Final report

Consultation on the Provincial School and the Demonstration School at the Centre Jules-Léger

May 3, 2016
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PREFACE

This report is a summary of comments made by participants in the consultation on the Centre Jules-Léger. Comments do not reflect the opinion of PGF Consultants or the Ministry of Education for Ontario. The accuracy of the information and data provided by the participants has not been verified by PGF Consultants or the Ministry of Education of Ontario.
BACKGROUND

In February 2016, the Ontario Ministry of Education (hereinafter "the Ministry") initiated a public consultation concerning the provincial and demonstration schools in Ontario, with the following objectives:

- To identify effective programs, policies and services for students attending both schools at the Centre Jules-Léger (CJL), the Robarts School for the Deaf and the English Demonstration Schools.
- To explore the governance of CJL in accordance with the Ministry’s commitments under the Consultation Policy on Governance of French-Language Education (2011).

The public had various opportunities to provide feedback and make suggestions regarding the Ministry’s discussion paper entitled Provincial and Demonstration Schools in Ontario: Moving Forward. The consultation process initiated by the Ministry ended with the closing of the online survey on April 8, 2016.

MANDATE

As part of the consultation on Provincial and Demonstration Schools in Ontario: Moving Forward, the Ministry mandated PGF Consultants to conduct consultations on the Provincial School and Demonstration School at Centre Jules-Léger (CJL) with students and their families, staff members, partners in education and community partners.

PGF Consultants was primarily responsible for the logistics, facilitation, note taking and preparation of a report summarizing participants’ views.

The consultation process included individual interviews, focus groups and an online survey.

PROCESS AND PARTICIPATION

The consultation process took its direction from the Ministry’s discussion paper, and the discussions focussed on the following five questions proposed by the Ministry:

- What knowledge and skills do Centre Jules-Léger students need to have when they leave school?
- What are the best ways to prepare Centre Jules-Léger students to enter the workforce, postsecondary education or other pathways and become productive and actively engaged citizens?
- Moving forward, what programs and services would provide a positive school experience to Centre Jules-Léger students and families?
- What models could be used to ensure these programs and services are operated by and for Francophones, and enable provincewide support for these students?
- The French Language Services Commissioner of Ontario’s Report recommends the Centre Jules-Léger be governed by one of the 12 French-language school boards. What are the challenges and benefits of this approach?

In carrying out the mandate, three consultation approaches were used: individual interviews, group discussions, and an online survey. The same five questions provided direction for all the discussions.
The consultation process on the CJL started in February 2016 and ended on April 8, 2016. It included:

- 14 consultation sessions;
- 13 individual interviews; and
- an online survey.

A total of 289 individuals participated in the consultation on CJL:

- 13 participants in individual interviews;
- 129 participants in group discussions; and
- 147 participants in the online survey.

The 289 participants were broken down into the following categories:

- 21 current or former CJL students;
- 66 parents of current or former CJL students;
- 81 CJL staff members; and
- 121 members of the Franco-Ontarian community.

**SUMMARY OF COMMENTS – CONSULTATION SESSIONS**

This section presents the key elements arising from the feedback provided by participants during the consultations. In order to understand the perceptions of the participants and their positions regarding the five questions, the results are arranged by category of respondent, and then by school (i.e., Provincial or Demonstration).

**WHAT KNOWLEDGE AND SKILLS DO CENTRE JULES-LÉGER STUDENTS NEED TO HAVE WHEN THEY LEAVE SCHOOL?**

The majority of participants said that CJL students should acquire the same knowledge and skills as any other students in Ontario. For them, it is important that management and staff of the CJL offer the same level of excellence in education and make sure that CJL students have access to the same services, resources and opportunities in order to reach their full potential.

Many participants are of the opinion that the CJL exists for a reason, and that it meets needs that French-language school boards (FLSBs) cannot meet due to lack of expertise, resources and time. According to participants, the CJL must remain an option for the Francophone students of Ontario who wish to have a personalized learning experience in an environment where they are valued, accepted and provided with the tools they need.

**PROVINCIAL SCHOOL**

The major concern expressed by students was the ability to obtain their secondary school diploma. They said that they do not receive the same quality of education and do not have access to the same learning programs as other students in Ontario. They said they feel helpless faced with the school’s inability to offer them the kind of varied programming that reflects their interests. Students said they wish to receive a high-quality education delivered by qualified teaching staff members who are able to teach in the Langue des signes québécoise (LSQ) and who are interested in developing the full potential of the students. They also stressed the importance of relaxing the criteria for admission to the school and the residence, so that students can flourish alongside their peers in an environment that helps them build their identity and promotes LSQ and the Deaf culture.
Parents said that they want Deaf students to acquire the same knowledge and skills as other students in the province. According to them, in order for students to develop their full potential, they must receive the education they need, acquire communication skills and build a strong feeling of belonging. A majority of parents said that for Deaf students, learning LSQ and becoming integrated into the Deaf community is fundamental. Some parents also emphasized the importance, for the students, to develop their autonomy, their resilience and their capacity for adaptation so that they can fulfil their aspirations in an environment of hearing people.

Staff at the Provincial School said that Deaf students must acquire mastery of LSQ to reach their full potential. In addition, the students must:

- perfect their knowledge in reading and writing, and make connections with LSQ;
- learn to be comfortable with new technologies;
- have concrete experiences and enjoy success, in order to develop their full potential;
- build their self-esteem and confidence in their capabilities; and
- acquire the autonomy required to become functional in society.

Community stakeholders said that the Provincial School is necessary to break through the isolation that Deaf students experience throughout Ontario and enable them to flourish in an environment that values their language (LSQ) and Deaf culture. Apart from the pedagogical aspects, the community stakeholders said that the Provincial School enables students to build their confidence and their autonomy, which will enable them to become better integrated into society.

**DEMONSTRATION SCHOOL**

Students said that they greatly appreciate the program they are currently taking, and that they felt that the combination of the school and the residence is very beneficial for them. Regarding the pedagogical aspect, they said that they are well equipped to catch up and overcome their learning gap. On the psychosocial level, they said that the residence and the activities offered there help them to become more independent, manage their time, build confidence, develop good interpersonal relationship and manage their emotions.

According to parents, the Demonstration School must enable students to enjoy a pleasant learning experience and to be equipped with adjusted learning strategies in order to be able to catch up and overcome their learning gap, and then return to their “traditional” school after completing their stay at CJL. Parents said that the residential component is an excellent complement to the program, enabling students to develop psychosocial aptitudes such as managing emotions, managing conflicts, autonomy, self-confidence and leadership. The parents greatly appreciate the fact that their children have access to a variety of activities and experiences that enable them to enjoy successes, to discover their strengths and to identify other areas of interest.

The majority of staff members recognized how important it is for students with severe learning disabilities (LDs) to be able to emphasize reading, writing and mathematics in the classroom. The students also come to the school to be equipped with compensatory learning strategies. Staff said that the residence complements the school program with a host of varied, concrete experiences that enable students to discover their strengths and new fields of interest, and to develop a range of psychosocial skills.

Community members emphasized the success of the program, which stresses literacy and numeracy, complemented by the activities and experiences provided by the residence that enable students to experience successes, discover strengths, build confidence and leadership skills, and develop a varied range of psychosocial skills.
**WHAT ARE THE BEST WAYS TO PREPARE CENTRE JULES-LÉGER STUDENTS TO ENTER THE WORKFORCE, POSTSECONDARY EDUCATION OR OTHER PATHWAYS AND BECOME PRODUCTIVE AND ACTIVELY ENGAGED CITIZENS?**

Participants said that the CJL offers a safe and welcoming environment that enables students to fulfil their goals. The residence's key function is to enable students to enjoy various experiences through which they acquire social skills and therefore become better equipped to function in society. Consequently, most participants said that all CJL students should have access to the residence, especially those Deaf students who wish to live there.

**PROVINCIAL SCHOOL**

Students want the Provincial School to remain open, and to see accessibility increased for other Deaf students in the province. They said that they have the right to be educated in their own language (LSQ), and to live and develop with their peers in an environment where they feel fully accepted and integrated. According to them, an increase in the number of students should help to make the quality of the school programs and the variety of the extracurricular activities more dynamic. They suggested establishing classes that group students of similar school grade together in order to develop their full potential and to enable them to receive a diverse learning experience that is adapted to their grade. They find that it is inspiring to live in contact with Deaf people who are role models. They suggested that the Provincial School should favour hiring competent Deaf professionals.

Parents said they want to see their children succeed and thrive in an environment where they are valued and respected. According to them, the CJL and its residence form an environment conducive to attaining this goal. Therefore, a majority of parents advocated for relaxing the admission criteria to the school and the residence for all the Deaf students who wish to be admitted. Many parents stressed the importance of offering these students the same learning opportunities so that they will be able to reach their full potential, identify their strengths, obtain their Ontario Secondary School Diploma (OSSD), and be motivated to pursue their aspirations.

Staff members and community members said that it is necessary to ease access to the school and residence in order to increase the number of students and create a dynamic Deaf community, within which the students will be able to flourish and to develop a feeling of belonging. According to them, it is necessary for students to have access to enriching life experiences and to Deaf people who are role models, so that they can contemplate their future in a positive light. Staff members advocated the use of an Individual Education Plan (IEP), while community stakeholders spoke about differentiated education. In both cases, they were concerned with the tools that enable students to utilize their strengths and map out their future success.

**DEMONSTRATION SCHOOL**

Students said they regard the IEP as a key document that enables them to understand their difficulties and to develop suitable compensatory strategies that will enable them to move forward. Students also emphasized the importance of experiencing successes and having access to diversified activities that allow them to build their confidence and identify their fields of interest. Several former students said that the transition process could be improved by adopting an integration strategy that includes the receiving school, the parents and the community.

Most parents said that the transition process is a source of great stress for students. They are in favour of improving the process in particular by the implementation of regular follow-ups conducted with the schools, the parents and the students. They said that the CJL should follow up with students once they leave the demonstration school to ensure that they are receiving the necessary services and resources, and if necessary, propose a modulated support to the schools, the parents and the students.
Community members said that the transition process must be improved and that follow-ups must be done with the students, the parents and the schools. According to them, it would be beneficial to explore hybrid models of reintegration, in particular gradual reintegration.

Staff members said that students who come to CJL before Grade 9 are generally more receptive to acquiring new learning strategies. According to them, daily successes are necessary to give students the desire to learn and to have new experiences. These students also need to be exposed to life experiences that can open their eyes to what they can think of becoming or achieving in the future.

**MOVING FORWARD, WHAT PROGRAMS AND SERVICES WOULD PROVIDE A POSITIVE EXPERIENCE FOR CENTRE JULES-LÉGER STUDENTS AND FAMILIES?**

Many participants mentioned the importance of making the programs and services at CJL more rigorous, in particular through the gathering of solid evidence and the evaluation of the services and the performance of both schools. Respondents said that at this time, CJL does not seem to have the data it needs to sustain a rigorous line of thinking on the subject of programs and services improvement.

Other participants suggested that CJL should open up more to the community in order to develop innovative and mutually beneficial partnerships with FLSBs, postsecondary institutions, other organizations and the business community. In this way, students would have access to a varied range of learning opportunities. Moreover, these partnerships would encourage exchanges of practices and expertise that would be beneficial for CJL staff.

**PROVINCIAL SCHOOL**

The majority of participants said that the residence should be accessible to all Deaf students in the province. As a minimum, the school should allow non-resident students to have access to evening and weekend activities.

Some parents also suggested that the school should be open to the siblings of Deaf students in order to promote the Provincial School more effectively to experts, parents who use the services of deafness consultants, and FLSBs.

Students said that they were interested in having more rigour and more variety in the school curriculum. They would like to attend classes in history, science and the arts, and have access to co-op studies, programs and internships. According to them, these experiences are necessary for them to be able to identify their strengths, their fields of interest and their aspirations so that they can envisage their future with courage and confidence.

Some staff members said that Deaf students should arrive at the Provincial School when they are around two to three years of age, in order to avoid major gaps in their ability to communicate using LSQ. A number of teachers emphasized the need to develop suitable instructional materials that attach value to the Deaf culture and its referents. Other staff members spoke about developing Specialist High Skills Majors (SHSM) related to the Deaf culture and LSQ, exploring hybrid integration models within FLSBs that reflect the needs of students. They also recognized the importance of better promoting the school to FLSBs, deafness experts and parents. On the subject of improving professional services, staff members suggested increasing access to the services of an occupational therapist, a speech therapist, a physiotherapist, a mobility counsellor, a resource teacher, a student success teacher and a guidance counsellor.
**DEMONSTRATION SCHOOL**

Students suggested that CJL offer other curriculum subject matter, in particular courses in science and history. According to them, access to services such as those of a social worker, a speech therapist and a psychologist is of paramount importance and must be maintained. They suggested doing more to raise awareness among parents about severe LDs and giving parents the tools to support students with LDs.

Parents said that screening and early intervention with students with LDs is a key factor. It appears that most parents who are looking for a diagnosis have not received the support of their FLSB. Some said that they had no other option but to seek services from the private sector to obtain their child’s assessment.

Some parents said that the Demonstration School could:

- do more to incorporate appropriate new technologies and software explored in hybrid service delivery models;
- provide parents with more tools so they can support their child;
  - distribute an up-to-date list of services; programs and resources available in French for the different regions of Ontario;
- increase awareness among FLSB staff of LDs and train them to recognize the needs of students with LDs;
- broaden the accommodation capacity of the school in order to meet the increasing needs of students and avoid waiting lists; and,
- create worthwhile partnerships with postsecondary institutions, organizations and potential employers.

Several staff members said that it would be beneficial to review the two-year maximum duration of the Demonstration School program, and to envisage alternative models according to the needs and well-being of the student. Some staff members also suggested:

- improving the transition and follow-up process for students, parents and the school;
- increasing accessibility to a professional diagnosis;
- developing a continuing education program for staff; and
- having a pool of professionals to support teachers and staff. (e.g., occupational therapists, speech therapists, psychologist educators, guidance counsellors and educational curriculum managers).

**WHAT MODELS COULD BE USED TO ENSURE THESE PROGRAMS AND SERVICES ARE OPERATED BY AND FOR FRANCOPHONES, AND ENABLE PROVINCE-WIDE SUPPORT FOR THESE STUDENTS?**

A majority of participants said that governance by and for Francophones is a right. Some community members advised caution and said that they would avoid rushing to take decisions, while others suggested striking a transition committee in order to initiate discussions on governance, service delivery models, etc.

Many participants said that the community does not yet have all the information it needs to think about this issue in depth. According to them, it would be useful to know CJL’s budget, to analyze the needs and aspirations of the community, and to study promising models for delivering special education services in order to lead to the adoption of an enlightened position on the matter.

Some suggestions were cited and corroborated by several categories of participants. Among these was the suggestion that CJL become a Francophone centre of excellence for special education, which would have a research and training component as well as a school and residence component located...
on the existing site. The centre could set up satellite classes in the regions to reach a larger number of
students. CJL could broaden its areas of intervention in order to serve blind and autistic students.

A majority of participants said they would like the centre to use the research and training component,
based on solid evidence and best practices in the field of LDs, to:

- build the capabilities of the regions;
- train teachers and postsecondary students; and
- raise the awareness of the community, employers and other experts in the medical community.

Some community members advocated the decentralization of services, so that students could remain in
their respective communities. A majority, however, preferred the existing concept of CJL, while
exploring the possibility of improving and diversifying regional service delivery models, in particular
through the implementation of satellite classes.

**PROVINCIAL SCHOOL**

According to students, the ideal model would be governance by and for Francophone Deaf persons. At
the very least, it seems to be of paramount importance that management and staff are made aware of
the Deaf culture and are able to communicate in LSQ. Some would like to contribute to the governance
of the school and to be more involved in decision-making, and have their ideas considered and better
understood.

Many parents said that it is up to the school board trustees and the parents to define the new
governance of the Provincial School. This governing body should be made aware of deafness issues.
Some parents spoke about creating a 13th FLSB or establishing an independent school administration.

Staff members said they would like to see CJL come under the governance of the Francophone
community, with a committee made up of experts in deafness and LDs, parents and elected school
board trustees. They also said that CJL should review its access policy to allow access to all students
who wish to be admitted.

**DEMONSTRATION SCHOOL**

Students said that the Demonstration School and its residence must stay open because they meet the
students’ needs, contrary to what students experienced in FLSBs. They appreciate that they have had
the opportunity to live in a Francophone environment where they feel valued and understood.

Several parents are in favour of creating an independent Francophone entity that could take the form of
a centre specializing in LDs, with a school and residence component as well as a research and training
component. Other parents suggested adding satellite classes to the existing model in order to better
serve the regions.

A majority of staff members advocated a model with a centre of excellence combining a research/
training component and a school/residence component, with regional satellite campuses.

**THE FRENCH LANGUAGE SERVICES COMMISSIONER OF ONTARIO’S REPORT RECOMMENDS THAT THE
CENTRE JULES-LÉGER BE GOVERNED BY ONE OF THE 12 FRENCH-LANGUAGE SCHOOL BOARDS.
WHAT ARE THE CHALLENGES AND BENEFITS OF THIS APPROACH?**

Most parents were not enthusiastic about having a single FLSB manage CJL. They much preferred the
idea of an independent entity or consortium that would bring together representatives of the 12 FLSBs
to ensure equity of access for all students throughout Ontario and proper administration of the budget
envelope allocated to CJL. Many parents said that the new governing body should be made up of elected trustees, specialists in learning disabilities and deafness, and parents. They advocated an approach based on the well-being of students, but wished to maintain a high level of collaboration among the 12 FLSBs.

The majority of staff members at the Provincial School did not see many benefits, except for the Francophone aspect, of CJL being eventually managed by FLSB. They feared that tensions would arise between the Catholic and public school boards. They were also concerned about the inability to ensure equity of services to all students throughout the province. A number of staff members said that FLSBs do not have the expertise and resources to serve adequately CJL students, some of whom have multiple disabilities. A majority of staff members favoured the creation of an independent school administration or a 13th FLSB with the support of elected trustees.

Community stakeholders advocated the immediate establishment of a transition committee comprised of elected trustees or staff members of FLSBs, and experts in the fields of finance, human resources, LDs, deafness and labour relations. Some community participants also wish to bring representatives of parents and students to the table.

**SUMMARY OF COMMENTS - ONLINE SURVEY**

The survey was accessible to the public from February 22, 2016, to April 8, 2016. It was completed by 147 people.

This section presents the key elements arising from the feedback provided by participants, according to four categories of respondents who self-identified as:

- a current or former student of the CJL (10 participants);
- a parent of a current or former student of the CJL (40 participants);
- a staff member of the CJL (25 participants);
- other members of the Francophone community (72 participants).

The comments are also grouped according to whether they apply to CJL as a whole, or more specifically to either the Provincial School or the Demonstration School.

**WHAT KNOWLEDGE AND SKILLS DO CENTRE JULES-LÉGER STUDENTS NEED TO HAVE WHEN THEY LEAVE SCHOOL?**

Teachers and community members said that CJL students should acquire the same level of knowledge and skills as any other students in the province in order to have access to the same opportunities. Community members stressed that it was very important that CJL students develop 21st-century skills to be able to access the same opportunities in the future.

In addition, a majority of respondents from all categories maintained that CJL students should be equipped to reach their full potential and to look forward to their future with hope and positivism.

**PROVINCIAL SCHOOL**

According to students, the most important thing is for them to be able to acquire the knowledge and skills necessary to obtain the OSSD. They also recognized the importance of acquiring full mastery of LSQ in order to be able to communicate and to flourish.
Parents said they share the students’ concerns about mastering LSQ and acquiring the knowledge and skills they need to obtain their OSSD. They also said that programs at the Provincial School should be more rigorous in the areas of literacy and numeracy.

Several teachers pointed out that Deaf students who arrive at CJL are often lagging behind in terms of learning LSQ, and this has a negative impact on their academic progress. For the teachers, it is of fundamental importance that Deaf students develop an excellent mastery of LSQ, and develop good capacities in reading and writing French and English to become functional in the world of the hearing. Some teachers said that it is important to encourage Deaf students to develop relationships with hearing individuals, while for others, the important thing is to first enable students to develop a spirit of belonging in one language (LSQ) and in the Deaf culture by belonging to their own community.

Community members stressed that it is important for Deaf students to be able to grow in an environment where the Deaf culture and LSQ can flourish. They also said that Deaf students must be equipped to develop their resilience, their autonomy, and their ability to adapt so that they can become fully functional in the world of the hearing. To achieve this, students must know their rights, be aware of the available services, and know how to obtain such services, including grants. Community members also said that it is of paramount importance that Deaf students have access to the same variety of school programs and activities as other students, so that they can discover their strengths and fields of interest, have enriching experiences and be able to acquire all the credits they need to obtain their OSSD.

**DEMONSTRATION SCHOOL**

Students stressed the importance of overcoming their academic gap and catching up with other students of their age; it is therefore important for them to put the emphasis on reading, writing, oral communication and mathematics. They stressed the need to develop suitable learning strategies, including the use of tools and software available to support them along their learning pathway. Aside from the school programs, the students mentioned the importance of the residence in the development of their social skills, including self-confidence and managing their emotions.

Regarding the school programs, parents said that emphasis should be placed on acquiring knowledge in the fields of literacy and numeracy. They also noted the importance for students of acquiring learning strategies tailored to their needs, and the capacity to use the available technologies and software. According to a majority of parents, the development of social skills and abilities is equally fundamental to enable their child to reach his or her full potential. They also said that the residence at CJL makes an enormous difference in enabling students:

- to develop their self-confidence;
- to learn to manage their emotions (anger, anxiety, etc.);
- to develop their autonomy; and
- to learn to manage their time.

Teachers said that students come to CJL to be equipped with the tools they need and to rediscover their love of learning. Teachers therefore have to allow each student to acquire the relevant learning strategies and to develop a mastery of the available supporting tools and software. They said that school programs, in particular literacy and numeracy, are very important. The residential component is an essential complement to enable students to build their confidence and develop their psychosocial and leadership skills and autonomy.

Community members remarked on the importance of enabling students with severe LDs to acquire the required communication skills in oral expression, reading and writing, to master the technologies and software that support learning, and to apply compensatory learning strategies. The school’s objective is to enable students to improve their results and rediscover their love of learning, so that they can reach
their full potential. Community members also mentioned the importance of the residential component for enabling students to develop their psychosocial skills.

**WHAT ARE THE BEST WAYS TO PREPARE CENTRE JULES-LÉGER STUDENTS TO ENTER THE WORKFORCE, POSTSECONDARY EDUCATION OR OTHER PATHWAYS AND BECOME PRODUCTIVE AND ACTIVELY ENGAGED CITIZENS?**

Teachers and community members were of the opinion that all students should benefit from more opportunities for practical learning through periods of practical training and/or co-op programs. Moreover, these experiences have the advantage of enabling students to discover their strengths and fields of interest.

According to a majority of respondents, students should be given the tools to become ambassadors of their rights and needs, so that they will be able to communicate their needs and to fulfil their goals in society.

**PROVINCIAL SCHOOL**

Students said that they must develop their autonomy if they are going to be able to function in an environment of hearing people. They must be familiar with the services and resources available to them in society.

According to parents, a thorough familiarity with the LSQ and Deaf culture is important for enabling Deaf students to flourish. These students must also be encouraged to develop ties with the hearing majority.

Teachers in the Provincial School said that Deaf students must receive an education that will enable them to reach their full potential, both at school and on a psychosocial level. Deaf students must develop resilience and a greater capacity for adaptation, and to do this, they have to become more confident. Teachers said that it is important to allow all Deaf students who want access to the residence to have it, since the residence offers an environment that is conducive to developing a feeling of belonging to the Deaf community and to becoming more fluent in LSQ. Building a strong identity will enable students to become integrated into society. Some teachers also suggested restoring the student council, so that students will be able to hone their leadership skills.

Community members emphasized the importance of breaking through the isolation of Deaf persons by giving them a place where they can share, evolve, and build a feeling of belonging and an identity based on LSQ and the Deaf culture. Several members of the community suggested increased partnerships with the community, businesses and professional and postsecondary institutions in order to broaden the horizons of Deaf persons.

**DEMONSTRATION SCHOOL**

Students mentioned the importance of identifying their strengths, experiencing success and being exposed to a variety of experiences—including co-op programs—that enable them to identify their interests and their aspirations for the future. They think that the student-teacher ratio is a determining factor for developing a personalized learning pathway that enables students to discover themselves and to flourish.

Parents said that CJL students must acquire a work method that enables them to learn at their own pace and to experience the kind of learning successes that will kindle their desire to pursue their studies at the professional or postsecondary level. The activities that the students are engaged in at
CJL, and the experiences they have there will enable them to develop their leadership skills and to discover the strengths and fields of interest, which they can use to build a promising future that is worthy of their potential.

Teachers said that the practical activities and diversified experiences to which students with LDs are exposed have a very positive influence on their ability to discover their strengths and fields of interest. A majority of teachers said that the residence is an essential component of the students’ pathways and that it helps to equip them with psychosocial abilities.

A majority of community members stressed the importance of using the IEP to maintain rigorous supervision of students and to preserve the teacher-student ratio. Some said that it is important to support and speed up diagnosis of students, so that they can be accommodated earlier rather than later.

**MOVING FORWARD, WHAT PROGRAMS AND SERVICES WOULD PROVIDE A POSITIVE EXPERIENCE FOR CENTRE JULES-LÉGER STUDENTS AND FAMILIES?**

Staff members said that it is important for CJL to be able to increase the capacity of its resource (consultative) services to support families and FLSBs in the province more adequately. They also said that staff should benefit from continuing education in order to maintain the high quality of school programs and their expertise in the fields of deafness and severe LDs.

Some community members supported the idea of building the capacity of consultative services in the regions by increasing the number of consultants or by finding more effective ways of delivering services. Others underlined the importance of rethinking the delivery model in order to incorporate hybrid alternatives, such as regional satellite classes. Finally, some respondents said that it is necessary to start collecting solid factual evidence and to use best practices to maintain the credibility and quality of CJL’s programs.

Many respondents said that barriers to the admission of students at CJL should be eliminated.

**PROVINCIAL SCHOOL**

According to students at the secondary level, it would be beneficial to develop instructional materials that promote the Deaf community and include Deaf visual referents. They also stressed the importance of recruiting competent staff members who are highly aware of the realities of deafness.

Parents said that they are quite satisfied with the services presently offered at CJL. They reiterated the importance for students of being able to live and grow in an environment that values LSQ and the Deaf culture.

Some teachers said that the Provincial School should also have a daycare service and a preschool program. They also suggested broadening access to include other family members who wish to be educated in LSQ or to simply take LSQ courses. According to them, the criteria for admission to the Provincial school and the residence should be relaxed in order to encourage more Deaf students to attend the Provincial school.

Suggestions made by members of the community regarding the Provincial School include the following:
- free access to the residence for Deaf students of the school;
- development of a school program by specialists in deafness;
- creation of a summer camp for the province’s Deaf students;
- access to a school guidance and vocational counselor;
development of more structured partnerships with:
- French language schools to allow students to have access to a broader range of courses;
- community organizations;
- postsecondary institutions, such as Gallaudet University, the University of Ottawa, La Cité and others;
- inauguration of a mentorship program with former CJL Deaf students, Deaf professionals or other specialists in the field of deafness.

**DEMONSTRATION SCHOOL**

Students emphasized how much they appreciated their stay at CJL, which they described as a transforming experience. Nonetheless, they think that CJL would do well to improve the process of transition to “traditional” schools into which students are reintegrated after their stay at CJL. They also suggested that CJL should open itself up more to the community and develop partnerships with organizations and potential employers.

Most parents said that the residence has a great influence on the success of the program. They said they would therefore want the residence to remain open. Since the needs of students with severe LDs are growing, some parents would like CJL to increase its accommodation capacity beyond the threshold of 40 students per year. The main avenues of improvement proposed by parents include:
- improving the transition process for students before, during and after their stay at the CJL;
- doing more to promote CJL and the transformative experiences of students who attend the school;
- facilitating screening and diagnosis for students with severe LDs;
- increasing access to professionals like speech therapists, psychologists and social workers.

Most teachers and community members are of the opinion that more work has to be done to better assist and equip the parents before, during and after their child’s stay at CJL. They feel that the transition process could be improved in order to better support students, their parents and the schools that are receiving them, and thereby ensure that all have the tools and resources required to support students as they continue along their learning pathway.

**WHAT MODELS COULD BE USED TO ENSURE THAT PROGRAMS AND SERVICES ARE OPERATED BY AND FOR FRANCOPHONES AND TO ENABLE PROVINCEWIDE SUPPORT FOR STUDENTS?**

The students said that it is important for CJL to listen to their needs, to accept their feedback and to consider their suggestions for improvement. They said that management by and for Francophones would raise awareness of how important it is for students to be able to study and live in French.

Many parents proposed a centralized model at CJL, with the possibility of creating satellite classes in the regions to serve all Ontario students and to offer different service delivery models that would respect some parents’ decision to keep their children close to home.

Teachers and community members wish to maintain the CJL, establish satellite classes in the regions and have a management that is “by and for Francophones”. The “by and for Francophone” management, however, is not in itself sufficient. They want to be sure that the CJL leaders also have expertise in deafness and severe LDs. Many think that CJL should add a research and training component to ensure the advancement of practices related to LDs. They advocate re-establishing a process of continuing education for all staff in order to increase the level of expertise and the quality of programs.
**PROVINCIAL SCHOOL**

A majority of parents declared that they were the ones who should assume the duty of subsequently dealing with this question, when the new governance structure is in place. Some parents also mentioned the importance of eliminating barriers related to the student admission process, as well as the importance of promoting the benefits of the Provincial School and residence to FLSBs and to the offices of specialists in deafness.

Teachers said they are in favour of maintaining a Provincial School and a residence that would be accessible to all Deaf students in the province. According to them, it is beneficial to bring Deaf students together. This allows them to grow among their peers and Deaf people who are role models, without any communication barriers.

**DEMONSTRATION SCHOOL**

While most parents had good things to say about the services offered by CJL, some parents felt that CJL needs to undergo reform in order to remain at the forefront of LD educational practices, and to become a leader in the LD field. Others also advocated for enabling staff to have access to more continuing education.

Some participants suggested returning to a service model used in the past, when the CJL rented unused classrooms from FLSB. According to them, it was a great innovating and efficient model.

**THE FRENCH LANGUAGE SERVICES COMMISSIONER OF ONTARIO’S REPORT RECOMMENDS THAT THE CENTRE JULES-LÉGER BE GOVERNED BY ONE OF THE 12 FRENCH-LANGUAGE SCHOOL BOARDS. WHAT ARE THE CHALLENGES AND BENEFITS OF THIS APPROACH?**

Students emphasized that governance by FLSB would make it possible to increase human resources and the pool of students likely to benefit from the services of CJL. On the other hand, they were apprehensive about some perceived challenges, in particular:

- that the designated FLSB would seek to reintegrate them into the system and traditional school classes;
- that the teaching staff would lack awareness and expertise regarding Deaf students and/or students with severe LDs; and
- that services would be cut for students in remote areas.

Most parents said that they are of the opinion that FLSBs do not have the necessary resources and expertise to manage a specialized centre like CJL properly. In addition, some stressed the isolation experienced by their children who are Deaf or have severe LDs, before they arrived at CJL. According to these parents, CJL offers a healthy environment where Deaf students and students with sever LDs are able to fulfil themselves in the company of their peers without suffering bullying and exclusion at school.

Many parents said that they are concerned that if one of the 12 FLSBs takes over the governance of CJL, it will:

- undermine equity of access for all students in the province;
- create tensions between Catholic and public school boards; and
- lead to the closure of CJL and its residence.

Some parents said that they wish for the creation of an independent school authority. Others said that they wish to see independent governance by Francophone elected representatives (trustees) and parents.
Teachers said that CJL should either become an independent entity or be governed by a consortium, but should not be governed solely by one FLSB. They nonetheless mentioned some benefits of management by a FLSB, including:

- proper continuous training of staff in order to increase expertise and ensure consistency in practices, approaches and anticipated results;
- an up-to-date information system operating in French; and
- the possibility for CJL to once more become a centre of excellence.

Teachers said that they share the same concerns of the other participants regarding governance of CJL by a single FLSB, the probable tensions between the Catholic and public school boards, the management of the budget allocated to services and programs, the lack of sensitivity and expertise concerning deafness, blindness and LDs, and the capacity to ensure equity of access for all Francophone students of the province. Some also stressed that union tensions were a challenge as well.

Among the main benefits of governance of CJL by a FLSB, the members of the community identified:

- Francophone administrative and operational management;
- continuing education for teachers and other professionals; and
- opportunities to develop more partnerships and to do more to promote CJL.

The challenges that community members mentioned are similar to previously-identified concerns regarding equity of access for all Ontario students, the school board’s selection criteria, the management of CJL’s budget envelope, and the possibility that CJL and its residence could close and CJL students could be integrated into the schools of the school board.

In addition, community members said that it is important to make more room at the table for parents, teachers and students in order to provide advice on the directions taken by CJL and to ensure an approach focusing on the well-being of students. Some members of the community proposed various governance options, including:

- establishment of a 13th FLSB,
- increased autonomy for CJL as an independent entity, and
- establishment of a provincial consortium that would bring together representatives of the 12 FLSBs, modelled on the example set by the Centre franco-ontarien de ressources pédagogique (CFORP).1

**PROVINCIAL SCHOOL**

Regarding the Provincial School, some teachers said that they feared that the school would be closed and its students reintegrated into “traditional schools”. They said they are concerned that Deaf students will become isolated and lose their identity and ability to sign in LSQ.

**HAVE YOU ANY OTHER COMMENTS YOU WOULD LIKE TO ADD?**

Many students took the opportunity to thank CJL for the support they have been receiving and the experiences they have had. A majority of teachers advocated for maintaining CJL and its residence. They said that the residence exists for a reason, and that no FLSB is able to adequately meet the needs of Deaf students and students with LDs, otherwise these students would not be at CJL. Some parents also underlined the importance of keeping CJL open for the well-being of students.

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1 CFORP, *Centre franco-ontarien de ressources pédagogiques* [Franco-Ontarian educational resources centre].
**PROVINCIAL SCHOOL**

Parents of students at the Provincial School and some teachers and community members argued that the criteria for admission to the school and its residence should be relaxed to enable Deaf students to live an enriching experience among their peers.

**DEMONSTRATION SCHOOL**

Several students at the Demonstration School said that their stay at CJL was definitely life changing. They acquired the tools to regain mastery of their learning, and were able to look forward to the future with optimism and ambition.

The great majority of parents chose to offer their thanks to CJL for the services that their children had received during their stay there. Some thought that CJL had saved the lives of many students who had been devastated by an accumulation of failures and had little confidence in their abilities and little hope for the future. CJL had been, for them, a transforming experience and a complete success.

Some teachers also corroborated the positive impact of the school’s program on the lives of the students.
## APPENDIX 1: CONSULTATION PROCESS AND LEVEL OF PARTICIPATION

### TABLE 1: LOGISTICS OF DISCUSSION GROUPS AND LEVEL OF PARTICIPATION

<table>
<thead>
<tr>
<th>Centre Jules-Léger Consultation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td><strong>Target Audience</strong></td>
<td><strong>Meeting Place</strong></td>
</tr>
<tr>
<td>Demonstration School: Staff, Direct Users and Indirect Users</td>
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<td></td>
</tr>
<tr>
<td>5-Mar</td>
<td>Parents of current and former CJL students, parents of children with an IEP and attend a school of one of the 12 FLSBs, current and former CJL students, PPE</td>
<td>Holiday Inn Ottawa East 1199 Joseph Cyr Street, Ottawa, ON K1J 7T4</td>
</tr>
<tr>
<td>9-Mar</td>
<td>Staff - Demonstration School</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<tr>
<td>23-Mar</td>
<td>Secondary level students - Demonstration School</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<tr>
<td>30-Mar</td>
<td>Parents of current and former students - Demonstration School (additional session by conference call)</td>
<td>MEO Ottawa 1570 Walkley Road, Ottawa, ON K1V 6P5</td>
</tr>
<tr>
<td>Provincial School: Staff, Direct Users, Indirect Users</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Mar</td>
<td>Parents of current students, parents of former students, current students, former students, PPE, RESO, AOSF</td>
<td>Holiday Inn Ottawa East 1199 Joseph Cyr Street, Ottawa, ON K1J 7T4</td>
</tr>
<tr>
<td>8-Mar</td>
<td>Staff - Provincial school</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<tr>
<td>23-Mar</td>
<td>Secondary level students - Provincial School</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<td>Internal Stakeholders and Experts</td>
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<td>9-Mar</td>
<td>CJL Steering Committee</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<tr>
<td>23-Mar</td>
<td>Staff - residence and resource services</td>
<td>CJL 281 Lanark Ave, Ottawa, ON K1Z 1G4</td>
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<tr>
<td>March</td>
<td>Individual interviews with key informants and experts</td>
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</tr>
<tr>
<td>March</td>
<td>Individual interviews with current CJL senior management staff and former senior management staff</td>
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### Key Actors in Ontario’s Francophone Community

<table>
<thead>
<tr>
<th>Date</th>
<th>Actor(s)</th>
<th>Location</th>
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<tbody>
<tr>
<td>4-Mar</td>
<td>Members of CODELF and of the Regroupement provincial des leaders en enfance en difficulté.</td>
<td>MEO Ottawa 1570 Walkley Road, Ottawa, ON K1V 6P5</td>
</tr>
<tr>
<td>10-Mar</td>
<td>Members of ACÉPO, AFOCSC and RECFO.</td>
<td>Charbonnel Lounge 81 St. Mary Street, Toronto, ON M5S 1J4</td>
</tr>
<tr>
<td>22-Mar</td>
<td>Members of organizations that represent Ontario's Francophone community (AEFO, AFO, FESFO).</td>
<td>Centre Pauline-Charron 164 Jeanne Mance Street, Vanier, ON K1L 6M3</td>
</tr>
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</table>

**Total number of participants for the consultations:** 142

### Table 2: Level of Participation, by Category of Respondents, for the Consultation Process

<table>
<thead>
<tr>
<th>Category of Participants</th>
<th>Survey</th>
<th>Discussion Group</th>
<th>Individual Interview</th>
<th>Subtotal</th>
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</thead>
<tbody>
<tr>
<td>Current or former students</td>
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<td>11</td>
<td></td>
<td>21</td>
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<tr>
<td>Parents of a current or former student</td>
<td>40</td>
<td>26</td>
<td></td>
<td>66</td>
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<tr>
<td>CJL teacher or staff member</td>
<td>25</td>
<td>48</td>
<td>8</td>
<td>81</td>
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<tr>
<td>Members of the community</td>
<td>72</td>
<td>44</td>
<td>5</td>
<td>121</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>147</td>
<td>129</td>
<td>13</td>
<td><strong>289</strong></td>
</tr>
</tbody>
</table>

*Total Participation: 289*
APPENDIX 2: LIST OF ABBREVIATIONS


- Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
- Association des conseils scolaires des écoles publiques de l’Ontario (ACEPO)
- Conseil ontarien des directrices et des directeurs de l’éducation en langue française (CODELF)
- Association des gestionnaires de l’éducation franco-ontarienne (AGÉFO)
- Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
- Association des enseignantes et des enseignants franco-ontariens (AEFO)
- Parents partenaires en éducation (PPE)
- Fédération de la jeunesse franco-ontarienne (FESFO)
- Assemblée de la francophonie de l’Ontario (AFO)
- Association francophone à l’éducation des services à l’enfance de l’Ontario (AFÉSEO)
- Regroupement des élèves conseillers et conseillères francophones de l’Ontario (RECFO).

Francophone provincial specialist associations:

- Regroupement des parents et amis des enfants sourds et malentendants franco-ontariens (RESO)
- Association ontarienne des Sourd(e)s francophones (AOSF)
- Association francophone de parents d’enfants dyslexiques ou ayant tout autre trouble d’apprentissage (AFPED)