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**Sent:** Friday, March 10, 2017 3:39 PM  
**To:** Gauthier, Angela (Director of Education)  
**Subject:** RE: Multi-language school

Hi Angela,

This sounds like an exciting, innovative project. However, please note that the Ministry is not able to provide legal advice to school boards. Boards are responsible for the delivery of education services in Ontario, and Ontario's Education Act is the primary statute governing elementary and secondary education in the province. Therefore, the information I'm sharing is not being conveyed as legal advice and should not be acted on without first consulting your own legal counsel. Further to this, the languages of instruction in publicly-funded schools are English and French, and while there is authority for the Minister to make regulations prescribing other languages of instruction, the Ministry does not at this time intend to propose regulations that would prescribe other languages of instruction (e.g. Mandarin, Spanish, etc...).

With that said, in developing and offering any new program, boards are subject to legislative requirements in the Education Act as well as any policy and collective agreement requirements. Examples of such requirements include:

- 300 minutes of instructional time per day;
- A minimum of 60 minutes per day of 'protected time' for mathematics - preferably taught by one teacher;
- A minimum of 100 minutes of literacy per day (recommendation);
- 20 minutes of uninterrupted Daily Physical Activity (DPA);
- 240 minutes per 5 day cycle of teacher planning time;
- 40 uninterrupted minutes for lunch;
- 600 hours of Core French instruction by the end of Grade 8. Core French (or Native Languages) is mandatory from Grades 4 to 8.

Some other items to consider are, for example, a jurisdictional scan (who does this, why, outcomes, best practices). What would be the goal and metrics for assessing the outcome of this program for students, and of learning the languages? You may wish to touch base with EQAO to inquire as to what would be the language of assessment for the grade 3 EQAO assessments, as well as what could be the possible outcomes? And finally, consider staffing. All teachers who teach in day schools need to be certified by the Ontario College of Teachers and be proficient teaching in that language

I'm also adding a list of suggested resources that you may find helpful:

- A Planning Guide for 60 Minutes of Effective Mathematics Learning, Teaching and Assessment to support the implementation of PPM 160 (Protected Time for Daily Mathematics Instruction, Grades 1 to 8.  
[http://www.edugains.ca/newsite/math/lesson\\_supports.html](http://www.edugains.ca/newsite/math/lesson_supports.html))
- English-Language Public Elementary Schools – Sample timetables. Attached are samples that show current legislative/policy/collective agreement requirements.
- Ontario's Strategy for K-12 International Education  
<http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>
- Supporting English Language Learners  
<http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment – The Ministry has used this document as a reference in studying international standards for assessing French as a language  
[https://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Angela, if you would like to do some further thinking with us on this innovative project, let me know and we can put together a small team from the Ministry to support this request.

Kind Regards,  
Bruce