Policy Statement and Guidelines on the Admission, Welcoming, and Support of Students in French-Language Schools in Ontario
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Policy Statement

Pursuant to this ministerial policy statement, French-language school boards are required to review their policies, protocols, and practices in order to develop a local policy on admission, welcoming, and support that complies with the Canadian Constitution Act, the Education Act, school board responsibilities, and regional realities. School boards are responsible for implementing their local policy in all of their schools.
Overview of Guidelines and Strategies

School boards develop their local policy and guidelines in accordance with the four guidelines set out in this document. Implementation strategies are suggested on an advisory basis only.

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<td>1.1 establish an accelerated admission committee process to handle exception cases;</td>
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<td>1.2 inform the principal and staff of all of their schools, parents, students, and the community of changes to admission criteria and process;</td>
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<td>1.3 inform parents and students who are not right-holders and who file an admission application of the criteria and process, and render a decision as soon as possible;</td>
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<td>3.3 ensure that schools use new information and communication technologies to implement effective and innovative teaching strategies;</td>
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<td>4.1 use the Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario and the Cadre de leadership pour les leaders scolaires;</td>
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<td>4.2 ensure that teaching staff receive adequate training so that they understand the realities of French-language schools in Ontario;</td>
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<td>4.3 aim for a staff composition that reflects the school’s population.</td>
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Foundation

This policy statement stems from the Politique d’aménagement linguistique de l’Ontario pour l’éducation en langue française (PAL) (Ontario, Ministry of Education, 2004a), which provides a framework for developing a modern French-speaking community with an intercultural perspective. Some elements of the statement are intended to bolster and clarify, but not change, the provisions of several statutes, regulations, and framework programs governing the Ontario curriculum, including the Actualisation linguistique en français (ALF) program, the Programme d’appui aux nouveaux arrivants (PANA), and the Anglais pour débutants (APD) program.1

VISION

French-language schools are inclusive and welcoming places where:
• all students feel welcome and receive the support and supervision they need for academic success and personal development;
• parents understand the school’s mandate and play an active role in their child’s education;
• teaching staff members are equipped to teach in heterogeneous classes in a minority setting;
• the community gets involved in a school setting to create a school–community bond and expand the espace francophone.2

In May 2007, the Groupe de travail permanent sur l’éducation en langue française (GTPELF), an advisory group composed of representatives from French-language education and community organizations, presented the Minister of Education with a formal recommendation. It asked the Ministry of Education to provide French-language school boards with a framework

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1. Actualisation linguistique en français (ALF) is a French-language upgrading program, the Programme d’appui aux nouveaux arrivants (PANA) is a support program for newcomers, and Anglais pour débutants (APD) is an English for beginners program.

2. Espace francophone refers to a physical and/or virtual space where francophones interact.
and support, particularly with respect to student admission and retention and the welcoming of students and their parents.

It also asked the ministry to define, together with the school boards, the support services offered to non-French-speaking parents and community partners, as well as the school boards’ role in the cultural development and collective involvement of French-speaking communities.

Consultations were then held with school boards, parents, and representatives from ethnocultural communities and professional associations. These consultations made it possible to establish three main areas of intervention to be given priority in a policy statement in order to ensure a consistent and planned approach to the admission, welcoming, and support of students.

This policy statement issues four guidelines relating to the Ministry of Education’s Accountability Framework for French-Language Education that concern these three areas.

Since Guideline 1 is the subject of a Policy/Program Memorandum, admission strategies have not been outlined for this guideline in section 2. For the other three guidelines there are descriptions of strategies and examples to illustrate how they may be implemented. The ministry will also provide school boards with resources and tools.

It should be noted that this policy statement is consistent with the ministry’s various initiatives, in particular Ontario’s equity and inclusive education strategy (see Ontario, Ministry of Education, 2009), which aims at promoting equity and inclusive education and identifying and eliminating systemic barriers to student learning.

Inclusive education means education based on the principles of acceptance and inclusion of all students. Inclusive education ensures that all students see themselves reflected in the curriculum, their immediate surroundings, and the school environment in general, in which diversity is valued and all individuals are respected.
Context

The policy statement is based on the ministry’s three priorities, namely:
• higher levels of student achievement;
• reduced gaps in student achievement; and
• increased public confidence in public education.

The ministry’s policy statement will have an impact on all students attending Ontario’s French-language schools, including students with special needs and Aboriginal students. More specifically, it addresses the needs of students with exogamous parents and immigrant students and their families, and it takes into account second-generation students who might need support.

In view of the increasing diversity of Ontario’s French-speaking community, this policy statement promotes a dynamic, open, and inclusive modern French-speaking community and invites the French-language education system as a whole to adapt to the linguistic and ethnocultural heterogeneity of the school population. The policy statement thus encourages school boards to develop tools to facilitate welcoming and support for students and their families. The inclusive spirit that imbues the policy statement is vital for learning to live together in a multilingual and multicultural society.

Ontario’s French-language schools admit students from increasingly diverse backgrounds. According to ministry data from 2006–2007, they came from 143 countries. The face of immigration has changed since the 1990s: French-speaking newcomers no longer come mainly from Europe, but rather from African countries and Haiti.

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3. The term Aboriginal includes First Nation, Métis, and Inuit peoples.
4. For immigration purposes, second-generation students are the children of immigrants or refugees in the host country.
Significant changes to the family unit have also had an impact on the transmission of French language and culture to the next generation of young people in Ontario. Exogamy is often associated with a high rate of language transfer from French to English in many of Canada’s minority communities (Ontario, Ministry of Education, 2004a, p. 17).

Regardless of their background or family situation, all students have different needs that schools must try to meet by delivering French-language programs in communities where French is spoken by a minority, while transmitting the French language and francophone culture.

French-language schools have met the challenge of offering a high-quality education, as indicated by the improvement in student achievement over the years. Students in French-language schools achieved the provincial target for passing the Grade 6 provincial EQAO tests in reading, writing, and mathematics in 2007–2008. The goal is for 75% of students to reach or exceed the provincial standard.

According to a survey on the vitality of official-language minorities (Statistics Canada, 2006), in Ontario, 55% of elementary students with one French-speaking parent attend French-language schools. At the secondary level, the rate drops to 45%.

Data (Churchill, Frenette, and Quazi, 1985; Martel, 2001) reveal that some French-speaking parents do not enrol their children in schools that are part of Ontario’s French-language education system because they are often unaware that those schools exist. A provincial promotional campaign was launched in February 2009 to better inform those families of the existence and benefits of French-language schools.
In this context, welcoming for these different clienteles is essential to establish a dialogue based on understanding that creates trust between students, parents, and schools. It is also just as important to be aware of some unavoidable realities of Ontario’s French-language schools:

- There is a need to develop a welcoming culture in which all staff members participate.
- Linguistic, religious, and cultural diversity is now part of daily life in the classroom. School boards have already established dedicated programs and resources for student academic and social integration, but too few teachers say that they feel adequately prepared to welcome and support students and their families.
- Supporting the school’s educational and socio-cultural mandate requires significant effort on the part of all involved. A large segment of the province’s population is still unaware of the programs and services offered by French-language schools.
Guidelines on the Admission, Welcoming, and Support of Students

Admission

Guideline 1: School boards review their admission policies and guidelines and inform their staff of changes.

Definition
For the purposes of this document, the term admission refers to the process that children of parents who are not right-holders must undergo in order to be admitted to a French-language school.

Rationale
Section 293 of the Education Act enables French-language school boards to admit a broader clientele to their schools through an admission committee.

The decision to grant or deny admission to a French-language school through an admission committee is of immense importance to the future of the student and any brothers and sisters he or she may have, since it will determine whether the student and his or her descendants...

The term right-holder refers to parents who are Canadian citizens that have the right to minority-language education under sections 23(1) and 23(2) of the Canadian Charter of Rights and Freedoms, and their children who are entitled to benefit from this right.
will have right-holder status under section 23 of the Canadian Charter of Rights and Freedoms.

Section 293 of the Education Act contains very few practical details on how an admission committee should operate. The purpose of Guideline 1 is therefore to standardize practices province-wide and promote student inclusion in Ontario’s French-language schools.

Note: Admission requirements are addressed in Policy/Program Memorandum No. 148. Please refer to the memorandum for details.

Welcoming

Guideline 2: School boards develop or update a protocol for welcoming students and parents to be implemented in schools.

■ Definition
For the purposes of this document, the term welcoming refers to all of the practices implemented by the school community in order to enable all new students and their families to feel that they are full-fledged members and partners of the French-language school within a supportive environment. The intention of this definition of welcoming is to integrate the student and his or her family into the wider community. At the same time, this definition also applies to new school staff members who join the educational community.

Expected outcomes associated with the Accountability Framework for French-Language Education
• Increased parent and student satisfaction
• Increased student recruitment

■ Rationale
Recent research (AEFO, 2007) demonstrates that it is important for the school to foster a climate of dialogue that makes it possible to negotiate comfort zones and find common ground.

The quality of welcoming at a school depends on all of its staff members (UNESCO, 2007). Welcoming children from Ontario and elsewhere is successful
when everyone shows empathy and a willingness to listen to students and their families, when everyone makes themselves available and shows warmth without being judgmental of others. This way, it is more likely that the welcoming provided to these young people and their families will be a positive experience.

Research conducted by the Organisation for Economic Co-operation and Development (OECD, 2006) on integration of immigrant students in schools reveals that welcoming of students who are newcomers requires specific skills. For example, one must be able to understand and facilitate the cultural transition, promote harmony and socialization of the student, and offer support in various aspects of daily life. The research demonstrates that young immigrants need the most support. Without appropriate support, teenagers whose schooling has sometimes been interrupted and who have a poor command of the language of the host country (two languages in Ontario’s case) are the most at risk of failing to integrate and dropping out of the system. Hence the importance of viewing welcoming as an educational approach that supports the student academically and personally, instead of as a temporary activity.

In addition, research (Andrew and Riendeau, 2008) indicates that the non-French-speaking member of an exogamous couple does not always feel included in the communication process or welcome at the French-language school. In some cases, for example for issues of health, safety, or individual academic success, using English or another language could help strengthen communication.

Students from other Canadian provinces also sometimes experience adjustment-related difficulties. A student arriving from Quebec, for example, must adapt to the reality that he or she is no longer part of the linguistic majority, but now lives in a minority setting. The same applies to school staff.

In short, the welcoming provided to students, their families, or school staff members plays a vital role. Each school board is encouraged to work with all of its schools and communities to establish welcoming protocols, practices, and strategies that reflect the socio-demographic profile of their territory. French-language schools must be welcoming, inclusive, and innovative, no matter where they are in Ontario, and the strategies implemented by school boards must reflect this.
A welcoming and inclusive school:

- offers everyone a warm, positive, and beneficial first experience, no matter how much French he or she knows, or his or her language of origin;
- adopts practices that are open to diversity in order to encourage cultural integration of newcomers into the school setting;
- provides an *espace francophone* in which students can build their identity and assert their culture;
- creates a warm and respectful environment throughout the year so that everyone feels welcome at all times;
- seeks to understand and to be understood by parents and other members of the school community, a responsibility assumed by all, from the school principal and teaching staff to the support staff;
- regularly distributes clear and relevant information to those who attend it;
- effectively meets the needs of visitors;
- encourages members of the school community to take part in school activities and in developing partnerships and community-related school projects;
- makes itself accessible for activities organized by community groups for the purposes of education, recreation, and social and cultural activities.

## Support

**Guideline 3:** School boards offer differentiated programs, courses, and resources, and develop retention strategies for student academic success and student and parent involvement.

**Guideline 4:** School boards ensure that their staff have the required training and adequate resources to work in a minority setting.

### Definition

For the purposes of this document, the term *support* means the ongoing assistance offered to students throughout their academic development in order to promote the acquisition of the knowledge and skills that are essential for language, social, and cultural development and ultimately to facilitate student transition to postsecondary education and the job market.
Like welcoming, far from being a one-way street, student support is a process in which the school, family, and student share responsibility for the student’s academic success.

**Expected outcomes associated with the Accountability Framework for French-Language Education**
- Reduced student performance gaps
- Increased ability of staff to work in a minority setting
- Improved academic performance

**Rationale**
Supporting students is everybody’s responsibility. While this responsibility is borne mostly by teachers, this does not mean that it is restricted to ALF, PANA, and APD program leaders. All students, from Junior Kindergarten to Grade 12, need support. It is only the form and level of support that will vary.

In Ontario, many students attending French-language schools live with English-speaking family members or in a social setting where English prevails. Since they do not have the benefit of an established francophone environment, these students will often require the type of support offered by a program such as ALF. There are also the challenges faced by some students who were born in Ontario but whose parents come from elsewhere and maintain the language, values, and culture of their country of origin at home. The cultural transition that these students go through when they enter the school system may prove to be just as intense as for newcomers, but the difficulties that they experience sometimes go unnoticed because they were born in Ontario.

As a result, students who are newcomers require support to adapt to the host society. They need support learning the language of instruction and also developing a social and cultural identity through which students learn the values, codes, standards, and cultural references of the host society.

“One way of improving retention rates and thus combat assimilation is to create educational institutions that are sensitive to the needs of the francophone community and make the connection between preschool, elementary and secondary education, as well as with postsecondary education and the job market.”

*Ontario, Ministry of Education, 2004a, p. 27*
All of the ministry's curricula support student learning. The ALF, PANA, and APD programs are particularly relevant in this respect. There is also an entire range of support resources and tools to assist young people, including information technologies, which are very popular.

It is estimated that 20% of students who begin their studies in one of Ontario’s French-language schools finish them in the English-language school system. This loss is more pronounced between JK and Grade 1, between Grade 6 and Grade 7, and between Grade 8 and Grade 9.

Source: Data from the Ontario Ministry of Education, 2006–2007
Strategies and Examples of Practices

Welcoming Practices

**Strategy 2.1** – School boards set up, as required, an advisory committee whose composition reflects the community’s in order to develop a protocol for welcoming students and parents.

**Strategy 2.2** – School boards ensure that their schools implement the welcoming and communication protocol.

**Strategy 2.3** – School boards encourage their schools to set up a welcoming team.

*Strategy 2.1*  
School boards set up, as required, an advisory committee whose composition reflects the community’s in order to develop a protocol for welcoming students and parents.

While fulfilling their mandate and governance role, school boards may set up an advisory committee that is responsible for developing and implementing a welcoming protocol. This committee may make suggestions to the school board to assist in the development of its local policy regarding the admission, welcoming, and support of students. The boards determine the roles and
responsibilities of the committee, which could include the following individuals:
- school board staff
- school management staff
- school staff
- childcare service staff
- parents
- students
- community organizations representatives
- ethnocultural minority group representatives
- settlement workers
- municipal representatives

Examples of practices
The advisory committee’s role and responsibilities could include the following:
- providing the school board with the skill and technical support required for the development of a welcoming protocol
- making suggestions to the board on welcoming and support strategies to improve relations and communications among the school, family, and community
- assembling information about cultural characteristics and customs and advising the school board about them in order to promote informed decision-making
- promoting the French-language school in the community

STRATEGY 2.2
School boards ensure that their schools implement the welcoming and communication protocol.

The welcoming protocol confirms that French is the school board’s language of administration and communication, and sets out the appropriate use of English or another language, as the case may be. The PAL states that “although the 'official' language of the school must remain French, this requirement must not prevent schools from making the necessary accommodations for welcoming and effectively communicating with all parents” (Landry, 2003, p. 22).
The school board should consider all students and their families when developing its welcoming protocol, particularly students with exogamous parents, immigrant students, and Canadian students from other provinces or territories. The school board should also consider the following:

- the socio-demographic profile of the school clientele
- the participation of PAL leaders
- the participation of school councils, principals, and the school board’s advisory committee
- consultation with community members (e.g., parents, volunteers, community organizations)
- the inclusiveness of the welcoming and communication strategies, in order to increase cooperation between the school, family, and community
- memoranda of understanding and partnerships with other school boards or community organizations for sharing information or services

Under exceptional circumstances, a large group of families that have just left their country of origin may settle in a region. The school board from this region must then implement the plan outlined in its welcoming protocol, to provide information about welcoming and admission to newcomers. This plan may include the following:

- guidelines on welcoming and support mechanisms for a group of students and their families, designed for a specific school
- strategies for implementing the PANA for students who have fallen behind academically
- setting up an assessment team
- a list of school settlement workers (SSW) and local community organizations to help the families settle in or understand how the school operates
- a contact list of volunteers or parents who could act as interpreters or mentors

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5. The PAL leader is a “top-level management position” within each school board who is responsible for implementing the Aménagement linguistique policy (PAL) within the board. This position is funded by the Ministry of Education.

6. The Settlement Workers in Schools (SWIS) Program is one of the settlement programs funded by Citizenship and Immigration Canada that is designed to help newcomers integrate into Canadian society.
Examples of practices

- Creating a cultural integration program in which families are encouraged to take part in a series of activities that help them to become more familiar with local culture and customs. For example, families of newcomers, sponsored by a host family, are invited to the school on Saturday morning for ten consecutive weeks in order to take part in a sporting, culinary, or cultural activity.
- Referring newcomer parents to the website of the Commission nationale des parents francophones (www.cnpf.ca), which has a complete list of sites and resources for parents.
- Providing newly-arrived parents with copies of French-language guides created especially for them by Parents partenaires en éducation (www.reseauapppe.ca) and by organizations such as the Ontario Council of Agencies Serving Immigrants (www.ocasi.org), or The Newcomers’ Guide to Elementary School in Ontario, available in both French and English at http://www.settlement.org/index.asp.
- During an introductory meeting with a student and his or her family, taking them on a tour of the premises, explaining how the school operates, and providing a kit including, for example, information on the following topics:
  - school transportation
  - school calendar
  - curriculum and programs
  - student monitoring and evaluation system
  - communication with families
  - list of local organizations
  - homework assistance
  - extracurricular activities
- Offering information sessions that are geared towards different clienteles: a session in English for anglophone parents and a session on the Canadian school system for parents who are newcomers.

The Conseil scolaire public du Grand Nord de l’Ontario (CSPGNO) organizes a lead-up activity for pre-school children and their parents before the beginning of the school year. The children participate in educational activities including an arts carousel, and exercises involving fine motor skills, numeracy, books and letters, while the parents familiarize themselves with the French-language resources that they can use at home.
**STRATEGY 2.3**

School boards encourage their schools to set up a welcoming team

This team’s role is to coordinate welcoming strategies so that everyone, in every school, receives a warm welcome. A school’s welcoming team could be composed of a teaching staff member, the guidance counsellor, the *animatrice* or *animateur culturel,* volunteer parents, settlement workers, and students.

At the elementary level, the school’s welcoming team could also include a daycare representative to familiarize parents with available child-care services. At the secondary level, the team could work in conjunction with various organizations, in particular with the Fédération de la jeunesse franco-ontarienne (FESFO), and with those charged with promoting cultural activities in order to train welcoming teams composed of and dedicated to young people.

- **Examples of practices**
  - Including welcoming in the school improvement plan.
  - Clearly assigning responsibility for initial student welcoming and orientation.
  - Ensuring that all teaching and support staff members at each school are familiar with the school’s activities and are able to communicate with parents.
  - Providing the welcoming team with the training required to welcome students and their families and to refer them to various programs and services.
  - Asking students to familiarize newly arrived students with cultural elements of their own.

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7. The concept of *animatrice* or *animateur culturel* refers to a person working in French-language schools and whose role it is to organize and coordinate culturally significant events and activities for students and staff for the purpose of francophone identity building.
Support Practices

**Strategy 3.1** – School boards ensure that schools develop strategies for student academic success, engagement, and retention.

**Strategy 3.2** – School boards ensure that elementary and secondary schools offer the Actualisation linguistique en français (ALF) program, the Programme d’appui aux nouveaux arrivants (PANA), and the Anglais pour débutants (APD) program.

**Strategy 3.3** – School boards ensure that schools use new information and communication technologies to implement effective and innovative teaching strategies.

**Strategy 3.4** – School boards ensure that schools support and communicate with parents throughout their child’s schooling.

**Strategy 4.1** – School boards use the Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario and the Cadre de leadership pour les leaders scolaires.8

**Strategy 4.2** – School boards ensure that teaching staff receive adequate training so that they understand the realities of French-language schools in Ontario.

**Strategy 4.3** – School boards aim for a staff composition that reflects the school’s population.

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**STRATEGY 3.1**

School boards ensure that schools develop strategies for student academic success, engagement, and retention.

Research shows that students’ reasons for leaving the system at the elementary level are often related to language difficulties or communication problems between the school and the family. At the secondary level, this phenomenon is attributed, among other things, to the student’s linguistic insecurities and the desire to pursue postsecondary education in English. That is the reason why offering differentiated programs and using effective teaching methods that are in line with students’ interests and needs is so important. Studies also show that parents, and exogamous couples in particular, feel that French is not any more important than English and that children have difficulty identifying with one language over another (Andrew and Riendeau, 2008).

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8. The Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario is a teaching and leadership profile for Ontario’s French-language schools and the Cadre de leadership pour les leaders scolaires is a leadership framework for school leaders.
Therefore, one of the messages that French-language schools must get across to its school population in order to deal with student recruitment and retention challenges is that sustainable bilingualism and a multi-faceted francophonie are an added value.

### Implementation Tools

#### Accountability Framework for French-Language Education

The Accountability Framework for French-Language Education provides school boards with a series of indicators to follow their progress by means of the three major outcomes of Ontario’s PAL aimed at students, staff, and school boards.

#### Child-care Services

French-language school boards recognize the benefits of setting up child-care services for preschool and school-aged children. That is why so many of them are working with early childhood education specialists to optimize the quality of the services offered to preschoolers. As part of the school, a child-care service enables the child to develop language skills in a francophone environment. Furthermore, the acquisition of cognitive, psychomotor, and social skills is part of preparing students for Junior Kindergarten (JK).

### School Effectiveness Framework

The Elementary School Effectiveness Framework focuses on two key processes, namely the school self-assessment process and the school board review process, and on various essential components, including student achievement and instructional leadership. Schools use this framework in their decision making regarding school improvement and student support.
Successful Academic and Social Integration

A child’s adjustment to the school environment is based primarily on successful academic and social integration. When a child enters JK, a meeting is scheduled with the child and his or her parents to determine the child’s acquired knowledge and to identify the child’s strengths, interests, and needs. During the meeting, school staff members may provide parents with an information kit about school and school board procedures. A staggered entry-to-school schedule is then set up to ensure the student’s academic success. From JK to Grade 3, an early assessment tool is kept up-to-date so that staff can monitor the child’s acquired knowledge and identify the child’s strengths and interests so as to better target his or her needs.

While academic integration is important, the same energy should be directed towards supporting children and their families throughout their school years. The school may use different media in communicating with parents. Numerous strategies and activities based on literacy, numeracy, and promoting cultural activities will be used to help to bridge the gap with parents, optimize student success, and validate cultural diversity. Differentiated instruction is a flexible and proactive approach that the school will use throughout the curriculum to adjust teaching strategies to student levels of preparation, areas of interest, and learning preferences.

High School Transition Plan

In order to help students achieve success at the secondary school level, a transition plan is developed to welcome and support students coming from elementary school from the moment they arrive. From Grade 9 to 12, placement in a grade or specific subject is determined based on the student’s acquired knowledge, background in a subject, and aspirations. The student’s profile is drawn up to develop a personalized learning plan that respects the student’s strengths, interests, culture, and needs. An empathetic adult is designated to support the child’s development. Parents or guardians are invited to participate in the development of their child’s learning program.

Student Success Initiative

The Student Success Initiative enables high schools to optimize student literacy and numeracy. In French-language high schools, the innovative Destination 24

There are a large number of newcomers at the Conseil scolaire de district du Centre-Sud-Ouest (CSDCSO). In some schools, students from JK to Grade 2 and their parents are encouraged to create giant storybooks to make their country of origin and their culture better known. This project also contributes to the development of literacy skills.
réussite initiative is an intervention program offered to students in Grades 7 to 12, aimed at maximizing their chances of success. A growing number of French-language secondary schools take part in this initiative and the ministry is providing each school with customized support by offering training, mentoring, and coaching to principals and teaching staff.

The school’s Student Success team offers students support with their studies, by, for example, encouraging student involvement or facilitating access to specialized programs such as the Specialist High Skills Major, cooperative education, on-the-job training, and dual credits. Other types of learning, such as online learning, are also used to meet students’ needs.

Examples of practices

- Establishing child-care services to prepare students for the transition to French-language school.
- Offering school-entry programs to prepare children who do not go to a child-care or who have limited French skills (such as the Je d’école program).
- Building on multiple literacy strategies (Masny, 2006; Cummins, 2008) that give precedence to integrating students’ skills (visual, oral, written, kinaesthetic) in a language other than French for the development of literacy practices in a minority francophone context.
- Setting up regional inter-board projects (for example, a regional strategy for offering summer or weekend camps in French).
- Granting credits for course-equivalent activities (e.g., Ça roule de plaisir, a language warm-up project delivered by secondary school students in elementary school buses).
- Encouraging student gatherings to develop a sense of belonging to the French-language culture, and facilitating networking between students and learning in different domains (e.g., youth parliament, music and song, theatre and improv, environment).
- Implementing ministry initiatives in boards and schools utilizing PAL and Student Success Initiative leaders9 in a collaborative approach.
- Participating in programs operated by and supporting the activities of the Fédération de la jeunesse franco-ontarienne (FESFO), which represents the province’s students and offers them many opportunities for social and intercultural development, networking, and gathering (e.g., animation, dialogue, pro-action, student engagement, various committees, Jeux franco-ontariens).

9. The Student Success Initiative leader is a senior executive position created in each school board to focus attention on the success of all secondary school students. This position is funded by the Ministry of Education.
**Strategy 3.2**

School boards ensure that elementary and secondary schools offer the Actualisation linguistique en français (ALF) program, the Programme d’appui aux nouveaux arrivants (PANA), and the Anglais pour débutants (APD) program.

French language is the common characteristic among francophones of all origins. Principals must assign students to a class according to age and, if necessary, to a francisation program that meets their needs. Students in Ontario’s French-language schools must acquire highly developed skills in both of Canada’s official languages. Both English-language and French-language educational resources are therefore indispensable in this context.

### Actualisation linguistique en français (ALF)

This program is aimed at developing the French-language skills required for eligible students to pursue their studies in French and enrich their vocabulary. It also promotes the development of a positive attitude towards the use of French language. The school board must offer an ALF program to students who speak little or no French, regardless of their place or country of origin.

At the elementary level, this program is available for each grade, from Grade 1 to Grade 8. It covers three areas: oral communication, reading, and writing. Each area relates to two components: acquisition of language and culture. The purpose of the program is to ensure that students learn the French language early and efficiently and to provide teaching staff with the best strategies for teaching a second or additional language.

At the secondary level, the ALF program is delivered in the form of four courses that correspond to different language skill levels rather than grades. These courses cover three strands: oral communication, reading, and writing. Each area includes language and culture acquisition components. A student can use up to three ALF credits for the four French credits required for a secondary school diploma. Students must obtain a Grade 12 French credit in addition to passing the Ontario Secondary School Literacy Test (OSSLT).

The ALF program may also be offered to foreign students who have recently arrived in Ontario and who choose French-language education. Once admitted by the admission committee, a student enrolled in a French-language school has all the educational rights and privileges provided under the terms of the Education Act.
- **Programme d’appui aux nouveaux arrivants (PANA)**

As indicated by its name, this program is intended to help newcomers achieve academic success. The PANA helps students become familiar with the French-language education system in Ontario and their new socio-cultural environment over a period of time, and also provides the required upgrading in a variety of curriculum areas.

At the elementary level, the PANA is available for each grade, from Grade 1 to Grade 8. It covers the following strands: cultural conventions in interpersonal communication, reading, writing, mathematics, science and technology, and, finally, introduction to Canadian society.

At the secondary level, the program offers four courses corresponding to different literacy skills rather than grade levels. These courses relate to the following strands: oral communication, reading, writing, and introduction to Canadian society. A student enrolled in the program can use up to three credits in this program for the four French credits required for a secondary school diploma. If the student takes a fourth PANA course, it can count as an optional credit. In order to obtain a diploma, students must obtain a Grade 12 French credit in addition to passing the OSSLT.

- **Anglais pour débutants (APD)**

Since the degree of English-language proficiency in students attending French-language schools in Ontario varies greatly, this program allows students with little or no English to acquire a level of proficiency in the English language, as students in Ontario’s French-language schools must acquire solid skills in both of Canada’s official languages. A good command of the English language is essential for the province’s francophones on both a personal and professional level.

Ontario’s Education Act stipulates that English must be taught in French-language elementary schools starting in Grade 5. In reality, most schools offer English-language education starting in Grade 4.

Assessing a student’s English language knowledge and skills on admission to a French-language high school will help determine which course he or she should take. The Anglais pour débutants (APD) program is aimed at preparing students for the regular English-language course and life in a primarily English-speaking community.
Examples of practices

At the elementary level:
• Establishing a close relationship between the PANA and ALF program staff and the student’s teachers, guidance counsellor, and parents.
• Providing a student, based on his or her literacy skills, with access to either courses or the full PANA or ALF program. If required, students at the elementary level may also be offered support in numeracy, social studies, or science and technology as part of the PANA.
• Identifying which students will benefit from the ALF program or the PANA when EQAO tests are administered.
• Organizing cultural activities that provide students with French-language cultural experiences during class and after school.

At the secondary level:
• Assessing students’ performance based on overall course expectations. If a student receives ALF or PANA support in other courses, overall expectations regarding those courses will not be modified and the student will therefore have the opportunity to earn a full credit.
• Establishing students’ academic profiles through various means (e.g., school documents from their place of origin, interviews).
• Enrolling students in courses based on level of education rather than age.

**STRATEGY 3.3**

School boards ensure that schools use new information and communication technologies to implement effective and innovative teaching strategies.

The use of technology is becoming increasingly prevalent in our society, especially by young people. French-language schools must be innovative and build on the potential of educational technologies to offer students more choices, regardless of their academic path.

Access to a vast array of online courses helps to meet the educational needs of high-school students. Offering a multitude of collaborative and exchange tools also provides them with the opportunity to develop a sense of belonging to Ontario’s francophone community. Furthermore, students who take online courses in a language other than their native tongue, such as students from exogamous or immigrant families, benefit on a number of levels. These students have access to personalized support and smaller classes, and that enables them to develop reading and writing skills that will be valuable to them throughout their lives.
New information and communication technologies offer a range of tools that vastly enriches teaching, learning, and assessment strategies and supports elementary and secondary school students in achieving academic success. These technologies include, among other things, Web 2.0 collaborative and exchange tools, multimedia resources such as those from the Ontario Educational Resource Bank (OERB) and SOS DEVOIRS, databases, websites, educational software for which licences have been funded by the Ministry of Education for Ontario schools through the Ontario Software Acquisition Program Advisory Committee (OSAPAC), and other technological tools (e.g., digital cameras, e-books, interactive white boards).

**Examples of practices**

- Offering educational and ongoing support for students enrolled in online courses.
- Providing access to computer rooms before and after class hours.
- Using targeted and differentiated electronic resources and educational technologies such as OERB, SOS DEVOIRS, OSAPAC software, interactive white boards, and laptop computers.
- Making the most of the potential provided by information and communication technologies by participating in research and pilot projects aimed at student success.

**STRATEGY 3.4**

School boards ensure that schools support and communicate with parents throughout their child’s schooling.

High-quality communication among school boards and students, their parents, and the community is essential for proper student welcoming and support. In general, school staff members communicate with parents in French (e.g., in monthly newsletters, information letters, curriculum evenings). However, there are situations when using another language becomes necessary, such as, for example, when the student’s health or safety is at risk. Furthermore, a school staff member may, on an individual basis, sometimes choose to communicate with a parent in a language other than French to ensure proper support and student success.
Examples of practices

Communication on academic progress:
• Recording in the Ontario Student Record (OSR) the student’s progress in acquiring language skills in French.
• Creating an information guide to help with homework at every grade level. An online community forum may be available for each region served by the board.

Communication on programs and services:
• If necessary, explaining to the parents the aims, practical details, and advantages of the recommended programs (ALF, PANA, specialized programs at the secondary level).
• Offering simultaneous sessions in French and English (in two different rooms) during an information evening.
• Using technological tools such as school board and school websites, teachers’ personal web pages (for posting homework assignments or grades), or parents’ e-mail addresses.
• Including in the school’s monthly newsletter a section written in English by an anglophone parent offering tips for parents with children from exogamous relationships.
• Informing parents by letter or e-mail about existing support tools and programs (e.g., SOS DEVOIRS, homework assistance programs, extra-curricular activities, TFO website, neighbourhood programs).
• Inviting parents to visit the www.ontario.ca/abc123 webpage, which features videos in different languages on improving reading, writing, and math skills.
• Inviting community organizations to set up displays, distribute documents, and speak to parents during information evenings.

Communication within committees:
• If appropriate, setting up a subcommittee of parents, chaired by a member of the school board and supported by the school’s principal, which can provide information in English regarding discussions and report back to the school board on the views of people who do not understand French.
• Including students in advisory committees.

The Conseil scolaire de district catholique de l’Est ontarien (CSDCEO) offers a program called Le français en famille, c’est notre affaire! to anglophone parents and other parents who are not at ease in French. It involves workshops focusing on verbal communication and Franco-Ontarian culture during which parents pursue their French studies in a supportive environment. This enables them to provide better support to their children during their schooling.
Strategy 4.1

School boards use the Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario and the Cadre de leadership pour les leaders scolaires.

All school staff members are involved each day in fulfilling the linguistic and cultural mandate of French-language schools in Ontario and the values of the Catholic or public school board. In order to participate fully in the welcoming and support process described in this policy statement, principals and teaching staff together should draw on a set of competencies specific to the minority setting.

This is the reason why the Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario was developed by the ministry in collaboration with, among others, the Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) and the Association des enseignantes et des enseignants franco-ontariens (AEFO).

For its part, Ontario’s Leadership Framework, which is aligned with the Profil d’enseignement et de leadership, states that leadership is second only to teaching in its influence on student achievement and that academic staff play an essential role in that outcome. All staff play a leadership role in ensuring that the French-language school is welcoming and meets its clients’ needs.

A guide to the Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario has been developed by the ministry to support professional development in the nine competency areas listed. The guide contains more detailed explanations of the expectations for these competency areas and proven implementation strategies.

The Profil d’enseignement et de leadership pour les écoles de langue française de l’Ontario consists of the following nine competency areas:

1. Mandate of the French-language school and values of the Catholic or public school board
   Knowing, understanding, and sharing the school’s specific mandate to protect, value, and transmit francophone language and culture.

2. Pedagogy in a minority Francophone setting
   Understanding, following, and encouraging the principles and approaches used in education that is specific to a francophone minority setting.
3. French language
   Being proficient in, using, and promoting the French language.

4. Francophone culture and community
   Understanding, promoting, supporting, and appreciating francophone culture and community.

5. Language and cultural diversity
   Understanding and appreciating both official languages. Recognizing, promoting, and appreciating linguistic and cultural diversity in a context of intercultural exchange.

6. Leadership
   Demonstrating, exercising, encouraging, and modelling leadership with respect to the specific mandate of the French-language school and the Catholic or public school board’s values.

7. Promotion
   Understanding, implementing, and supporting a strategy for promoting the use of the features of the school’s mandate and the Catholic or public school board’s values.

8. Partnerships
   Understanding, implementing, and promoting ways to establish and maintain strategic partnerships with parents and the community in order to expand areas and opportunities for fulfilling the school’s particular mandate and the Catholic or public school board’s values.

9. Management
   Understanding, implementing, and promoting efficient management adapted to fulfilling the school’s particular mandate in accordance with the Catholic or public school board’s values within the school community.

**STRATEGY 4.2**

School boards ensure that teaching staff receive adequate training so that they understand the realities of French-language schools in Ontario.

A study by the Organisation for Economic Co-operation and Development (OECD, 2005) confirms that retaining teaching staff is a challenge for a growing number of countries. The number of departing retirees in the teaching profession continues to rise and an increasing number of teachers are leaving the profession after only a few years. In Canada, approximately 15% to 20% of new teachers leave the profession in their first year (Allen, Harris, and Butlin, 2005). However, “the dropout rate in Ontario recently slipped below 10%
and only 2% of new teachers now anticipate getting out of the teaching profession within the first five years of their career” (Bourgeois, 2008).

School boards should also offer professional development opportunities to assist:
• teachers starting out in the profession;
• teachers accredited in another province or country;
• teachers who have been trained in Ontario, but are new to the school board.

The following topics could be discussed during welcoming sessions for new teaching staff within the framework of the New Teacher Induction Program (NTIP):
• the profile of students attending Ontario’s French-language schools, with particular emphasis on the linguistic profiles of the board’s students and schools
• the special nature of teaching in a minority context and approaches that promote the creation of an espace francophone and an educational context for student identity building and cultural affirmation
• strategies for helping students acquire francophone culture
• ways of encouraging the acquisition of a basic vocabulary in all subjects

School boards should facilitate the integration of qualified teachers whose work experience has been acquired primarily in schools outside Ontario, by informing them of the differences between their original academic environment and that of Ontario. Boards that hire a large number of teachers could:
• offer them summer preparation workshops;
• set up a mentoring program in which supportive individuals ensure their integration while introducing them to the reality of Franco-Ontarian schools.

Even teachers from another region may need help in understanding the reality of students in a new school board. Boards could therefore offer these new staff training on:
• local demographic realities;
• the particular nature of the linguistic environment;
• successful professional practice models and tools.
Examples of practices

- School boards could offer support to teaching staff members seeking to enrol in the additional qualification course entitled Enseignement en milieu minoritaire, developed by the Ontario College of Teachers.
- School boards or principals could include in their welcoming activities for new teaching staff a workshop on the following topics, which are relevant for working in Ontario’s French-language schools:
  - Section 23 of the Canadian Charter of Rights and Freedoms
  - the concept of right-holder
  - exogamy and immigration issues
  - the school board’s specific mandates and values
  - the Ontario Ministry of Education’s policy framework for acquisition of culture in Ontario’s French-language schools
- School boards or principals could make full use of professional learning communities in order to enable teaching staff to develop their knowledge and understanding of the key elements of the identity building process and of programs such as ALF and PANA so as to include them in their own classrooms.

STRATEGY 4.3

School boards aim for a staff composition that reflects the school’s population.

“The presence and experience of teachers from ethnocultural communities assist the other teachers to understand students’ situation. The presence of these teachers is also beneficial for students who are newcomers, as they can often identify with them” (Association des enseignantes et des enseignants franco-ontariens, 2007, p. 5). Diversity is not limited to students; it includes school staff. The classroom is an environment open to a wide range of cultural perspectives. The intercultural experience is based on the concept of decentralization – that is, the ability to move around and hear another person’s point of view, which is a key element for intercultural communication. This promotes a systemic approach that supports both the student and the teaching staff (Farmer and Richards, 2006, p. 20). The teacher’s actions, choices, and methods make him or her a linguistic and cultural model.

Being an inclusive school means changing from a philosophy of exclusion to one of inclusion, with a systemic focus on innovation. In order to achieve this, an intercultural framework must be developed where all social actors are called upon to contribute to students’ academic success.
Examples of practices

- Those responsible for staff recruitment are made aware of cultural differences.
- School boards support new teachers in their understanding of the education system and culture in a minority setting.
- School boards promote French-language teaching careers among graduating students and youth of different backgrounds.
- The alternative Bachelor in Education enables prospective teachers to receive training while working.
Since their establishment in 1998, French-language school boards have made great strides with respect to infrastructure development, governance, and accountability. The task that remains is to ensure that Ontario’s French-language schools are inclusive and welcoming places where all students receive the necessary support and coaching for academic success and personal development, where parents understand the school’s mandate and play an active role in their child’s education, and where the community creates linkages with the school environment in order to expand the espace francophone.

The policy statement and guidelines on the admission, welcoming, and support of students in Ontario’s French-language schools encourage all educational stakeholders to work together to implement winning strategies and practices to ensure the vitality and expansion of Ontario’s francophone schools and communities.

This policy statement and the guidelines are key elements in the social construction of the francophonie in Ontario. The guidelines are intended to stimulate the development of a dynamic francophone cultural identity. It is therefore up to each individual, student, parent, staff member, and principal to show openness and mutual understanding to ensure that this policy statement is implemented.
## Appendix: Table of Roles and Responsibilities
Guideline 1
(see Policy/Program Memorandum No. 148)

<table>
<thead>
<tr>
<th>Roles and responsibilities for implementing the policy and guidelines on the admission, welcoming, and support of students in Ontario’s French-language schools</th>
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<tbody>
<tr>
<td>Indicators for the Accountability Framework for French-Language Education:</td>
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<tr>
<td>- Ministry’s global objectives:</td>
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<tr>
<td>- High levels of student achievement</td>
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<tr>
<td>- Reduced gaps in student achievement</td>
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<tr>
<td>- Increased public confidence in publicly funded education</td>
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<tr>
<td>- Comprehensive objectives of the PAL:</td>
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<tr>
<td>- For students: Increased capacity to acquire the oral communication skills needed to maximize learning and identity building</td>
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<tr>
<td>- For school staff: Increased capacity to work in a minority setting in order to support each student’s academic learning and identity development</td>
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<tr>
<td>- For the school board: Increased capacity to maintain and expand enrolment so as to contribute to the vitality of French-language schools and the francophone community</td>
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<th>Strateies</th>
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<tr>
<td>School boards:</td>
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<tr>
<td>1.1 establish an accelerated admission committee process to handle exceptional cases</td>
</tr>
<tr>
<td>1.2 inform the principal and staff of all of their schools, parents, students, and the community of changes to the admission criteria and process</td>
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<tr>
<td>1.3 inform parents and students who are not right-holders and who file an admission application of the criteria and process, and render a decision as soon as possible</td>
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<tr>
<td>1.4 ensure that their admission policy is well understood and implemented in all of their schools</td>
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<tr>
<th>1.1, 1.2, 1.3, and 1.4</th>
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<tbody>
<tr>
<td>Provides a socio-demographic profile to each of the school boards</td>
</tr>
<tr>
<td>Develops a Policy/Program Memorandum on admission to better regulate school boards with respect to policy review and implementation</td>
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<tr>
<th>1.1, 1.2, 1.3, and 1.4</th>
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<tr>
<td>Reviews its policies and procedures governing admission criteria, including how the admission committee operates</td>
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<tr>
<td>- Informs principals about changes to the admission criteria and process in order to coordinate practices used by admission committees</td>
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<tr>
<td>- Informs staff, parents, students, and the school community about changes to the criteria and admission process</td>
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<th>1.1, 1.2, 1.3, and 1.4</th>
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<tr>
<td>Implements the school board’s revised admission policy, in accordance with guidelines and establishes the necessary conditions so that all staff members may contribute to the implementation of the new policy</td>
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</tbody>
</table>

<p>| Posting the admission policy on the school board’s website in light of the parameters included in Policy/Program Memorandum 148 |
| Satisfaction of parents as described in the survey associated with the Accountability Framework for French-Language Education |
| Indicators |</p>
<table>
<thead>
<tr>
<th>Guideline 2</th>
<th>Ministry’s role</th>
<th>School board’s role</th>
<th>School’s role</th>
<th>Indicators</th>
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<tr>
<td><strong>Welcoming</strong></td>
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<tr>
<td>School boards develop or update a protocol for welcoming students and parents to be implemented in schools.</td>
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<td><strong>Strategies</strong></td>
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<td>School boards:</td>
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<tr>
<td>2.1 set up, as required, an advisory committee whose composition reflects the community’s in order to develop a protocol for welcoming students and parents</td>
<td>2.1, 2.2, and 2.3</td>
<td>2.1 If appropriate, establishes an ad hoc committee with the PAL leader’s assistance, taking into account the members of the community recommended in the policy statement and the guidelines governing admission, welcoming, and support</td>
<td>2.1, 2.2, and 2.3</td>
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<tr>
<td>2.2 ensure that their schools implement the welcoming and communication protocol</td>
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<td>2.3 encourage their schools to set up a welcoming team</td>
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<td>1 Currently being revised.</td>
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### Guideline 3

**Support**
School boards offer differentiated programs, courses, and resources, and develop retention strategies for student academic success and student and parent involvement.

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<thead>
<tr>
<th>Strategies</th>
<th>Ministry’s role</th>
<th>School board’s role</th>
<th>School’s role</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>3.1 Ensure that schools develop strategies for student academic success, engagement, and retention</td>
<td>3.1 Develops and reviews the Actualisation linguistique en français (ALF) program and the Programme d’appui aux nouveaux arrivants (PANA)</td>
<td>3.1 Reviews on an annual basis, in cooperation with the SSP leader, its improvement plan and SSP action plan, which includes strategies for academic success, school culture, and student commitment and retention</td>
<td>3.1 Is aware of its clientele profile so as to recruit and retain the maximum number of students entitled to French-language education</td>
<td>All schools have an annually updated scorecard that notes progress made with regard to the three ALP outcomes</td>
</tr>
<tr>
<td>3.1 Funds a Student Success Initiative leader for each school board</td>
<td>3.1 Uses its data to determine, in cooperation with the SSP leader, strategies to be implemented for academic success and student engagement and retention</td>
<td>3.1 Reviews and updates its improvement plan on an annual basis</td>
<td>Delivery of the SSP action plan and improvement plan to the ministry</td>
<td></td>
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<tr>
<td>3.1 Provides funding to all school boards to implement the Ontario Literacy and Numeracy Strategy to improve student achievement</td>
<td>3.1 Establishes a Student Success team (for secondary schools)</td>
<td>3.1 Establishes a Student Success team (for secondary schools)</td>
<td>Eligible students are registered in the Ontario School Information System (OnSIS) and have access to the PANA (from JK to Grade 12)</td>
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<td>3.1 Provides an additional allocation in the funding formula to hire teachers for student success at the secondary level</td>
<td>3.1 Offers targeted support in French-language secondary schools through initiatives such as Destination réussite to support schools and staff</td>
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<tr>
<td>3.1 Provides an additional allocation in the funding formula to hire teachers for student success at the secondary level</td>
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### Guideline 3 (continued)

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</table>
| 3.2 ensure that elementary and secondary schools offer the Actualisation linguistique en français (ALF) program, the Programme d’appui aux nouveaux arrivants (PANA), and the Anglais pour débutants (APD) program | 3.2 Funds the ALF program and the PANA at the elementary and secondary levels  
(2008–2009, the ministry provided a subsidy of $9029.80 per student eligible for the PANA over four years)  
Reviews the guidelines for additional qualification ALF and PANA courses  
Reviews the ALF and PANA curriculum documents and provide resources to support their implementation  
Offers ALF and PANA training  
Gives training on intercultural education and on the policy framework for culture acquisition in Ontario’s French-language schools so as to reflect the diversity of languages and cultures while promoting, appreciating and supporting Francophone culture in Ontario’s French-language schools | 3.2 Implements the ALF program and the PANA in every school  
Provides the required funds for program implementation in accordance with the subsidy granted by the ministry  
Ensures that all staff members have been trained and apply the strategies designed for students with ALF and PANA requirements  
Assigns the required staff to operate the ALF program and the PANA where student needs arise  
Provides training to principals for registering all students that are eligible for the PANA in the Ontario School Information System (OnSIS) | 3.2 The principal must indicate in the Ontario School Information System (OnSIS) the number of students enrolled in the school who have arrived in Canada during the last four years and were born in a country in which French is not a first language or a language of everyday use. Schools are required to submit their data with respect to the number of students that have arrived in Canada during the last four years by recording the relevant information relating to immigration in the student’s Ontario Student Record.  
Implements the ALF program and the PANA according to student requirements | 3.2 The principal must indicate in the Ontario School Information System (OnSIS) the number of students enrolled in the school who have arrived in Canada during the last four years and were born in a country in which French is not a first language or a language of everyday use. Schools are required to submit their data with respect to the number of students that have arrived in Canada during the last four years by recording the relevant information relating to immigration in the student’s Ontario Student Record.  
Implements the ALF program and the PANA according to student requirements |
| 3.3 ensure that schools use new information and communication technologies to implement effective and innovative teaching strategies | 3.3 Funds electronic learning and develops online courses  
Initiates projects involving the use of educational technologies  
Obtains provincial licences for educational software (OSAPAC)  
Promotes the use of educational technologies (i.e., in revised framework programs and the e-Learning Ontario website) | 3.3 Promotes the use of information and communications technologies when allocating the funds required for staff training  
Promotes participation in projects involving the use of information and communications technologies | 3.3 Offers educational and ongoing support for students enrolled in online courses  
Allows access to computer rooms before and after class hours, to the extent possible | 3.3 Offers educational and ongoing support for students enrolled in online courses  
Allows access to computer rooms before and after class hours, to the extent possible |
| 3.4 ensure that schools support and communicate with parents throughout their child’s schooling | 3.4 Develops administrative procedures based on this policy’s parameters | 3.4 Implements the school board’s administrative procedures | 3.4 Implements the school board’s administrative procedures | 3.4 Implements the school board’s administrative procedures |

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2 See the technical paper on the ministry’s website concerning supplementary funding for students who are newcomers. This document is revised annually.
### Support

School boards ensure that their staff have the required training and adequate resources to work in a minority setting.

#### Strategies

**School boards:**

4.1 use the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario and the Cadre de leadership pour les leaders scolaires

4.2 ensure that teaching staff receive adequate training so that they understand the realities of French-language schools in Ontario

4.3 aim for a staff composition that reflects the school's population

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<tr>
<th>Guideline 4</th>
<th>Ministry's role</th>
<th>School board's role</th>
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<td><strong>Support</strong></td>
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<td><strong>Strategies</strong></td>
<td>4.1 and 4.2 provide training staff development</td>
<td>4.1 and 4.2 for the purposes of hiring staff, develop selection criteria based on the demographic profile of the school board and the profile provided by the ministry</td>
<td>4.1 and 4.2 ensures that teaching staff receive training to improve their skills with respect to teaching in a minority setting, determined on the basis of the nine competency areas in the profile provided by the ministry</td>
<td>Ability of the teaching staff to work in a minority setting as outlined by the Accountability Framework for French-Language Education (by means of a self-assessment survey)</td>
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<td>Ensures teaching staff are equipped to work in a minority setting (determined on the basis of the nine areas in the competency profile provided by the ministry)</td>
<td>Number and percentage of teachers who have received training on the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario</td>
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<td>School boards ensure that their staff have the required training and adequate resources to work in a minority setting.</td>
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<td>Provides implementation tools such as the Accountability Framework for French-Language Education and the School Effectiveness Framework</td>
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4.1 and 4.2

Provides the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario to all school boards and the Cadre de leadership pour les leaders scolaires

Develops a guide to explain the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario to school staff

Provides school staff with training on the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario

Provides implementation tools such as the Accountability Framework for French-Language Education and the School Effectiveness Framework

4.1 and 4.2

For the purposes of hiring staff, develops selection criteria based on the demographic profile of the school board and the profile provided by the ministry

Ensures teaching staff are equipped to work in a minority setting (determined on the basis of the nine areas in the competency profile provided by the ministry)

4.1 and 4.2

Ensures that teaching staff receive training to improve their skills with respect to teaching in a minority setting, determined on the basis of the nine competency areas in the profile provided by the ministry

Ability of the teaching staff to work in a minority setting as outlined by the Accountability Framework for French-Language Education (by means of a self-assessment survey)

Number and percentage of teachers who have received training on the Profil d'enseignement et de leadership pour les écoles de langue française de l'Ontario
Bibliography


Government of Ontario. Education Act, section 293.


