGDSB Secondary Enrolment Projections

- i. Identify accommodation options for the placement of French Immersion programs in UGDSB secondary schools as part of the Long Term Accommodation Plan (LTAP) process.
- ii. Develop a staffing and allocation process that will, if required, mitigate the impact on Regular Track programs so that all student pathways can be supported.
- iii. Utilize interactive technology to maximize student access to course offerings (e.g. virtual learning environments).

Attracting, Developing and Retaining FSL Qualified Teachers

- iv. Develop a comprehensive Human Resources strategy to recruit and hire a sufficient number of qualified secondary Core and FI contract and occasional teachers.
- v. Apply a language proficiency assessment to any teacher candidate with FSL or equivalent qualifications, in addition to the regular interview process, prior to placement on the OT Roster by utilizing a software program such as “Interview Stream” or equivalent.
- vi. Develop and implement a data tracking system for secondary FSL school staffing, vacancies and fill rates for both contract and LTO.
- vii. Identify all teachers in the board with FSL qualifications or the equivalent, including candidates on the OT Roster and LTO List, and offer them the opportunity for professional development, enrichment opportunities and locally offered FSL AQ courses.
- viii. Create a transition plan to appoint a Manager of Secondary Staffing and Recruitment similar to the current elementary model.

- ix. Provide opportunities for the Manager of Secondary Staffing and Recruitment and the Manager of Elementary Staffing and Recruitment to attend all education faculty recruitment fairs and to explore innovative partnerships with faculties of education.
- x. Develop a communications and social media strategy to promote FSL teaching opportunities within UGDSB secondary schools.
- xi. Develop a student mentoring/co-op program to identify and support FSL proficient students who are interested in a teaching career.

Accommodation Planning

- xii. Through the Long Term Accommodation Planning (LTAP) process, determine if the forecasted doubling of the FI enrolment by 2026 requires the addition of FI secondary sites or whether students can be accommodated at existing sites.
- xiii. Further explore the viability of Extended French by surveying the experience of other school boards in the province.
- xiv. Planning Department conduct an impact study on FI enrolment at Erin DHS to determine the viability of introducing either Extended French or FI programs at an Orangeville secondary school.

Strengthening Retention in Core French and FI to Grade 12

- xv. Continue to share and build awareness and capacity of the principles and strategies contained in the two new Ministry documents, Including Students with Special Education Needs in French as a Second Language Programs and Welcoming English Language Learners into French as a Second Language Program and this will be considered as part of the UGDSB FSL Plan.
- xvi. Create an operating guideline to identify the criteria to be used for program substitutions and exemptions for Core French.
- xvii. Monitor the exemption/substitution rates in both the elementary and secondary panels for French over the next 3 years and this will be considered as part of the UGDSB FSL Plan.

- xviii. Communication and Program Departments develop student- and parent-friendly materials that communicate the benefits of French language instruction and the options available in Grades 9-12.
- xix. Create semi-annual opportunities for intermediate and secondary school FSL teacher dialogue to discuss FSL program content and classroom approaches to increase student confidence and proficiency, especially during the transition from Grade 8 to Grade 9, for both Core and FI programs and this will be considered as part of the UGDSB FSL Plan.

Maximizing Student Engagement

- xx. Continue to incorporate activities that build student voice, engagement, confidence, skill and interest into the revised 3-Year FSL Plan.
- xxi. Conduct exit and graduating interviews with FSL students to assist in identifying ways to maximize engagement.

Professional Development

- xxii. Provide opportunities for FSL teachers, both elementary and secondary and school administrators to dialogue and share resources and exemplary practices, including the Common European Framework of Reference (CEFR), Diplôme d'études en Langue Française (DELFF) and innovative technologies to best support the goals of the UGDSB FSL Plan.
- xxiii. Create more opportunities for FSL teachers to practice their French proficiency and this will be considered as part of the UGDSB FSL Plan.
- xxiv. Provide New Teacher Induction Program (NTIP) training for new secondary FSL teachers that will include emphasizing the CEFR as a methodology to actively engage students and this will be considered as part of the UGDSB FSL Plan.

CEFR and DELF - Building FSL Teacher Capacity and Improving Student Achievement and Confidence

- xxv. Continue training, as required, to increase the number of correcteurs and at least one additional formateur for succession planning purposes and this will be considered as part of the UGDSB FSL Plan

- xxvi. Increase awareness of the DELF for all students, parents, teachers and school administrators in the system and this will be considered as part of the UGDSB FSL Plan.
- xxvii. Explore options and viability of offering the DELF in earlier grades in addition to Grade 12.

APPENDIX A

SECONDARY FRENCH COMMITTEE MEMBERSHIP - FALL/WINTER 2016-2017

The following represents the French Review Committee membership:

Role	Name
6 Trustees and a Student Trustee	Kathryn Cooper Marty Fairbairn Barbara Lustgarten-Evoy Martha MacNeil Susan Moziar Barb White Julia Gagnon (Student Trustee)
Superintendent of Education - Secondary (1) - Co-Chair	Carlo Zen
Facilitator to guide the work of the committee- (1) - Co-Chair	Judith Nyman
Superintendent of Program	Tracey Lindsay
Superintendent of Finance (1)	Glen Regier
Superintendents of Education-Elementary and Secondary (2)	Gary Slater (Elementary) Doug Morrell (Secondary)
Principal of Program (1)	Jonathan Walker
Supervisor of the Application Support Specialist Team (1)	George Ihnatowycz
Communications and Community Engagement Officer(1)	Heather Loney
Principals-Elementary and Secondary-FI and regular track (3)	Beth Burns (secondary) Peter LeBlanc (elementary - currently FSL Lead) Paul Richard (secondary)
Teachers-FI and regular track (3)	Lynn Michelle Fortier – Elementary

Role	Name
	French Immersion (Edward Johnson) Christina Schilling – Secondary (EDHS and Curriculum Leader Secondary (French)) Teresa Katerberg – Secondary (EDHS) & OSSTF Vice-President Chantale Zongor – Secondary (JFR) Heather Lorimer – Secondary (JFR)
Presidents of UGDSB local ETFO and OSSTF (2)	Gundi Barbour (ETFO) Paul Rawlinson (OSSTF)
Parent Representatives (7)	Dalanda Bah (Dufferin) Sarah Fogler (Guelph) Maureen Oesch (Guelph) Sandra Paolucci (East Wellington) Alison Tomlin (Centre Wellington) Korb Whale (FSLAC)

APPENDIX B

SECONDARY QUESTIONS FOR ONTARIO BOARDS

1. Can you please provide a summary page(s) that shows all your secondary school sites and which ones if any are designated for French immersion or Extended French (see chart). For those schools that have FI and Extended French, what is the ratio of students taking FI or Extended French relative to other programs in the school.
2. For French Immersion sites, is there a board-mandated program (i.e., 10 credit course option) that is consistent for all sites? If yes, please provide specifics. If no, what are the criteria used to determine course offerings at each site?
3. For Extended French sites, is there a board-mandated program (i.e., 7 credit course option) that is consistent for all sites? If yes, please provide specifics. If no, what is the criteria used to determine course offerings at each site?
4. Do any sites offer both French Immersion and Extended French? If so, please provide specifics with respect to course offerings.
5. Does your board have a vision/policy statement and/or plan for the maintenance and growth of Secondary French Second Language programs?
6. Does your board provide guidelines/mandates with respect to the optimal size of French Immersion and/or Extended French programs within schools? If so, please provide details.
7. What support is provided for staff working in secondary French programming with exceptional students related to second language learning?
8. Explain the staffing process (i.e., section allocation) related to:
 - a) French Immersion sites
 - b) Extended French sites
9. Does a separate staffing process exist for FSL programs?) Are they considered protected programs in your board?
10. What are your board's challenges with respect to the hiring of:
 - a) contract teachers for secondary FSL programs

b) LTO teachers for secondary FSL programs

c) daily occasional teachers for secondary FSL programs

11. Outline your board's strategy with respect to the:

a) recruitment of secondary FSL (FI, Extended and Core) teachers

b) retention of secondary FSL (FI, Extended and Core) teachers

12. How are teachers timetabled into secondary FSL programs (full time; part time; are teacher required to stay in FSL programs for a minimum amount of time - e.g., 5 years)?

13. Can you please share your board's attrition rates (percentages)?

14. What are the main reasons cited for students leaving secondary FSL programs in your board?

15. How do you communicate secondary FSL options with students? With parents?

16. Do you have a French as a Second Language Advisory Committee or a French Immersion Advisory Committee? What role, if any, does either play in your FSL plan at the secondary level?

APPENDIX C

MINISTRY OF EDUCATION PROVINCIAL FRENCH IMMERSION PARTICIPATION DATA

French Immersion Enrolment

School Year	Elementary				Secondary			
	Province		UGDSB		Province		UGDSB	
	FI Enrolment	FI Participation Rate as % of total enrolment in English schools	UGDSB FI Enrolment (nominal)	FI Participation Rate as % of total enrolment	FI Enrolment	FI Participation Rate as % of total enrolment in English schools	UGDSB FI Enrolment (nominal)	FI Participation Rate as % of total enrolment
2007-2008	113,374	8.69%	2322	10.29%	19,682	2.85%	--	--
2008-2009	117,314	9.11%	2436	10.91%	19,718	2.85%	--	--
2009-2010	125,008	9.80%	2598	11.85%	21,420	3.09%	--	--
2010-2011	132,722	10.45%	2828	12.92%	22,510	3.28%	--	--
2011-2012	141,113	11.10%	3050	13.97%	23,522	3.49%	591	4.86%
2012-2013	150,687	11.84%	3359	15.28%	24,208	3.67%	570	4.76%
2013-2014	--	--	3613	16.45%	--	--	576	4.90%
2014-2015	--	--	3916	17.66%	--	--	587	5.10%

APPENDIX D

SUMMARY OF COURSE SELECTION FOR SECONDARY FRENCH IMMERSION SITES

Note: NDSS is currently implementing its French Immersion program and did not offer the full complement of 10 FI courses in 16/17.

COMMON AT 4		
Course Code	Course Title	Schools
FIF1D	Grade 9 Academic Immersion French	JFR, EDHS, CWDHS, NDSS
FIF2D	Grade 10 Academic Immersion French	JFR, EDHS, CWDHS, NDSS
FIF3U	Grade 11 University Immersion French	JFR, EDHS, CWDHS, NDSS
FIF4U	Grade 12 University Immersion French	JFR, EDHS, CWDHS, NDSS
CGC1DF	Grade 9 Academic French Immersion Geography	JFR, EDHS, CWDHS, NDSS
CHC2DF	Grade 10 Academic French Immersion History	JFR, EDHS, CWDHS, NDSS

COMMON AT 3		
Course Code	Course Title	Schools
CHV2OF	Grade 10 Open Civics French Immersion	JFR, EDHS, CWDHS
GLC2OF	Grade 10 Open Careers French Immersion	JFR, EDHS, CWDHS

COMMON AT 2		
Course Code	Course Title	Schools
HSB4UF	Grade 12 University Challenge and Change French Immersion	EDHS, NDSS

STAND ALONE		
Course Code	Course Title	School
ADA2OF	Grade 10 Open Drama French Immersion	JFR
ADA3MF	Grade 11 U/C Drama French Immersion	EDHS
AVI1OF	Grade 9 Open Visual Art French Immersion	JFR
AVI3MF	Grade 11 U/C Visual Art French Immersion	JFR
CGG3OF	Grade 11 Open Travel and Tourism French Immersion	JFR
CPW4UF	Grade 12 University Politics French Immersion	JFR
HFA4UF	Grade 12 University Nutrition and Health French Immersion	JFR
HRT3MF	Grade 11 U/C World Religions French Immersion	JFR
HSP3UF	Grade 11 University Intro to Anthropology, Psychology & Sociology French Immersion	CWDHS
HZT4UF	Grade 12 University Philosophy French Immersion	JFR
MPM1DF	Grade 9 Academic Math French Immersion	CWDHS

STAND ALONE

Course Code	Course Title	School
MPM2DF	Grade 10 Academic Math French Immersion	CWDHS
NBV3MZF	Grade 11 U/C Native Studies French Immersion E-Learning	EDHS
PPL3OF	Grade 11 Open Healthy Active Living French Immersion	JFR
SNC1DF	Grade 9 Academic Science French Immersion	JFR
SVN3MZF	Grade 11 U/C Environmental Science French Immersion E-Learning	EDHS
TGJ1OF	Grade 9 Open Communications Technology French Immersion	EDHS
TPJ2OF	Grade 10 Open Healthcare French Immersion	JFR

APPENDIX E

SUMMARY TEACHER PROFESSIONAL DEVELOPMENT - CORE AND FRENCH IMMERSION

Secondary PD Opportunities for FI Teachers

- Annual opportunity to attend Diplôme d'études en langue française (DELF) Correcteur training followed up with participation in DELF testing as a Correcteur in May
- Annual opportunity to attend Ontario Modern Languages Teachers' Association (OMLTA) conferences in fall and spring
- Annual participation in special Ministry projects - November 2016 - filming classroom lessons to support the implementation of the ministry document "Including Students with Special Education Needs in French as a Second Language programs"
- Participation in provincial webinars - January, March, April, May
- Participation in Regional Ministry events - Nov-Dec 2016 - collaborative inquiry in the classroom (Collaborative inquiry is a form of professional development where teachers work together to examine and improve their classroom teaching practice)
- Subject Council – Professional learning groups working on evaluation strategies following professional development sessions with Sandra Herbst
- Katy Arnett worked with Special Education Resource teachers to discuss strategies for struggling second language learners.
- Provide professional development to secondary French teachers on the French version of Google Read and Write when it is introduced in late winter. Read and Write is a tool that has text-to-speech and speech to text features to support students.

Secondary PD Opportunities for Core Teachers

- Annual opportunity to attend Diplôme d'études en langue française (DELFL) Correcteur training followed up with participation in DELFL testing as a Correcteur in May
- Annual opportunity to attend Ontario Modern Languages Teachers' Association (OMLTA) conferences in fall and spring
- Annual participation in special Ministry projects - November 2016 - filming classroom lessons to support the implementation of the ministry document "Including Students with Special Education Needs in French as a Second Language programs"
- Participation in annual trip to St Donat, Quebec as a chaperone - language/culture enrichment for teachers as well as students
- Participation in provincial webinars - January, March, April, May
- Participation in Regional Ministry events - Nov-Dec 2016 - collaborative inquiry in the classroom. (Collaborative inquiry is a form of professional development where teachers work together to examine and improve their classroom teaching practice)
- Classroom visits - observation, discussion and planning
- Subject Council - Professional learning groups group working on evaluation strategies following events with Sandra Herbst
- Provide professional development to secondary FSL teachers on the French version of Read and Write when it is introduced in late winter. Read and Write is a tool that has text-to-speech and speech to text features to support students.