

## Eligible Activities/Expenses 2024-25

### French as a Second Language Allocation Component: Areas of Intervention

Ontario Ministry of Education funding for Ontario school boards through the [Core Education Funding](#) (formerly Grants for Student Needs) includes a French as a Second Language (FSL) Allocation, comprised of two funding components: Per-Pupil Component and Areas of Intervention Component.

The Areas of Intervention funding (\$14.4 million) is enveloped, in that it can only be spent for its intended purpose in keeping with the terms of the [Canada-Ontario Agreement on Minority-Language Education and Second Official-Language Instruction](#). Eligible activities and expenses are outlined below, in four categories, to inform board planning, implementation, and reporting on activities and expenses.

FSL programs are for all students. Boards are encouraged to consider how best to create equitable and accessible learning environments and promote culturally responsive and relevant pedagogy, including differentiated support for students facing systemic barriers.

#### 1) **Support for Educational Staff**

This funding will support enhanced access to professional learning opportunities for FSL teachers, a portion of which is to be dedicated to professional learning focused on the Common European Framework of Reference for Languages (CEFR) including participation in regional activities.

Each of the 60 English-language school boards will be allocated a \$79,000 base amount, as well as a per-pupil amount based on board 2022-23 FSL student enrolment.

Eligible Activities/Expenses:

- Job-embedded professional learning opportunities at the school, family of schools, board or regional level, including release time for teachers, such as:
  - co-planning or co-teaching FSL lessons
  - coaching
  - classroom visits
  - FSL professional learning communities and teaching-learning networks
- Procurement, development and sharing of professional learning resources for FSL teachers
- Workshops for FSL teachers, including the hiring of professional services (e.g. speakers)
- Conferences within Canada (e.g. registration fees, release time and travel/accommodation) with the understanding that teachers will share their learnings within their boards upon their return
- FSL Additional Qualification courses
- Activities/opportunities to improve French language proficiency
- Subscriptions to professional journals

## **Appendix 1 – Eligible Activities/Expenses 2024-25**

- Language learning software and hardware (e.g. audio or video recorders) that support FSL (up to a maximum of 20% of Support for Educational Staff funding)
- Development of surveys to support goals for FSL
- Support for board staffing in roles such as program consultants, coordinators, coaches, and special assignment teachers (beyond those already provided for by other ministry funding) provided that the time funded is fully dedicated to FSL.

### **2) Enriched Learning Environments**

This funding will support the development and provision of meaningful activities for students in all FSL programs to improve and apply their French language skills and intercultural understanding in authentic situations. Enriched learning environments refers to variety of ways of increasing student, parent, and community engagement and confidence in FSL programs.

Each of the 60 English-language school boards will be allocated a \$11,700 base amount, as well as a per-pupil amount based on board 2022-23 FSL student enrolment.

Eligible Activities/Expenses:

- Planning, coordination and delivery of French-language authentic experiential learning opportunities and programs with a pathway focus, including the Specialist High Skills Major Non-Profit in Education.
- Student exchanges in Canada to support the learning of French
- Student participation in educational visits within Canada that are not exchanges and where students would be required to use French in order to communicate
- Student attendance at cultural activities, such as concerts and plays, that are performed in French (including pre- and post-event classroom activities)
- French camps for FSL students (operated by school boards or community organizations)
- Planning, coordination and delivery of FSL cultural activities and experiences (including community-connected collaboration)
- Student participation in French public-speaking opportunities (e.g. Concours d'art oratoire) at board and provincial levels.

### **3) Board-developed FSL Initiatives**

All 60 English-language school boards will receive funding to support initiatives of their choice in one or more of these five areas: Homework Support for Students in FSL, French Extended Learning Experiences for Students in FSL, Classroom Resources for FSL Classes and Courses, Early Literacy Support and Intervention and Research to Support Recruitment and Retention of FSL Teachers.

Each board will be allocated a \$10,000 base amount for board-developed FSL initiatives, as well as a per-pupil amount based on board 2022-23 FSL student enrolment.

## Appendix 1 – Eligible Activities/Expenses 2024-25

### Eligible Activities/Expenses:

#### *Homework Support for Students in FSL*

Homework Support for Students in FSL refers to projects that take place outside of the regular instructional day to provide opportunities for students to improve their confidence and achievement in FSL.

- Projects may build on current homework support provided for students in FSL or fund the development of new homework support initiatives.
- Projects may involve broad-based partnerships (e.g. other school boards, groups/agencies, parents, students).

#### *French Extended Learning Experiences for Students in FSL*

French Extended Learning Experiences for Students in FSL refers to interactive and impactful activities within Canada that provide opportunities for FSL students to participate in French learning experiences over an extended time period (i.e. longer than one day).

- Projects may include student exchanges, camps, class trips.
- Projects must provide opportunities for students to interact in French.
- Projects may involve broad-based partnerships (e.g. other school boards, groups/agencies, parents, students).

#### *Classroom Resources for FSL Classes and Courses*

The purpose of this funding is not to replace capital funding, but to support the additional cost of FSL classroom resources (hard copy and digital) specific to subjects taught in French at the elementary level or FSL courses at the secondary level.

#### *Early Literacy Support and Intervention*

The purpose of this funding is not to replace existing funding, but to provide additional support to meet the needs of students enrolled in K-2 French Immersion programs.

- Projects may include purchase of licenses for French Language screeners not covered by Responsive Education Programs (REP) allocations and purchased in addition to licenses for English Language screeners.
- Projects may build on current early literacy interventions and supports for students in K-2 French Immersion programs or fund the development of new early literacy intervention and support initiatives.

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### *Research to Support Recruitment and Retention of FSL Teachers*

The purpose of this funding is to encourage school boards to determine the effectiveness of strategies implemented to recruit and retain FSL teachers.

#### **4) Diplôme d'études en langue française (DELF)**

The purpose of this funding is to cover the cost incurred by the school board for the administration of the DELF for students enrolled in Grade 12 FSL courses:

- Examiner-scorer ('correcteur') release time.
- Internal costs associated with the management and coordination of the examination.

School boards have the autonomy to allocate funds to best support the examination session(s) they administer.

Each participating school board will be allocated either \$10,000, \$20,000 or \$30,000 based on their latest DELF student enrolment number reported to the Ministry.

#### **General**

Most of the above activities can be delivered in one or more modes (e.g. in-person, remote, virtual).

In carrying out eligible activities, if a school board uses funds for travel, meal and hospitality within Canada, the school board will do all of the following:

- a. ensure that any travel, meal or hospitality expenses are incurred prudently and responsibly;
- b. ensure that any travel, meal or hospitality expenses incurred are necessary, practical and economical;
- c. upon the ministry's request, show that other options for meetings such as audio or video conferencing were considered; and
- d. keep receipts for all travel, meal or hospitality expenses incurred.

A maximum of 30% of funding may be transferred between categories (e.g. from Support for Educational Staff to Board-developed FSL Initiatives or vice versa).

Reporting requirements are detailed in a separate document, Appendix 3.