



**SPECIAL EDUCATION ADVISORY COMMITTEE  
Tuesday, February 20, 2018 – 10:00 a.m. - Boardroom**

- Present:** Bonnie McKinnon (Trustee), Jennifer Chapman, Christine Dragojlovich (Pearce), Mischa Jansink, Paul Sanderson, Michelle Shypula, Teresa Westergaard-Hager, Nil Woodcroft
- Guests:** Jackie Whiting, *Student Achievement Consultant: French as a Second Language K-12*
- Regrets:** Krista Emmerson, Jill Esposto, Carmen McDermid, Tracey Taylor
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**1. Opening Prayer**

Superintendent Shypula led the group in the opening prayer.

**2. Welcome and Opening Comments**

Superintendent Shypula welcomed the group and led a round of introductions for the benefit of Jackie Whiting and SEAC members in attendance.

**3. Approval of Agenda**

Moved by: Jennifer Chapman

Seconded by: Bonnie McKinnon

THAT the SEAC Committee approves the agenda of the February 20, 2018 meeting.

**Carried**

**4. Approval of Minutes – January 23, 2018**

Moved by: Bonnie McKinnon

Seconded by: Jennifer Chapman

THAT the SEAC Committee approves the minutes of the January 23, 2018 meeting.

**Carried**

**5. Information and Correspondence**

**5.1 Letter from *Conseil Scolaire Catholique Franco-Nord* for SEAC**

Superintendent Shypula updated the Committee on the letter received from the Conseil Scolaire Catholique Franco-Nord and highlighted how their SEAC is asking the government and ministry authorities to review the strategy, specifically the service coordination component and the integration of rehabilitation services component. They are asking the government to redefine the components so that they are feasible, effective and beneficial for our young people in need. They have asked that once the strategic map is developed by the various ministries that funds be given to key players to implement the strategy (see Appendix A).

**5.2 Invitation for 2018 Summit**

Superintendent Shypula shared and copies provided to members for the 2018 Summit: *Beyond Collaboration: Towards Integrated Systems for Supporting Child and Youth Mental Health*. The summit will take place April 12 to 13, 2018 at the Beanfield Centre, CNE Grounds in Toronto, ON (see Appendix B).



### **5.3 Indigenous Cultural Competency & Safety Training Series**

Superintendent Shypula shared information on a five part workshop series being offered by Six Nations Polytechnic, which is aimed at deconstructing assumptions, understanding our differences and working towards positive and authentic understanding and actions of reconciliation. The workshops are open to all community agencies, workers in the health, education, public service and child welfare sectors, as well as the general public (see Appendix C).

## **6. Presentation**

### **6.1 Including Students with Special Education Needs in French as a Second Language Programs**

Jackie Whiting, *Student Achievement Consultant: French as a Second Language K-12* shared the developments taking place with French as a Second Language (FSL) programs in the Board. She discussed some of the guiding principles that lead to creating inclusive environments in the FSL classrooms. The Common European Framework of Reference (CEFR) is a great supplement to the curriculum because it concentrates on what students are able to do in a second language with the “can do” statements that describe their proficiency while speaking, listening, reading and writing in French. Jackie shared her favourite highlights from the Ministry document ‘*Including Students with Special Education Needs in FSL*’. Highlights included shifts in mindsets that allow for greater inclusion of all students in FSL programs. Jackie was excited to share some of the structured tasks that were created during a workshop with the Special Education team and the FSL teachers that focused on creating fun manipulatives and activities for a variety of learners. Jackie concluded her presentation with a quote from Dr. Rita Pierson, “All children need champions in their lives”. The following link can be followed to view the video: <https://www.youtube.com/watch?v=SFnMTHhKdkw>.

A handout for supporting English language learners and students with special education needs in FSL was provided to members (see Appendix D).

## **7. Community Agency Updates**

### ***Jennifer Chapman- Child Welfare Supervisor- Haldimand-Norfolk Children’s Aid Society***

Jennifer shared that the Haldimand-Norfolk Children’s Aid Society continues to work through the new legislation. They are able to receive services post 18 years of age, if they remain under a voluntary agreement at their 18<sup>th</sup> birthday.

Recently a new directive was issued related to collection of Identity Based Data Collection. Staff will be collecting self-identified/reported data from service users. This is related to several categories of information including Race, Ethnicity, Religion, Sexual Identity, Disability, etc... Questions are based on those gathered in Census information. The hope is to gather data and inform where there are gaps in services and information where improvements are needed.



***Mischa Jansink- Family Service Coordinator- Lansdowne Children's Centre***

The 18<sup>th</sup> Annual Great Northern Ride took place on February 4 to the 10, 2018. The snow mobile riders this year rode in New Brunswick and raised money for the Every Kid Counts program. On May 14, 2018, Lansdowne will host the Annual Motorcycle Ride to also raise money for the Every Kid Counts program.

Lansdowne has posted for a Family Support Worker position as part of the Autism Program to help families navigate the Ontario Autism Program. During the month of February, the agency is part of the transition planning that takes place for their clients heading to school in September 2018.

***Christine Dragojlovich (Pearce) - Program Manager- Woodview Mental Health & Autism Services***

Christine updated the group on her name change, which will be updated on the Board website, membership list and communications moving forward. Woodview is re-initiating the Early Years program through the priorities on 'Moving on Mental Health' and are collaborating with EarlyON, Brant FACS, the Health Unit, Lansdowne and other community partners to share resources and meet the needs of families in Brantford and Brant County. The agency is gearing up for Mental Health Week May 7, 2018. Meetings are the first Thursday of each month at 10 am at Woodview Mental Health & Autism Services on 643 Park Road North, Brantford. Brief Services are being offered at Major Ballachy School on Wednesdays from 2 pm to 8 pm and at 109 George St., Brantford on Thursdays from 4 pm to 8 pm and anyone is welcome to attend on a drop in basis.

***Teresa Westergaard-Hager- Supervisor, Community Outreach- Norfolk Association for Community Living***

There is a lot of change happening in all of the services currently at Norfolk Association for Community Living. Group living is taking in some higher needs people and looking at moving some of their existing residents around. Teresa shared that a particular gentleman in their care who had been in group living recently moved into his own apartment. He stated, "It is harder, but worth it" and is very happy with his new living arrangements. Supported Independent Living is booming with many new people coming into service. The agency is currently adding additional employees to the program in order to meet the needs of those individuals. Business Ventures is still continuing on their path to closing the three profit-shared businesses and has a small bit of Ministry funding in order to assist with the contractors to find alternative work, volunteering, social activities, etc. Passport funding has had some people receive extra money that has been backdated this term. New funding will be allocated on April 1 and individuals should be notified what that looks like by the end of March.

***Nil Woodcroft- Manager of Early Childhood Intervention Programs- Haldimand-Norfolk REACH***

Nil updated that Haldimand-Norfolk REACH is happy to be collaborating with the Board to begin the transition to school process for students entering JK in September. The initial meeting was held at HNREACH on February 21, 2018. As the lead agency for Coordinated Service Planning with the Special Needs Strategy, the Advisory Committee and Community of Practice team continues to meet.



## **8. Reports**

### **8.1 Student Achievement Leader: Special Education**

On behalf of Carmen McDermid, Superintendent Shypula updated on the System Identification Placement Review Committee (IPRC) grades eight to nine intakes, which were held the week of February 12 to 16, 2018. The IPRC intakes are for students moving from grades 8 to 9 next year and wishing for a placement in a special class at secondary school. The three different classes at the secondary level are the Personal Active Learning (PAL), Community Living and Job Skills. IPRCs were held at St. John's College on Monday, February 12, Assumption College School on Thursday, February 15 and Holy Trinity Catholic High School on Friday, February 16, 2018. Elementary Special Education Resource Teachers (SERTs) and Principals presented students to the IPRC for consideration for the classes. Student profiles were shared to the IPRC that included recent testing, strengths, areas of need and student interests. Students attended along with their parents and both had the opportunity to share information and ask questions to the secondary staff members. Elementary schools were commended for their organizing of student profile packages and in presenting their students to secondary staff and IPRC members.

Superintendent Shypula updated that System SERTs and Carmen McDermid, Student Achievement Lead for Special Education, are meeting with Lansdowne Children's Centre case managers on Tuesday, February 20, 2018 and with Haldimand-Norfolk REACH case managers on Wednesday, February 21, 2018 to have initial meetings to discuss new kindergarten registrants with special needs who will be entering our Board in September 2018. These initial meetings help agencies and schools cross-reference names in the hopes that no students are missed. Agencies will present names of students with special needs and a follow up with schools will be made to ensure these students have registered for school. Familiarizing with these children assist in the initial planning and discussions for their school entry next year. The formal entry to school Case Conferences will be held mid to end of April and will include full agency support personnel, occupational therapists, Physio-Therapists, Speech-Language Pathologists, Teachers, Principals, Autism Behaviour Analyst (ABA) Lead, Special Education Lead, etc...and any other personnel who can support a child's entry into school. These meetings are invaluable in planning and successfully transitioning students into school.

### **8.2 Superintendent of Education**

Superintendent Shypula provided an update on the progress of the Joint Protocol for Student Achievement (JPSA). The Ministry of Children and Youth Services and the Ministry of Education introduced the JPSA in February of 2015. The purpose of this protocol is to assist school boards and child welfare authorities in creating consistent processes that will improve the educational outcomes of students in the care of the child welfare system. The Board drafted JPSA has been a collaborative effort involving the Grand Erie District School Board, Conseil Scolaire Catholique MonAvenir, Conseil Scolaire Viamonde, the Hamilton-Wentworth Catholic District School Board, Six Nations of the Grand River and Mississauga's of the New Credit First Nations. This protocol, once vetted by the various stakeholders, will be ready for implementation in September 2018.



**Brant Haldimand Norfolk  
Catholic District School Board**

**Minutes**

Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**9. Closing Remarks/ Adjournment**

The meeting was adjourned.

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**Next Meeting:** Tuesday, March 20, 2018, 10:00 am, Boardroom



**RECEIVED**  
BRANT HALDIMAND NORFOLK CATHOLIC DSB

**FEB 12 2018**

**Chris W. Koehrig**  
Director of Education & Secretary

Monday, February 5<sup>th</sup>, 2018

To whom it may concern:

For two years now, trained teams from various agencies and community partners have been working together to understand and drive forward the strategy for students with special needs.

Right from its first announcement, this strategy seemed promising. However, since its implementation, it poses significant challenges and brings many questions that remain without clear answers from the Ministry. The concerns are legitimate and deserve special attention, so that the strategy can be updated to eliminate redundant processes, facilitate access to specialized services, and simplify application processes for parents of children requiring services in occupational therapy, speech therapy or physiotherapy.

We firmly believe that community and collaborative planning should include our leading mental health agencies as well as any other agency providing services. There is a need for a review of service areas, a process for requests linked to the hubs, and consistent procedures for the province. In order to make this strategy update possible, we believe that provincial planning is necessary.

We raise the following specific issues:

- How to ensure that the parent can tell his story only once if the intake service does not cross all services and ministries?
- How to ensure that the parent can be served in their language?
- What technological tool will the province put at the disposal of boards and agencies? We require a common tool, adapted to the language of the IEP and that can be compatible with daycares, agencies and school boards, in short, with any service provider. In its letter dated March 9, 2017, the Ministry of Children and Youth Services indicated that in the coming months, ministries would consult with local steering committees on the need for a single integrated technology platform to support the implementation of new service delivery models. We are still waiting for such consultation.
- How can the reports generated by a tool for the intake interview be used to ensure fairness with regard to services?
- How can electronic hubs provide information and resources to parents and guardians to answer questions and support their process?




- What human resources are included in the implementation budgets?
- What will be the recruitment plan for competent specialized practitioners who will be able to serve Francophone and Aboriginal families well, and how to ensure that these services are available throughout the province? What will be the contingency plan if it is difficult to recruit such people in certain areas?
- What steps will be taken to train school teachers, board support staff, and child care staff to collaborate in this strategy, while recognizing that there may be constraints to be considered with regard to collective agreements and working conditions? For example, coordination and delivery of services throughout the school year, etc.

The development of provincial tools and guidelines for all partners would contribute to more cohesiveness across the province and would also allow for a better understanding of the needs of our families and the various shortfalls and challenges with the goal of rectifying them.

In short, we respectfully ask the government and ministry authorities to review the strategy, specifically the service coordination component and the integration of rehabilitation services component, with a view to redefining them so that they are feasible and effective and beneficial for our young people in need. We also ask that once the strategic map has been developed by the various ministries, start-up funds are given to key players to implement the agreed strategy.

The Special Education Advisory Committee (SEAC) for the *Conseil scolaire catholique Franco-Nord* thanks you for your attention to these matters.

Sincerely,

  
 Monique Ménard  
 Director of Education  
 Conseil scolaire catholique Franco-Nord

  
 Diane Sarrazin-Dubeau  
 President, SEAC  
 Conseil scolaire catholique Franco-Nord

C.C. Directors of Education of the 71 School Boards  
 Special Education Advisory Committees of the 71 School Boards  
 Ministry of Education  
 Ministry of Children and youth services  
 Ministry of Community and Social Services  
 Denys Giguère, French-Language, Aboriginal Learning and Research Division  
 Denis Filiatrault, One Kids Place



# SAVE THE DATE

# 2018 SUMMIT

# CHILDREN AND YOUTH MENTAL HEALTH

**April 12 - 13, 2018** Beanfield Centre, CNE Grounds, Toronto

## **Beyond Collaboration: Towards Integrated Systems for Supporting Child and Youth Mental Health**

Presentations will focus on working across tiered systems of support for promotion, prevention and intervention.

### **Who should attend?**

Students / Parents / Educators  
Mental Health Professionals /  
Professional Student Services Agencies /  
Children's Services Advocates

### **Who is hosting this event?**

Hosted by the Ontario Coalition for Children and Youth Mental Health - a multi-sectoral group committed to urgent and positive change for children and youth mental health services in Ontario

### **Early Bird Registration:**

Link available on OPSBA's website: [www.opsba.org](http://www.opsba.org) or

#### **LINK TO ONLINE REGISTRATION**

Please check the website for updated information and program.

### **For Exhibit Space**

Please contact Judith Nyman  
[jnyman@opsba.org](mailto:jnyman@opsba.org)

**ACCOMMODATION** Hyatt Regency Hotel, 370 King Street, Toronto.  
Block to open September 2017. **Shuttle service** to Beanfield Centre included in room rate.



Ontario Coalition for  
Children and Youth  
Mental Health  
Let's put our heads together.

Coalition ontarienne  
pour la santé mentale des  
enfants et des adolescents  
Réfléchissons ensemble.

### **Pre-Summit**

**Thursday, April 12, 2018**

**1:30 - Registration**

**2:00 - 5:00 p.m.** - Your choice of 1 of 3 half day in-depth sessions

### **Main Summit**

**Thursday Evening, April 12**

**5:00 - 8:30 p.m.** - Dinner Reception and Keynote Speaker (TBC)

and **Friday, April 13: 8:00 a.m. - 4:00 p.m.**

#### ■ **Keynote Speaker Friday a.m.:**

**Mark Greenberg, PhD**

Edna Peterson Bennett Endowed Chair in Prevention Research, Professor of Human Development and Psychology

#### ■ **Plenary Panel Friday a.m.:**

**Sharon Hoover, PhD**

Co-Director, Center for School Mental Health and Associate Professor, University of Maryland School of Medicine, Child and Adolescent Psychiatry

**Alexia Jaouich, PhD**

Director of Implementation and Knowledge Exchange in the Provincial System Support Program (PSSP) CAMH

**Ian Manion, PhD**

Director, Youth Mental Health Research Unit, University of Ottawa Institute of Mental Health Research

#### ■ **Breakout Sessions Friday p.m.**

Your choice of 2 of 8 breakout sessions.



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# INDIGENOUS CULTURAL COMPETENCY & SAFETY TRAINING SERIES

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## WEDNESDAY, FEB 28TH - RECONCILIATION: UNDERSTANDING OUR RELATIONSHIPS, THEN AND NOW

This will be a 5 part workshop series that will start with an all-day session which will work towards deconstructing our assumptions, understanding our differences and working towards positive and authentic understandings and actions of reconciliation. To launch the series, our first session will explore the history of Indigenous people in Canada with a specific focus on Hodinohso:ni territory. Participants will engage in critical conversations around relationship building between community agencies and Six Nations Polytechnic (SNP).

**Location:** SNP - Brantford Campus, 411 Elgin Street

**Time:** 9:00 AM - 3:30 PM (lunch is included)

9:30 - 10:00 AM: Networking | 10:00 - 3:00 PM: Conference

**Who can attend:** These workshops are open to all community agencies, workers in the health, education, public service and child welfare sectors, as well as the general public.

**Space is limited so register early.**

**Registration fee:** \$100 per person. (Plus Applicable Tax)

### Optional Followup Sessions (Brantford Campus from 1:00 - 4:00 PM):

March 7th - Health

March 21st - Education

March 28th - Public Service

April 11th - Child Welfare

**Registration fee:** \$50 per person per session (Plus Applicable Tax)



Facilitated by Darren Thomas



**SIX NATIONS**  
POLYTECHNIC

Register at [snpolytechnic.com](http://snpolytechnic.com)  
Brantford Campus: 226-493-1245

# FSL for School Administrators

## FROM AWARENESS to ACTION

*From Awareness to Action* is a professional learning publication written by the Provincial Principal Focus Group members to support school administrators in the strengthening of French as a Second Language.



## ISSUE 6 Supporting English Language Learners and Students with Special Education Needs in FSL

### IN THIS ISSUE

The focus is on highlighting strategies that support the participation and engagement of English language learners and students with special education needs in FSL.

*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* embraces the concept that all students can learn French as a second language. *Learning For All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* reminds us that with timely and tiered supports, all students can learn. What is essential to remember regarding English language learners (ELLs) and students with special education needs is that they have many strengths. These students have learned strategies that assist them in developing knowledge and skills across the curriculum. By drawing on these, teachers can program appropriately.

### Strategies for Supporting All Students in FSL

*Learning for All* highlights the fact that there are educational approaches that can benefit all students. In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers create programs that respond to this diversity, often through the use of authentic tasks, technology, and individual student learning goals. Furthermore, there is a shift towards transforming practice to think beyond rote-based, repetitious tasks. In this way, students' level of interest and engagement increases, as does their commitment to learning and communicating in French.

### English Language Learners

The elementary and secondary curriculum documents for FSL articulate that “English language learners ... bring a rich diversity of background knowledge and experience to the classroom” (p. 38, elementary curriculum document; p. 41, secondary). At the beginning, some ELLs may require additional support, as they often arrive in an Ontario school after the FSL entry point. For those students, there are many strategies to consider in order to make appropriate accommodations and/or modifications to instruction and assessment.



For ELLs who are beginning to learn another language, promoting the students' use of their first language has been shown to increase their confidence and assist them with their communication skills. Since most ELLs have an age-appropriate proficiency in their first language, the transfer of one language system to another builds on skills already learned. ELLs often do very well in FSL classes, in fact “Research confirms that a prior language learning experience can facilitate and accelerate further language learning” (*Ontario Curriculum, Gr. 9 to 12: French as a Second Language, 2014, p. 42*).

As with all second language learners, ELLs benefit from strategies such as:

- Accessing appropriate technology helps students become more autonomous and self-directed as they acquire the new language
- Creating a print-rich FSL classroom environment (e.g., such as by labelling the classroom: *la porte, le tableau, l'ordinateur*)
- Having a variety of print resources at students' reading level, both independent and instructional (e.g., comic books, picture books, magazines, newspapers, dictionaries)
- Providing visual cues and aids (e.g., gestures, drawings) to associate images with words and useful expressions

**There is ample reason to encourage English language learners to participate in FSL programs. In addition to facilitating English proficiency, trilingualism has many other benefits.**

*A Framework for French as a Second Language in Ontario Schools Kindergarten to Grade 12, p. 35*



**The success of students included in regular classrooms relies heavily on the attitudes of administration and teachers. The principal is the primary leader in the school community and his or her attitudes and actions set the tone for the entire school community.**

Kimberly Showalter-Barnes (2008), *The Attitudes of Regular Education Teachers Regarding Inclusion for Students with Autism*, p. 60

## WHAT'S MY ROLE?

### Students with Special Education Needs

Story, dialogue, drama, movement, and music help most students to access and apply new language structures and communication skills with greater effectiveness. Students with special education needs may benefit from the addition of modelling, memory aids, longer wait time, graphic organizers, or additional processing and practising time, in order to apply their language knowledge in meaningful oral and written communication.

By considering a variety of instructional and assessment strategies, FSL teachers differentiate through teaching modalities, resources, and assistive strategies and technologies as key contributors to the success of FSL learning.

### The Role of Principals and Vice-Principals

“The school administrative team works in partnership with all staff, parents, and appropriate community partners to ensure that every student has access to the best possible educational experience” (*Supporting English Language Learners: A practical guide*, p. 18). Principals and vice-principals build collaborative teams for students who are struggling or who may require additional assessment, programming, or supports, such as an Individual Education Plan (IEP). When planning takes place during the development of an IEP, all relevant staff members need to be present in order to validate the entire team’s input and to ensure that the IEP is well understood and implemented. If, for example, a student requires accommodations to successfully meet the expectations in French class, the French teacher should have an active role in providing input to the IEP.

Regular visits to the classroom by the principal and vice-principal, together with ongoing, supportive dialogue with the teaching team, communicate the message that “We will do this together.” It is important that principals and vice-principals continue to provide professional learning opportunities for all teachers, as together, everyone plays an important role in the success of all students.



### One article to read, one quote to consider, one link to click...

1. **Identifying and Helping English-Speaking Immersion Students Who Are At Risk for Reading Difficulties**  
by Caroline Erdos and Fred Genesee, in *Journal de l'immersion/Immersion Journal*, Vol. 33, No. 3, pp. 18–20, Autumn/Automne 2011. [http://www.acpi.ca/documents/Journaux/Vol.33No.3\\_comp.pdf](http://www.acpi.ca/documents/Journaux/Vol.33No.3_comp.pdf)  
This article provides information and tools to identify French immersion students at risk for reading difficulties as early as Kindergarten, and suggests ways to help them.
2. **“At-risk students can become bilingual and attain levels of first-language and academic ability commensurate with their learning challenges. The challenge is not usually for the children, but rather is for the adults around them.”**  
*Proceedings of the Canadian Parents for French Roundtable on Academically Challenged Students in French Second Language Programs* (2012), p. 16.  
<http://cpf.ca/en/files/NEW-CPF-Roundtable-Proceedings-jh-2-3.pdf>
3. **From Awareness to Action: Video Segment 4 — FSL Programs are For All Students**  
<http://www.curriculum.org/fsl/projects/from-awareness-to-action-resources-for-principals-and-vice-principals/dash/play/28405>

**Q:** I worry about my son learning French at the same time as he is learning English. Shouldn't he be concentrating on only one language?

**A:** You might think that he would get confused if he learns French at the same time as he is learning English, but, in fact, the opposite is true. Many of the items taught in French may parallel what students are learning in English, so learning French can help to reinforce the English that they are learning... Students are able to transfer knowledge about how language works and this may contribute to their overall academic success.

Ontario Ministry of Education (2008), *Supporting English Language Learners: A practical guide for Ontario educators Grades 1 to 8*, p. 31

# Oral Self Assessment

Name: \_\_\_\_\_

**Listening**  
I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

**Je me présente et je m'exprime**

- I can briefly describe me and my family. *Je m'appelle, j'ai ...frères...*
- I can describe where I live. *maison, appartement, ferme, adresse*
- I can understand basic questions about myself and my family. *Combien de soeurs as-tu? Comment s'appelle ton père?*
- I can say what I like and what I don't like. *J'aime ... Je n'aime pas*
- I can ask for something I need. *Est-ce que je peux avoir? Je veux...*
- I can talk about my health. *Ça ne va pas. Je suis fatigué, malade, content*
- I can express my basic needs. *Ça va bien.*

**Je parle aux autres et je comprends**

- I can use basic greetings expressions about holidays. *Bonjour! au revoir, comment ça va?*
- I can ask questions about others and their families. *Où est-ce que tu habites? Boire? Manger? Chercher? Emprunter...?*
- I can ask simple questions about others' needs. *Est-ce que je peux t'aider?*
- I can introduce others. *Je vous présente...*
- I can ask for directions. *Où est...? Je cherche... Comment est-ce que je vais à...*
- I can give directions. *Tourne à gauche, tourne à droite, allez tout droit*
- I can get by with numbers, quantities and money. *Ça coûte combien? C'est quelle taille? Je veux deux sacs de pommes.*
- I can ask others about their health. *Est-ce que tu aimes...? Préfères?*
- I can offer someone something. *Veux-tu un chocolat? Est-ce que tu veux une banane?*
- I can say when I don't understand. *Je ne comprends pas. Répétez, s'il vous plaît.*
- I can answer questions on simple topics. *contours, date, chiffres, temps, animaux, nourriture, sports*
- I can ask questions on simple topics. *Oh, Quel, Qu'est-ce que, Est-ce que, Quand, Pourquoi, Comment?*
- I can play simple word games. *Simon dit*
- I can understand others' simple instructions. *Assis-toi, Ouvre la porte*
- I can recognize important words in a story or song. *Assis-toi, Ouvre la porte*
- I can act out the meaning of sentences. *Simon dit*
- I can sing a song. *(O Canada)*
- I can say the alphabet.
- I can count. *(1 à 10, 10 à 20, 20 à 100).*
- I can say the time and expressions of time. *Il est 3 heures, vendredi prochain, aujourd'hui, demain.*
- I can say the month, days of the week. *février, jeudi*

**Spoken Production**  
I can use simple phrases and sentences to describe where I live and people I know.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Spoken Interaction**  
I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

# Orale: Auto-Evaluation

Nom: \_\_\_\_\_

**Ecouter**  
Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.

**Je me présente et je m'exprime**

- Je peux compter. (Je peux compter de 1 à 10, 10 à 20, 20 à 100)
- Je peux dire l'heure et les expressions du moment. (Il est 3 heures, vendredi prochain, aujourd'hui, demain, hier, cette semaine)
- Je peux dire les mois et les jours de la semaine. (février, jeudi)
- Je peux brièvement décrire moi-même et ma famille. (Je m'appelle, j'ai... frères...)
- Je peux décrire où j'habite. (maison, appartement, ferme, adresse)
- Je peux comprendre des questions simples sur moi-même et ma famille. (Combien de soeurs as-tu? Comment s'appelle ton père?)
- Je peux dire ce que j'aime et ce que je n'aime pas. (J'aime... je n'aime pas)
- Je peux demander quelque chose dont j'ai besoin. (Est-ce que je peux avoir? Je veux...)
- Je peux parler de ma santé. (Ça va bien, Ça ne va pas, Je suis fatigué, malade, content)
- Je peux exprimer mes besoins essentiels. (Est-ce que je peux aller aux toilettes? boire? manger? chercher? Emprunter...?)

**Je parle aux autres et je comprends**

- Je peux utiliser des expressions et mentaires de salutation. (Bonjour, au revoir, comment ça va?)
- Je peux poser des questions au sujet des autres et de leur famille. (Est-ce que je peux t'inviter? Où est-ce que tu habites?)
- Je peux poser des questions simples au sujet des besoins des autres. (Est-ce que tu as des frères?)
- Je peux présenter les membres de ma famille. (C'est qui? Où est-ce que tu habites?)
- Je peux demander des directions. (Où est...? Je cherche... Comment est-ce que je vais...?)
- Je peux donner des directions. (Tournez à gauche, Tournez à droite, Allez tout droit)
- Je peux faire des achats simples. (Pouvez-vous acheter...? Est-ce que vous avez...?)
- Je peux me retourner avec les chiffres, les quantités, l'argent. (Ça coûte combien? Combien de...?)
- Je peux demander aux autres ce qu'ils aiment et ce qu'ils n'aiment pas. (Le voulez-vous? Ça va-t-il?)
- Je peux poser des questions sur la santé. (Est-ce que tu aimes...? Préfères-tu...?)
- Je peux offrir quelque chose à quelqu'un. (Comment vas-tu? Ça va?)
- Je peux poser des questions sur des sujets simples. (Coutures, date, chiffres, temps, animaux, nourriture, sports)
- Je peux jouer des jeux de mots simples. (Où, Quel, Qu'est-ce que, Est-ce que, Quand, Pourquoi, Comment?)
- Je peux reconnaître des mots importants dans une histoire ou d'une chanson. (Je peux reconnaître le sens des phrases)
- Je peux reconnaître des instructions simples des autres. (Assis-toi, Ouvre la porte, Symon dit)

**Je produis**

- Je peux reconnaître des mots importants dans une histoire ou d'une chanson. (Je peux reconnaître le sens des phrases)
- Je peux reconnaître des instructions simples des autres. (Assis-toi, Ouvre la porte, Symon dit)
- Je peux jouer des jeux de mots simples. (Où, Quel, Qu'est-ce que, Est-ce que, Quand, Pourquoi, Comment?)
- Je peux poser des questions sur des sujets simples. (Coutures, date, chiffres, temps, animaux, nourriture, sports)
- Je peux répondre aux questions sur des sujets simples. (Coutures, date, chiffres, temps, animaux, nourriture, sports)
- Je peux dire quand je ne comprends pas. (Je ne comprends pas. Répétez, s'il vous plaît)
- Je peux offrir quelque chose à quelqu'un. (Comment vas-tu? Ça va?)
- Je peux poser des questions sur la santé. (Est-ce que tu aimes...? Préfères-tu...?)
- Je peux demander aux autres ce qu'ils aiment et ce qu'ils n'aiment pas. (Le voulez-vous? Ça va-t-il?)
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- Je peux reconnaître des instructions simples des autres. (Assis-toi, Ouvre la porte, Symon dit)

**Production**  
Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.

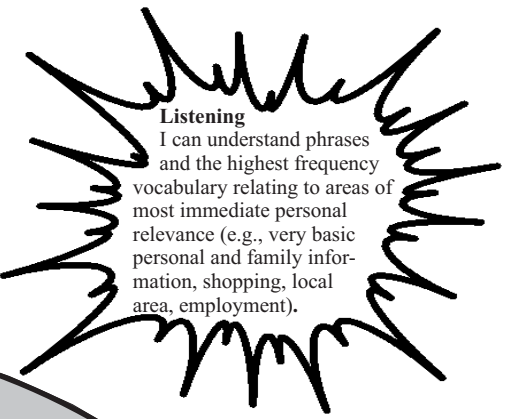
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**Interaction**  
Je peux communiquer de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.

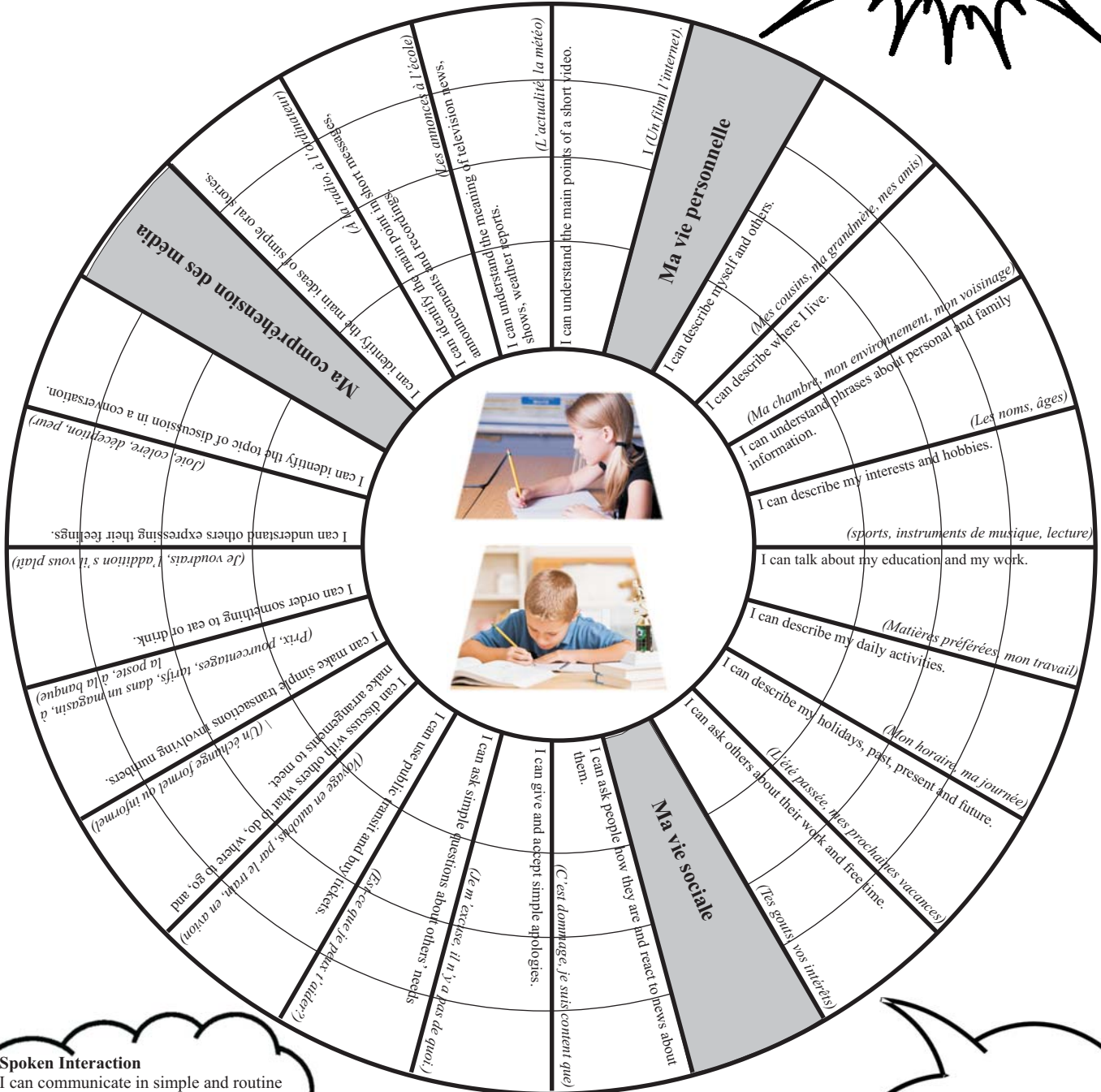


# Oral: Self Assessment

Name: \_\_\_\_\_



**Listening**  
I can understand phrases and the highest frequency vocabulary relating to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment).



**Spoken Interaction**  
I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

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**Spoken Production**  
I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my education background and my present or most recent job.

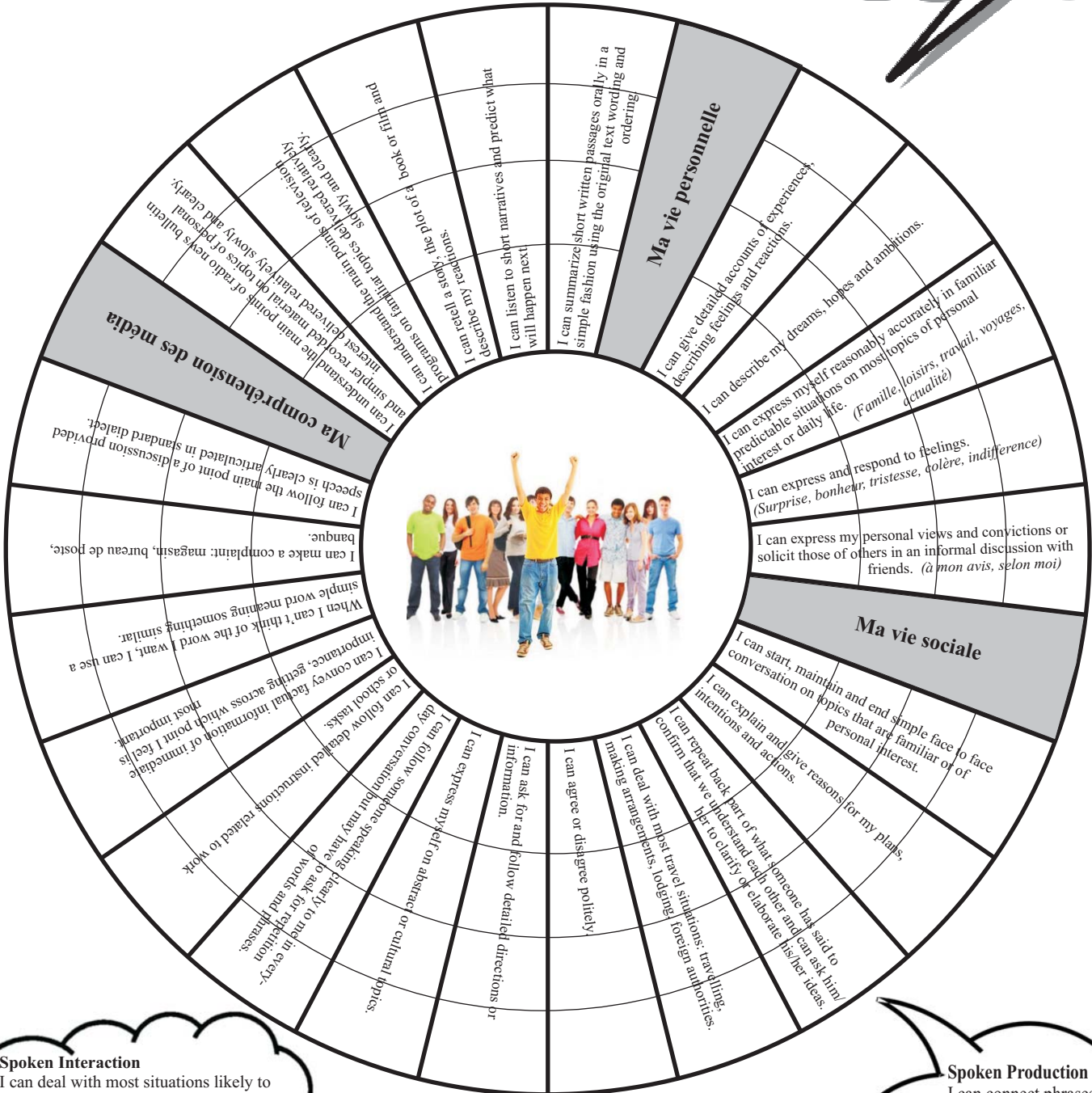




# Oral: Self Assessment

Name: \_\_\_\_\_

**Listening**  
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.



**Spoken Interaction**  
I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. Family, hobbies, work, travel and current events).

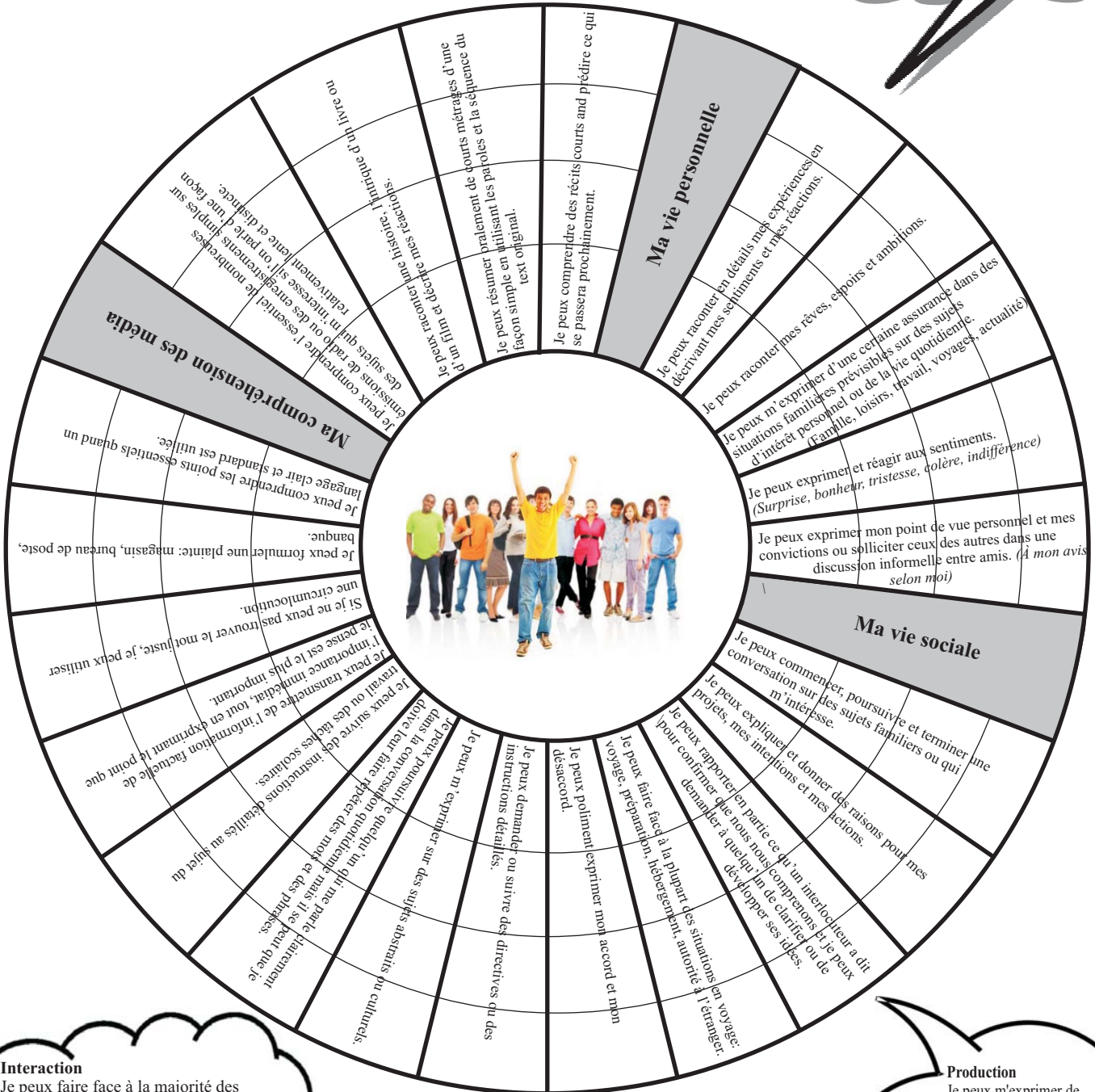
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**Spoken Production**  
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

# Orale: Auto-Evaluation

Nom: \_\_\_\_\_

**Ecouter**  
 Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc.  
 Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.



**Interaction**  
 Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).

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**Production**  
 Je peux m'exprimer de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.