

Ministerial Directive on enrollment of Students in French First Language Education Programs

Stakeholder Consultation Report

Submitted by: Tait Communications and Consulting (June 15, 2016)

Purpose

The Honourable Alfred Moses, Minister of Education, Culture and Employment (ECE), is reviewing the Directive on enrolment eligibility for French first language education programs. As part of the review, Tait Communications was contracted to organize, facilitate and report on engagement sessions with stakeholder groups in Yellowknife and Hay River, communities where the directive has been in effect since 2008. The following report summarizes the feedback received through this consultation process in two ways:

- Summary of key points from each meeting
- Thematic summary of comments by question

Tait has not undertaken any analysis of the feedback provided, other than to group similar comments together for ease of analysis by the departments. As this report summarizes more than 16 hours of discussion, its goal is to ensure that all points made are represented and described in enough detail to support further analysis. As much as possible, Tait has tried to reflect the comments provided in the words of the participants themselves. Quotes and examples are provided to convey the tone and content of stakeholder input. Though a number of meetings were held in French, Tait has provided all summaries in English. French quotes have been translated.

The report summarizes input received through the following engagement activities:

- 1) May 24, 2016: Conseil scolaire francophone des Territoires du Nord Ouest (CSFTNO)
- 2) May 25, 2016: YK1 School Board
- 3) May 30, 2016: Yellowknife Catholic School Board
- 4) May 30, 2016: Yellowknife public meeting (French)
- 5) May 31, 2016: Yellowknife public meeting (English)
- 6) June 6, 2016: Hay River District Education Authority
- 7) June 7, 2016: École Boréale stakeholders (organized by CSFTNO)

ECE also provided an opportunity for written submissions following the same questions as the engagement discussion guide. In all, 113 English and 24 French submissions were received. These have been summarized in a separate document.

Meeting highlights

The following summarizes the main points raised in each of the seven meetings. These summaries reflect points that were supported by a majority of participants and/or were positioned as central issues/arguments to the positions of the participants with respect to the directive. They are meant to capture the focus and tone of each of the meetings, rather than detail all aspects of the discussion.

Conseil scolaire francophone des Territoires du Nord Ouest (CSFTNO)

Attendance: Executive Director and four trustees

Key points:

- The directive was designed to restrict admissions to the French schools, particularly in Hay River. The intent was to restrict growth of the French schools. The directive has made it harder for the schools to sustain themselves and offer adequate programming. This feels intentional on the part of the government.
- The directive was a short-sighted political response to concerns raised by the English schools in Hay River. It has had serious consequences for both French schools.
- The directive is out of step with jurisdictions across Canada, where school boards manage their own admissions. The approach in the NWT is paternalistic and micro-management.

- CSFTNO has clear and stringent criteria for admissions and reviews every application by a non-Rights Holder thoroughly. There is a process in place.
- To suggest ministerial discretion is an option for non-Rights Holders is misleading. The process is onerous; requests take months to process; and the answer is virtually always a refusal. Parents get completely discouraged and frustrated. Compared to the time it takes to register a Rights Holder or any other student to an Anglophone school, this is not equitable.
- The GNWT should respect parents' choice as to where they want to educate their children. This doesn't mean opening up admissions completely, but simply allow the parents and the CSFTNO to determine who should be allowed to enroll.
- French first language schools are important for protecting and nurturing French language, culture and identity in a minority setting. They are also an asset for recruitment and retention of residents in these communities. They are particularly important to exogamous families.
- Homogeneity of language and culture is *created* in the school environment, not simply as a result of who is admitted to the school. Homogeneity will always be a challenge in a minority environment. We live in a diverse country and a diverse student body enriches the educational environment. That is the reality across Canada in all schools. Homogeneity should not be prioritized at the expense of a school's sustainability.
- Tightly limiting admissions has a negative impact on homogeneity because it impacts the school's ability to provide adequate programming, which impacts the school experience and environment.
- There is no intention to open the doors wide and flood the schools with non-Rights Holders. This is an unfounded fear and would not happen. However, if a non-Right Holder family wants to attend French first language schools (despite their size and lack of certain facilities and programs), and they meet the CSFTNO's criteria, why should they be refused? What is the motivation?
- All non-Rights Holder categories indicated (and more) should have access to the French first language schools and admissions should be managed by the CSFTNO.
- French first language schools are very different than immersion schools and that will not change if some non-Rights Holders are allowed to enroll. The majority of students will be Francophone, all teaching and activities take place in French.
- "Francisation" programming can help ensure homogeneity. It is very different than immersion.
- Fixed percentage enrollment and other types of quotas are not supported because it becomes a numbers game, rather than an assessment against transparent and consistent criteria.

YK1 School Board

Attendance: Superintendent, Assistant Superintendent, Supervisor of Instruction (French Programming), and 4 trustees.

Key points:

- The directive is there to protect French minority language rights and to respect Section 23 of the Charter. Its purpose is to ensure Rights Holders have access to education in their first language.
- It is important not to dilute those Charter rights. The school environment and governance of French schools must be protected (i.e. schools must be governed by Rights Holders who understand the culture and identity). French first language schools are key to fighting assimilation for Francophones outside Quebec.
- French first language schools are key to the protection and vitality of French language, culture and identity. The directive helps ensure this remains the case.
- The board is aware there are parents who are not Rights Holders who would like to be able to enroll their children in French first language school. The directive provides ministerial direction to allow this in special cases.
- Parents in Yellowknife and Hay River have fought hard for their rights and they should be protected. There is a difference between French first language and French second language teaching. In French first language schools, French is the social language as well as the language of instruction. Immersion is more focussed on language acquisition.
- YK1 supports bilingualism and offer excellent immersion options for non-Rights Holders in Yellowknife.
- The board is open to extending directive to include non-Rights Holders who are non-citizens who speak French as a first language and children with Francophone grandparents. There wasn't strong support for other categories.

- YK1 is concerned that there will be abuses if the directive is opened up. For example, there was a case of a student who sought French first education because it would allow them to qualify for a specific scholarship. Other families may see the French first language school as academically superior or more convenient. This is not the intent of the Charter.
- Cultural homogeneity is not desirable in schools because it is closed and insular. Diversity is desirable and allows culture to evolve over time. However, homogeneity of language in a French first language school is important. You want a consistency of language in the school environment. Allowing in French-speaking non-Rights Holders won't affect this, however, allowing non-Francophone non-Rights Holders does dilute the environment.
- If a change in the directive results in a significant proportion of students being non-first language speakers, then we lose the rationale for first-language education.
- For some, if you allow non-Rights Holders, it is no longer a minority rights school and becomes an immersion school. For others, there is some nuance depending on what type of non-Rights Holders are admitted.
- Some participants indicated that French first language immigrants, grandchildren of French grandparents, Metis with French background should be considered for inclusion. Others felt that a strict interpretation of Section 23 should be maintained. In either case, the Minister's discretion can be used to deal with exceptional situations.
- It is important not to allow a situation where English becomes the predominant social language in a French first language school.
- There are important financial implications when children change schools. This is of concern to YK1 who are trying to sustain their programs. The impact on a board could be substantial if parents choose to enroll their children in another board. It affects funding to hire teachers and provide programs and could eventually lead to a decrease in the number of schools.
- Allowing too many non-Rights Holders could also strain capacity of the French first language schools or divert resources to the needs of non-Rights Holders, impacting the quality of education provided to Rights Holders. However, one trustee suggested that the CSFTNO is best placed to identify how many non-Rights Holders it can integrate without impacting homogeneity.
- Some felt that the push to allow non-Rights Holders is simply a play for resources at the expense of the school's purpose. Others acknowledged the challenge French schools face in a small community. They feel they need to open up enrollment to be able to sustain their programs.
- One participant suggested École Allain St-Cyr should be looking for win-win partnerships instead of trying to open up admissions. YK1 is open to partnerships and provides support to École Allain St-Cyr, including allocation of spaces and providing spots in classes for their students.
- French-language schools have access to other sources of project-based funding. That funding is for minority language education and should be used only for that purpose.
- Generally there was little support for percentages or quotas. It is better to base decisions on clear criteria.
- The issue is quite different in Yellowknife than in Hay River. In Yellowknife, a French first language school can be sustained under the current admissions policy, but in Hay River, this is not the case.
- Could there be implications for Inuvik and Fort Smith? If the directive is opened up, could they request a French first language school? The immersion programs in those communities are already struggling.

Yellowknife Catholic School Board

Attendance: Superintendent, and 6 trustees.

Note: YCS participants indicated they were not prepared to provide substantive comment on the directive at the meeting. They planned to provide a written submission as a Board. No YCS submission was identified in the online submissions, but YCS may have provided a letter to the department instead. The following are the few points that were made during the short meeting.

Key points:

- YCS had many questions for the department: Where is the need for this review coming from? Have specific non-Rights Holder groups requested a review and why? What is the department's thinking on the directive? Does it have a position? How do other jurisdictions manage admission

of non-Rights Holders? YCS participants felt the department should have provided more of this type of context and information for the consultation.

- It is important to always go back to the intent of the school when considering the directive. A French school should be about the French language and French heritage. The directive was intended to preserve French Canadian language and culture.
- The Charter of Rights is the reason for the directive. It is not clear why it is necessary to review the directive if it respects the Charter as it is.
- Some participants indicated they had limited knowledge and experience with the directive. They knew that it specified who could attend the French first language school, but not everyone was clear on the criteria for Rights Holders (e.g. one trustee thought that having Francophone grandparents was a basis for admission).
- Parents who want to have their children learn French come to English school board for immersion. YCS schools make parents aware that immersion is not the same as a French school.
- Some parents who are Rights Holders choose not to exercise those rights.
- It was noted that once a non-Rights Holder has a child admitted to the French school, they become Rights Holders and their other children can also attend the French first language school.
- Letting in non-Rights Holders will change the school environment. Whether that is good or bad was not addressed.
- Does the admission of certain non-Rights Holders create a precedent?
- In reviewing the directive, school capacity must be considered. If a school grows due to increased admissions, the government could be forced to accommodate this.

Yellowknife public meeting (French)

Attendance: 20+ people attended. Attendees included parents, teachers, students, school administration, representatives from the school board, Francophone associations as well as the local Francophone media.

Key points:

- Participants understood the directive fairly well and could give examples of its application.
- Parents are best placed to choose what they want for their child's education. The CSFTNO should decide which children should be admitted to French first language schools. School boards are elected and accountable to the school's parents. They should be able to justify their choices to the GNWT. The CSFTNO representatives present indicated that it is not in the board's interest to make decisions that negatively impact the quality of education provided in their schools.
- It was noted that in most other jurisdictions, school boards control admissions to French first language schools. The GNWT should show confidence in the school board who have been elected to use their criteria as it is in other jurisdictions in Canada. Some indicated that the Minister should not be involved in the admissions process, but that he can ensure the boards are transparent and accountable in their decisions.
- Non-Rights Holders who demonstrate their competence in and commitment to French first language education face many roadblocks in seeking admission to the French school. Almost all of these admission requests are refused, even if they meet the CSFTNO's 18 criteria. (The Minister has only accepted one non-rights holder that was recommended by the school board since the Directive was put in place.)
- The purpose of the directive is essentially to limit admissions. It is not there to preserve the quality of French education.
- Some parents were much more cautious. They indicated that the admission of non-Rights Holders needs to be properly managed to ensure the school remains French first. These parents were concerned about not diluting the French language character of the school so that it starts to look more like an immersion school and/or causes problems in the classroom. Some specified that they did not want to see resources diverted from Rights Holders to meet the needs of non-Rights Holders.
- French first language schools are very important to preserving language and culture and building cultural identity. They also ensure a standardized level of French language education than immersion cannot offer (richer vocabulary, fluency, pronunciation, etc.). They enable students to be completely bilingual by the end of their education.

- The directive does not support the concept of repairing the loss of French language and culture through assimilation over generations. French schools provide support to parents who are trying to maintain or regain their culture and language in a minority environment.
- The concept of “homogenous” was largely criticized because it doesn’t reflect the multicultural, diverse society in which we live. This is no different for Francophones. Some noted that Rights Holders have very different cultures and that the diversity of non-Rights Holders can contribute to enrich the school environment.
- What was identified as important is a consistent and standardized approach to the school environment. This is the responsibility of the school and staff to create and is not simply a product of which children are enrolled.
- It is understood that a variance in language ability can be difficult to manage, but this is an issue for any school to manage and not unique to the situation of non-Rights Holders in a French first school.
- While participants provided feedback on the relative validity of including the different categories of non-Right Holders, most indicated that it is more important to evaluate the commitment of the family to the French first school and to assess requests for admission on a case-by-case basis. Families who master French and want to be part of the French school community should be accepted. Numerous examples were provided of non-Rights Holder families who would both fit in and enrich the school.
- The categories listed don’t address all possible situations and don’t address situations of Anglophones who master French and want to have their family at a French school.
- Some parents reiterated their concerns that, while there are some valid exceptions, they do not want to see the inclusion of a large number of non-Rights Holders begin erode the quality of the French language and culture at the school. There are already Rights Holders whose French is not strong and “francisation” will be more difficult if there are additional non-French speakers in the classroom.
- It was noted that Anglophone who want their children to learn French have other options in Yellowknife and would be better served by an immersion school. Conversely, it was pointed out that immersion education and French first language education are not the same and do not produce the same results. Most notably, French first language students tend to preserve their French over the long term.
- If the directive does not change, the time to process requests must be improved as it is currently unreasonably long (2-6 months).
- The department needs to consider the impact the directive has had on the two French schools since 2008 and how the directive is impacting minority language rights over the long term.

Yellowknife public meeting (English)

Attendance: 13 people attended and included both Rights Holders and non-Rights Holders from École Allain St-Cyr, a representative from the Association des parents ayants droit de Yellowknife (APADY) and trustees from CSFTNO and YK1. The Francophone media was also present. (Note: the two trustees present did not speak during the consultation.)

Key points:

- It was acknowledged that opening French schools to a broader range of people will impact homogeneity. However, homogeneity was seen as a difficult concept to apply in this circumstance. There are Rights Holders who have weak French and non-Rights Holders with strong French. There are multilingual families and French language and culture from different regions and countries. This is the reality we live in and diversity is generally a good thing.
- Another parent emphasized that homogeneity is about the environment created by the school and staff, not by who enters the environment.
- One parent indicated that they felt it was critical to the overall preservation of minority French language rights to allow more children into the school so that it can sustain adequate facilities and programs to serve the minority population. As a Rights Holder, she felt her minority rights are being impacted by the tight restriction on admissions because it is hard for the school to offer what her family needs in a school (no gym, inadequate school yard space, split grades, etc.). Some said they felt that the directive contributes to low enrolment that is then used as a

justification to not pay for upgrades in the French school. As a result, the school continues to losing students who are Rights Holders.

- Having a separate French first language school supports a more homogenous learning environment because it allows the school to ensure everything happens in French in the classroom and in the school yard.
- Admission of non-Rights Holders should be somewhat controlled to ensure there is capacity and commitment to French. Some non-Rights Holders would actually enrich the French environment of the school because they have strong French skills.
- Some said it is less important to admit people based on categories and more important to assess the commitment of the families to French first language education and their ability to support their child. Admission should be on a case-by-case basis. However, others expressed concern that this is very difficult to assess.
- If we rely on categories there will always be people who don't fit the categories. All non-Rights Holders should be subject to the same fair process.
- Participants noted that the situation in Yellowknife and Hay River is different and that parents have different options in the two communities.
- Some pointed out that the directive does provide ministerial discretion to admit non-Rights Holders, so they are not excluded. Others indicated that ministerial approval seems to be at a very high level for admissions. The decision should rest with the school board level.
- The process for admission is more important than categories. One parent summarized the process as being: the parents should justify their application, the school board should evaluate the application based on a clear set of rules and decide and the Minister should reserve the right to review the file and overturn a decision of the school board if appropriate.
- Immigrants who have French as a first language should be accepted, no question.
- There may be value in looking more closely at admitting Aboriginal families with French heritage in past generations. There is a connection between French and Michif.
- Having a child in a French first language school requires a higher level of commitment from parents than immersion. They need to be ready to support that fully and justify why they want their child at a French first language school.
- Participants generally agreed that French first schools and immersion schools are different and use different pedagogy. They didn't see that allowing non-Rights Holders to attend will blur that distinction.
- It was noted that Yellowknife and Hay River are small communities and resources are limited. All schools need a critical mass to provide a good learning environment and having multiple schools further stretches limited resources, potentially impacting a larger number of students overall. It is the GNWT's job to evaluate how it can best serve the largest numbers of students, noting this does not preclude opening up the French schools to other students if that is what provides the greatest overall benefit. Others said the number of students who would move from one school to the other is not significant enough to make a big impact on the other schools.
- This group was generally not supportive of percentages and quotas, but rather fair and transparent process. One participant did agree that setting limits to admissions might be useful to ensure that more students are accepted at younger ages where they can more easily integrate and learn the language.

Hay River District Education Authority

Attendance: Superintendent, 5 trustees and one school principal.

Key points:

- Participants emphasized that they fully support École Boréale and support its right to be there. They do not want to see the school close and feel it is an important part of the community. They want to work together. However, that school was meant to serve a specific purpose and that should be respected.
- Hay River has attracted families to the community because it has a French school. The HRDEA values what École Boréale contributes to the community.
- Situation in HR is not the same and in YK and the issues related to admissions are quite different.
- The characteristics of a child or family on paper, set percentages or categories are not the best ways to address this issue. École Boréale should be a French first language school. The basis for

admission should be the commitment of families and parents to support their children and to be part the school as a French first language school, including speaking and engaging with the school in French. Otherwise it starts to look like an immersion school.

- When there was not restriction on admissions, there were non-Rights Holder families admitted who are not able to speak French, engage with the school in French, or support their children's French learning. Families admitted to the school have to fully immerse themselves in the language and culture. If they are not Rights Holders, this has to be the test.
- HRDEA has worked to provide an intensive French option in Hay River. If the French first language school is providing French as a second language education, it will harm the HRDEA's ability to provide French as a second language options in Hay River. There are many families and students who are not prepared to immerse themselves in a French school but still want their children to have the benefit of learning French as a second language.
- The HRDEA would like all children to have a chance to learn French as a second language, but it is very difficult to run two FSL programs in a very small community: numbers matter. Their interest is in preserving enough resources at the English school to ensure that it can provide options for students who want FSL and if admission to École Boréale is too open, it will threaten their ability to provide quality FSL programs.
- Money matters. Each child has a dollar amount associated to them and that funding is critically important to the schools to provide core services. In a small community like Hay River and in combination with other factors, it is becoming harder and harder to fund school services. Losing non-Rights Holders to the French first language school is a concern.
- French school can be perceived as private school option, taking high performers out of the English system, while leaving higher needs kids who require more resources and supports. Also, parents who are able to advocate for their kids, get in to the French school while others do not.
- This issue has caused serious conflict in the past and the HRDEA fears that changes to the directive will renew tensions in the community. There is a risk of further damage to the social fabric of the community. It is important not to feed competitiveness between schools.
- It was acknowledged that a strict reading of Section 23 may not cover all families and that some non- Rights Holders should legitimately be able to access the French first language school.
- Perhaps the best solution would be to allow the two school boards, who know their community and families well, to work together to review admission requests and make a recommendation to the minister, who can then exercise his discretion.
- Homogeneity is important. It ensures consistency and requires commitment of students and families.
- The purpose of French first language schools is to protect the French language and culture, not to learn French and grow the French population.
- There is a willingness to see some movement towards the French first language school for some Rights Holders, but not a great number. It needs to be properly managed.

École Boréale Parents (organized by CSFTNO)

Attendance: Approximately 50 participants, including members of the CSFTNO, staff, parents, students and recent graduates.

Key points:

- There was strong agreement and consensus in this group.
- Admissions should be managed by the CSFTNO, not the department or minister. The trustees are elected. They represent and are accountable to Rights Holders. The board is able to determine what is best for the school environment and what is required to protect the interests of the rights holders.
- The directive is directly linked to the survival of the school. Many expressed fear that if the directive is not changed, the school will be forced to close.
- Many participants expressed personal and emotional experiences about how the school has touched them and their families. There were numerous examples provided about the commitment to all students, the quality of teaching and the French first school environment.
- There were also a number of comments made suggesting that rather than celebrating the success of École Boréale and its educational outcomes, it seems the department is always trying to diminish it.

- The consultation questions offended many participants because they seemed both biased and narrowly focussed. They felt the department should also be asking about the impact the directive has had on École Boréale over the past eight years and how that has affected students and families.
- Parents are taxpayers in a bilingual country, in a territory where French is an official language. They should be able to choose where they want their child to go to school and the school board should decide if they will fit into the school. This is not the role of the Minister.
- A French first language school is absolutely not like an immersion school, even if non- Rights Holders are allowed to enroll. This is obvious. Also, there is no immersion option in Hay River to compare it to.
- Students and parents of École Boréale are extremely attached to the school and deeply worried about its future. The strict admissions policy is leading to untenably small class sizes, which effectively impacts Rights Holders' ability to access French first language education. Allowing some non-Rights Holders to access the school is an important way to sustain the critical mass required to meet the obligations of Section 23.
- One parent pointed out that Section A23 specifies who *must* be admitted to French first language schools where numbers warrant, but it *does not specify who may not be admitted*. This is how the GNWT is choosing to read the Charter. Once numbers warrant and the school is established, is the GNWT not obligated to ensure that it can reasonably sustain itself?
- The NWT is the only jurisdiction in Canada that manages its admissions in this restrictive way. Participants asked the GNWT to be transparent about its objective is in limiting enrollment to this extent when other jurisdictions do not.
- École Boréale contributes to Hay River in many ways. It is a source of jobs and an asset for recruitment and retention. If it is not viable, it will impact the overall community.
- There was strong support for providing access to French first language schooling to people who have lost their connection to French language and culture from previous generations due to assimilation and detrimental government policies.
- There was no support for adding set categories of non-Rights Holders to the directive. Rather, school board should manage the admissions process based on their criteria. If there are percentages to be applied, those should be managed by the school board, not the minister.
- Homogeneity is not a useful concept. Canada is a mosaic, not a melting pot. Individuals all come with diverse heritage and we embrace diversity everywhere, why not at the French first language school. French evolves differently everywhere, Hay River is no different.
- The directive was called "hypocritical" because it is presented as respecting Section 23 obligations when, in fact, it is perpetuating government policies that restrict access to minority language education. It was called "ironic" because it runs counter to many of the objectives of ECE's current Education Renewal initiative.
- École Boréale can play a reparative role by providing a way for families who are trying to reconnect with language and culture lost in previous generations. Intensive French is not a true alternative for families in this category.

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>Q1: Before we get into the substantive discussion, I wanted to ask you to tell me briefly what you see as the purpose of the Ministerial Directive as well as the main benefits of the Directive and the most important drawbacks or limitations of the directive.</p>			
<p>To protect minority language rights and/or respect obligations under Section 23 of the Charter</p>	<p>YK1 Yellowknife public (English) HRDEA YCS</p>	<p>Some at YK1 meeting advocated for a strict interpretation of Article 23 on the basis that it is intended to protect the rights of the minority and Rights Holders as defined by the Charter</p> <p>Yellowknife public (English): The directive saves spots in the schools for Rights Holders</p>	
<p>To limit enrollment in French first language schools</p>	<p>CSFTNO Yellowknife public (French) Yellowknife public (English) École Boréale</p>	<p>The directive was often described as a political response to deal with concerns in Hay River. Because of this, the directive is out of date and a better approach is needed.</p> <p>A number of participants in CSFTNO, Yellowknife public (French) and at École Boréale indicated they feel the directive is unnecessarily restrictive and intended to keep the schools small and stop the growth of French schools, particularly in Hay River</p> <p>CSFTNO, École Boréale and Yellowknife public (French): There was no consultation done prior to establishing the directive in 2008.</p>	<p><i>“The directive seemed like an afterthought from what was happening in Hay River. There were people who complained and they put something in place to restrict admissions to École Boréale. This helped increase admissions to the English school and decrease fear of the French school, but it stopped the French school from growing.”- CSFTNO (translated)</i></p> <p>Yellowknife public (French) participant: The Directive was put in place to limit admission to the school so that the government didn’t need to expand the school, but the desire to protect the quality of the education was used as “an excuse”.</p> <p><i>“École Boréale is seen as a threat.” – École Boréale</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
To set parameters/rules for enrollment, in respect of the Charter and of the Minister's role	HRDEA YK1 YCS	<p>Yellowknife public (English) noted that the directive ensures non-Rights Holders cannot leave one system and go to another</p> <p>HRDEA: With the directive, the GNWT has taken the lead and provided clarity. The GNWT has the right to determine how education funding is allocated and how to best achieve educational objectives in a way that reflects the unique realities of the NWT.</p> <p>HRDEA: Provided context for the situation in Hay River and the limited funding available for education. Each child that leaves to attend École Boréale represents a loss of much needed funding to the other schools. It is the GNWT's role to ensure funding is appropriately spent to ensure best quality education for all children with available resources.</p>	<p><i>"My understanding is the department and minister saw a need to clarify enrollment of children in French schools in YK and Hay River. The French school board has worked hard for their rights for first language education. I've always thought there was a difference in teaching children through first- and second-language education. I appreciate that we have a constitution in our country that protects us as citizens and one right is to an education in a person's first language if they're a minority. I respect the courts that have interpreted and upheld decisions on that. I understand there were discretions on enrollments in the school, so the department and minister put a directive in place."</i> - YK1</p> <p><i>"I see the directive as the GNWT having the direction and the right to decide how they are spending their dollars within the schools that they manage. I think it's really important that it's really clear. I think the benefit of the way it is right now is that it is very clear. I understand that the line drawing is difficult when we get into Right Holders and non-Right Holders. The limitation is finding the fit that works within the territories and trying to make everything fit for the unique situation we are in here."</i> - HRDEA</p>
The directive is driven by a need to manage funding allocations that are tied to enrolment	All groups	<p>Each child enrolled in a school represents funding that is needed for facilities, staff and programs. This is a big part of why the directive is important, particularly in a small jurisdiction with limited resources.</p> <p>A number of participants noted that if there was no competition for funding, there would not likely be concerns about the directive.</p>	<p><i>"The ministerial directive was put in place because we were bursting at the seams and the English school had lots of space. They put dollars and cents before students' needs."</i> – École Boréale</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Benefit: ensure integrity of French first language education	HRDEA YK1		<p><i>“The directive is there to ensure the right to French First Language Education for Rights Holders is not diluted. French is a minority language here. If the school is flooded with non-Rights Holders, it will erode the language that they are there to preserve.” – HRDEA</i></p> <p><i>“It’s in the Charter, so we have no choice but to apply Section 23. This is for Francophones and Rights Holders. It is about identity and language. In other places, school boards are looking to dilute those rights. Governments are trying to open the doors to French school, which dilutes the French school environment, including governance.” – YK1</i></p>
Benefit: Directs non-Rights Holders looking to <i>teach</i> their child French as a second language to immersion and intensive French programs	YK1 YCS HRDEA		<p><i>“The purpose is to clarify who is and who is not allowed to attend French schools. The benefit to YCS is that if parents want to learn French they come to us for immersion. We do make Francophone parents aware that we are not a French school.” - YCS</i></p>
Drawback: Too restrictive and rigid	CSFTNO Yellowknife public (French) Yellowknife public (English) École Boréale	<p>In the Yellowknife public session (English) one person noted that if a Francophone immigrant is denied admission, then it is clear the directive needs to be more flexible.</p> <p>École Boréale - The process is very rigid. For “lost generations”, it means getting detailed information from grandparents and family who are elderly or even passed away.</p> <p>It was often noted that the process for seeking an exception is so lengthy and burdensome that parents get discouraged.</p>	<p><i>“The Directive was put in place to limit the enrolment which is good for the quality of French in the school at a higher level. The downside is that it doesn’t allow for any exceptions to the rule.” – YK Public session (English)</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Drawback: Decision-making is not at the right level	CSFTNO École Boréale Yellowknife (French) Yellowknife (English)	Many participants noted that in other jurisdictions (and in the NWT English schools) the school boards control admissions.	<p><i>“From my point of view, it is micro-managing on the part of the Minister.” – CSFTNO (translated)</i></p> <p><i>“As long as there is an agreement between the school board and government, the school board should be capable to complete the process and be monitored by the government. The school board could have a set of rules. They would put together a file for each case. The government could question a file and overturn a decision but the school board is more than capable to decide.” – Yellowknife public (English)</i></p>
Drawback: Creates a very onerous process for parents and the school board	CSFTNO Yellowknife (French) Yellowknife (English) HRDEA	Participants who had been through the process shared stories of the complexity and length of time it took. It was noted that even once the process was followed, the application is usually denied.	<p><i>“The directive creates a process that is administratively complex and burdensome. We assess applications against 18 criteria only to, after 2 or 3 months, get a systematic ‘no’ as a response. This directive does not serve parents. It’s all just a paper exercise that leads to nothing. Parents get discouraged.” - CSFTNO (translated)</i></p> <p>Yellowknife public (English) - One parent who was a non-rights holder and did get permission for her children to attend the French school explained the process of when her children were accepted. At the time (2008), the process was not clearly defined and it took approximately 6 weeks.</p> <p>Yellowknife public (French) – One participant explained they were a Francophile from Quebec who was pleased that Yellowknife had a French first language school. They were disappointed with the roadblocks they faced with the admission process. They felt like it was a constant battle and no reasons were given. They proved their family’s French competence and were eventually admitted but it was a huge battle which they chose to undertake for the benefit of their family.</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Drawback: Ministerial discretion is misleading because it rarely results in an admission	CSFTNO École Boréale Yellowknife (French)	Yellowknife public (French): The Directive was supposed to allow students to access the school. The school board created an admissions committee that followed 18 entrances criteria. The Despite this rigorous process, the Minister has only accepted one non-rights holder that was recommended by the school board since the Directive was put in place.	
Drawback: By strictly limiting admission to the school, Rights Holders are not as well served	École Boréale Yellowknife (French)	École Boréale: Losing students because of how small the school is getting. It is affecting programs and ability to recruit staff.	<p><i>“I know the objective of the directive trying to keep the Francophones together and trying to keep it homogenous. I see this as a problem because we don’t have enough Francophones in our community. The classes are getting smaller and they are getting jumbled up. We are having to put three grades together and it is ruining the education of the Francophone Rights Holders. If we are able to add people who are willing to have this and are wanting this second language to give them an advantage in life while providing a benefit to Right Holders, why wouldn’t we do that.” – École Boréale student</i></p> <p>An École Boréale preschool teacher explained that only four of his ten students this year will be admitted to the French school. The rest will be forced to go the English school, where they will lose the French that they learned.</p> <p><i>“The directive shows that the Minister does not understand the challenges that a Francophone school faces in a minority environment. He just doesn’t get that this is a death sentence.” – École Boréale</i></p>
Drawback: Does not give parents the choice where to enroll their children	CSFTNO École Boréale	CSFTNO noted that Rights Holders who chose to go to the English school do not have to justify their decision or go through any admission process.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Drawback: Only applies to two languages. We have 11 in the NWT	YK1 (one person) HRDEA (one person)	HRDEA: wonders why more emphasis and funding is not dedicated to Aboriginal languages that need to be saved in the NWT.	<i>“If the NWT has a directive saying there are enough students to go to French school, shouldn’t it be the same for all the languages? I believe in bilingualism, and I believe it would be great for everyone to learn French and English. I understand it’s a cultural issue, but education and culture are different, and I don’t like the idea of unilingual schools.” – YK Board member</i>
Drawback: Doesn’t account for generational assimilation	CSFTNO École Boréale Yellowknife public (French) Yellowknife public (English)	<p>A number of participants thought children with Francophone grand-parents were already eligible to enroll in French first language schools (YCS, YK1, Yellowknife public (English) and HRDEA).</p> <p>Yellowknife public (French) – Excluding linkages to French in previous generations (lost due to assimilation) goes against the spirit of the Charter.</p>	<p><i>“There have been no French immersion or French schools in Hay River for over one hundred years. Metis families have lost their French over a period of time. If those families wanted to recapture their French, they are not allowed to put their kids in French schools and there is no French immersion program available to them either.” – Yellowknife public (English)</i></p> <p>Yellowknife public (English) participant – My children were not rights-holders. My husband’s great-grandparents are from Moncton. They were pushed to put their kids in English and then lived in places where French was not available. Once we had children, we wanted to get their French back. Because their French connection is too far back in generations, it’s been a battle to get their French heritage back.</p> <p>École Boréale– Participant explained they had lost their connection to French and were part of a “lost generation” who have some level of comprehension, but are not confident in their French and need and appreciate the school because they can’t teach their children French on their own.</p> <p>École Boréale graduate (grandparents are Francophone, is now pursuing post-secondary studies in French) – She doesn’t know where she would be without École Boréale and the support of the staff and students. She would not be able to communicate with her grandparents in French or pursue her studies in French. The school has impacted her identity and her confidence.</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Drawback: Makes Hay River less attractive as a place to stay or move	CSFTNO École Boréale	<p>HRDEA also recognized the fact that having École Boréale is an asset for Hay River, but did not see the directive as detracting from that.</p> <p>École Boréale: École Boréale could face closure within five years if nothing changes. This would have a huge impact for Hay River. This would mean loss of jobs and loss of economic opportunity. It is very short sighted and runs counter to the stated priorities of this government with respect to economic development and training our workforce for success.</p> <p>École Boréale: Some participants indicated that they may not have moved to Hay River if there had not been a French first language school.</p>	<p><i>It limits the people who will be attracted to Hay River, if there is no option for their child to be in a French first language school. Under the current directive, if my husband went to immersion in Ontario, we are not allowed to send our child to the school. If I was looking for employment here and could not have access to a French first language school, it would be a consideration for us as a family as to whether to consider Hay River.</i> – École Boréale</p> <p><i>“If we lose our school, the TNO loses as a whole. The directive threatens the future of this school, the future of this town and the future of the TNO.”</i> – École Boréale</p> <p><i>“The directive is narrow-minded. It is the opposite of growth. If GNWT is serious about growth and diversity, this is not the way to go about it.”</i> – École Boréale</p>
The directive is not in the spirit of the Charter	École Boréale		<p><i>“I understand the charter and I understand that it was to save the language and culture. This is the opposite of saving the language and culture.”</i> – École Boréale</p> <p>École Boréale participant gave an example of a relative who moved from Ontario from an immersion program and is fluent in French but is not eligible to go to the French school. He is too advanced for the intensive French program.</p>
The directive is counter to the GNWT’s active offer efforts	École Boréale	École Boréale: On one hand the GNWT is increasing its offer of French information and services and on the other it is trying to limit access to French education	<i>“If we do not educate our people to read those signs, what is the purpose of those signs?”</i> – École Boréale
There are no other adequate French language options in Hay River	École Boréale		<i>“If École Boréale closes we will be left with an inadequate French program in Hay River.”</i> – École Boréale

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
English schools in Hay River should focus on Aboriginal language education rather than trying to compete with the French school	École Boréale		<i>“Intensive French was stop gap and a business move put in place to compete with École Boréale. At the same time, that program is crushing the Dene language program and that is a tragedy.” – École Boréale</i>
The directive effectively hurts the broader population by limiting access to French language education	École Boréale	École Boréale: French language is a valuable skills in the workforce that makes people more employable. Why would the GNWT want to limit access to that? École Boréale: When École Boréale was established, the GNWT did the local people a disservice by creating competition between the two schools, rather than trying to show the benefit of having a French first language school. It is not the Rights Holders who are losing out because of the directive as much as the rest of the residents who are not being given a choice.	
CSFTNO already had policies in place to ensure the quality of admissions in the schools	École Boréale		
The directive has been very detrimental to children who are already in the school	École Boréale	École Boréale: Children are leaving because there aren't enough children in their peer group to sustain the school. They aren't happy anymore, so they go to the English school or they leave town.	
Rights Holder families can choose to go to either school, but non-Rights Holder families cannot choose. This is unfair.	École Boréale		

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The directive is hypocritical and ironic	École Boréale		<i>“The directive is hypocritical because it is government policies that have created this lost generation and we have had to fight to get it back. It’s ironic because the government’s own Education Renewal Initiative talks about diversity and languages and on making sure that the languages of the NWT are being recognised: French is one of those languages. So why do we have to fight the government for things that on the other hand, they are telling us we have to do.” – École Boréale</i>
Q2: What do you feel are the benefits to Rights Holders of having access to French First language schools?			
Feel insulted by the question	École Boréale	<p>École Boréale: Sure that no Anglophones were asked what the value of going to an English school is. It is their language, of course they want their children educated in that language.</p> <p>École Boréale: This question lacks empathy and is condescending.</p>	<i>“I am a Right Holder and I shouldn’t have to defend why I want my son educated in my culture. It’s just common sense. It’s an offensive question.” – École Boréale</i>
Protects the French language in a minority setting	CSFTNO HRDEA Yellowknife public (French) YK1 École Boréale	<p>Yellowknife public (French): By offering French as a first language in a minority setting, it allows Francophone students to become fluently bilingual by the end of their education.</p> <p>YK1: Schools help stop the language from dying. Fight assimilation of Francophones outside Québec.</p> <p>HRDEA: It also provides Rights Holders with an ability to move across Canada but still stay in touch with their language and culture</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Schools were not intended to expand or grow the language and culture	HRDEA		<p><i>“Is the intent to expand the language and culture or to preserve the language and culture? Those are two different things.” – HRDEA</i></p> <p><i>“It’s not to develop their language and culture. It’s meant to let it ride out its course as it is meant to. It provides an environment that is safe and accepting. A place for the Francophone community to meet and connect.” - HRDEA</i></p>
Preserve French culture in a minority setting	CSFTNO Yellowknife public (English) Yellowknife public (French) YK1 HRDEA École Boréale	<p>This was an important recurring theme.</p> <p>Yellowknife public (English): It is important that when we are talking about heritage and culture especially in the North, it’s not just language. It’s also about the values. It’s the same argument you would make for an Aboriginal culture that you would make for French culture.</p>	<p>CSFTNO participant: It is not easy to preserve a language and culture in a minority setting. It is so easy to be assimilated. People need a place where the language and culture is lived and is allowed to shine.</p> <p>YK1 participant: The best way to protect French language and culture is through education system. The system must be run by Francophones. In the past it had been run by Anglophones and they didn’t understand the needs of Francophones. Governance needs to be by people who understand the culture. If too many non-Rights Holders are let in, we will return to this type of situation.</p>
Support “construction identitaire” (building identity)	CSFTNO Yellowknife public (French) YK1	<p>One parent in the Yellowknife French group explained that by attending a French school, students develop their Francophone identity. They learn what it is to be a Francophone and to be part of the culture. It is especially important in a minority setting where most extra-curricular activities are in English. School becomes an area where French is valued and that you should be proud to be part of it. The foundation of a French school is completely different. This point was made by several attendees.</p>	<p><i>“By attending a French school, my children are immersed in the French language, culture and related to the Francophone identity. You become part of the Francophone community as opposed to attending an immersion school where you learn French as academic subject.” – Yellowknife public (French) parent who would be considered a non-Rights Holder under the current directive</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
To provide a higher level of language learning than immersion	Yellowknife public (English) Yellowknife public (French) YK1	<p>Examples provided at the Yellowknife session (English) were: Students speak French at home and at school, French is spoken more on the playground, teachers are Francophone and have first-hand knowledge of French culture and heritage. It is expected that students will be more proficient and fluent.</p> <p>Yellowknife public (French): It gives you reassurance that the quality of education will be standardized. Parents felt that their children would benefit by being perfectly bilingual by attending a French school in a minority setting.</p> <p>YK1: French first language education is different than French second language education</p>	<i>“The problem in an immersion school is keeping English out of the playground, but in a French school, French is also the social language.” – YK1</i>
Attracts and retains Rights Holders and others to the community	CSFTNO		<p>CSFTNO: Our family would not have moved here if there was not a French first language school. It gave us reassurance and a benefit for the whole family.</p> <p><i>“We moved to Yellowknife last year, we probably wouldn’t have accepted a relocation here if there wasn’t a French language school available” – Yellowknife public (French) parent</i></p>
Community role of schools in a minority setting (a focal point and resource for families)	CSFTNO Yellowknife public (English) YK1	YK1: French schools help maintain the viability of the French community	Yellowknife public (English): French school in a community helps the dynamic of the community. The French community relies on activities in the schools to gather generations together. French school helps the French community come together.
Provide an opportunity sustain and use French outside the home (“lived language”)	CSFTNO		

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
French schools have a reparative value	Yellowknife public (French) École Boréale	<p>Yellowknife public (French): Not everyone with French heritage speaks French, however, students need to have a choice to attend school in French to regain their language and heritage, especially since the percentage of French speakers is declining across Canada.</p> <p>École Boréale: A number of participants shared stories of how French was lost in their family and how French was suppressed within their families or their communities. Because of this they have lost their Right Holder status. It is critical for them to have the ability to send their children to a French first language school.</p>	<p>Example from École Boréale participant: My family was French but my grandmother was anglicised. She was not allowed to speak French from the 3rd grade in New Brunswick. This school was an opportunity for me to get back my heritage, my language and my culture. I could not have come to this school if the directive had been in place at the time.</p> <p><i>“It gave me the capacity to teach my children French, because even though I went to school in French, I was assimilated. Thanks to my girls coming to this school I was able to regain my language and my culture and the school gave me the capacity to pass it on.” – École Boréale</i></p> <p><i>“My husband is part status Cree, part French and he didn’t have the opportunity to have a large connection to his ancestral languages. If we can offer that to our kids then we are going to do everything we can to do that. I think it is very sad that you would consider just one generation back. If you look back, our ancestors were ridiculed for speaking French. They wanted the best for their kids, so they spoke English.” – École Boréale</i></p>
It’s an obligation under the Charter	HRDEA YK1 YCS		<i>“It’s the law. I’m not sure why the Minister would want us to comment on the rights when it’s part of the Charter of Rights.” - YCS</i>
Supports and recognizes the bilingual and bi-national nature of the country	YK1		

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Q3: How important do you think it is to maintain a homogeneous environment in French first language schools? Why or why not? Specifically, I'd like to know what the impact would be for Rights Holders if the environment became less homogenous. What might they lose?			
Admitting non-Rights Holders does impact homogeneity	Yellowknife public (English) HRDEA YK1 YCS École Boréale	YK1: Admitting non-Rights Holders can change the “social language” of the school YK1: If you bring in people from other countries, even if they're Francophones, then you will dilute the culture, if that's what it's about. Cultures change over time, so I don't know if that's good or bad, but it will be diluted. I believe diversity is the way to go. YCS: Will definitely have an impact, but not clear cut whether the loss of homogeneity is good or bad.	
Homogeneity is important. The loss of homogeneity leads to a watering down and erosion of the French language and culture in the school	HRDEA YK1		<p>“If I was a parent who is a Rights Holder, I would be concerned that my child's program will be watered down and eroded.” – HRDEA</p> <p>“Absolutely. It is the most important part of the whole reason why you have French first language schools in my opinion –if it wasn't then why would we even have French first language schools.” – HRDEA</p> <p>“I think opening it up just to anyone who wishes to attend would be devastating to maintaining that culture and language.”- HRDEA</p>
If there is no homogeneity, it changes the purpose of the school	HRDEA YK1		<p>“You have a portion that of the school across the street that is French first language and you have a portion that is not. You have some who are Rights Holders based on heritage, but don't speak French at home, your grandfather doesn't speak French to you and your parents don't speak French ...It changes the whole realm of what that school is about –what the intent is.” - HRDEA</p>
French first language schools benefit from diversity	CSFTNO		<p>“We do not want to isolate our children. Diversity is a benefit to them” – CSFTNO (translated)</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>Uncomfortable with the concept of homogeneity. It is a difficult term because it is not the reality of Canada or the communities in question</p>	<p>Yellowknife public (English) Yellowknife public (French) YK1 École Boréale</p>	<p>At the Yellowknife public session (French), participants disliked the word “homogenous”. It was pointed out that we live in a multicultural, multi-religion society that is not homogenous.</p> <p>YK1: Homogeneity is generally not a good thing (it is insular). If immigrants come from French-speaking countries, it could enrich the school system. The current directive allows the discretion to allow an exception</p> <p>YK1: This is a central issue in Canada. You have one system drained of diversity and one with diversity, so which one benefits from the global citizenship in Canada? So is that good for the minority language group?</p>	<p>Yellowknife public (English): There are a lot of varieties of French speakers especially considering that Yellowknife is multicultural. It’s not just Quebecois French.</p> <p><i>“The diversity that everyone brings adds to the richness of our Francophone culture.” – Yellowknife public (French)</i></p> <p><i>“How do you define homogeneity? If it’s French all the time, that’s fine, but if it’s Quebecois culture only, I don’t like that.” – YK 1</i></p> <p><i>“Canada is a cultural mosaic and there are Francophone communities across Canada and they are all different. School boards do talk about maintaining homogeneity and it does make teaching easier in one sense. But in another sense, our school is very rich because we are a mosaic. We have people from all sorts of backgrounds. It would be a shame for our government to have the same short-sightedness as when Section 23 was written and when French schools were closed in the past.” - École Boréale</i></p>
<p>Even Rights Holders are not homogeneous</p>	<p>Yellowknife public (French) École Boréale</p>	<p>Yellowknife public (French): Homogeneity is impossible and wouldn’t be present even if everyone is a Rights Holder because everyone is different and comes with different cultural dynamics</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>The impact of non-Rights Holders on homogeneity is not clear cut</p>	<p>Yellowknife public (English) Yellowknife public (French) YK1 École Boréale</p>	<p>Yellowknife public (English): There may be Rights Holders who do not speak French at home and non-Rights Holders who do speak French at home. There are also multilingual students who may have weaker French but have an ear for language and pick it up more quickly. There may be kids who are non-Rights Holders who attended a French day home and can speak French better than Rights Holders.</p> <p>Yellowknife public (English): There are regional French language differences all over Canada.</p> <p>Yellowknife public (English): Some non-Rights Holders could actually increase the presence of French at the school.</p> <p>Yellowknife public (French): There are students who would have been non-Rights Holders in the NWT but arrived as Rights Holders from other areas in Canada who have made significant contributions to enrich the school environment. By restricting admission we are preventing others like them who could also enrich the school environment.</p> <p>YK1: If you have Francophone non-Rights Holders, it doesn't affect the language. You don't have to provide additional services. A non-Rights Holder non-Francophone requires additional services. It dilutes the Francophone population of the school.</p> <p>However, one participant in the YK1 groups noted that the constitutional language specifies that the first language is French, not that they are better in French than in English.</p>	<p><i>"If you have a high percentage of admissions of non-Rights Holders then it would affect the level of French environment. If you control the admission with tests for example, then it would not affect it as much."</i> – Yellowknife public (English)</p> <p><i>"Our family speaks in majority in English at home therefore we chose to put them in a French school so they would be completely immersed while at school. I've seen great results from my children already as they can converse in French with me. By adding non-Rights Holders to the school there may be more English on the school yard but I believe there is already English on the school yard."</i> - Yellowknife public (French)</p> <p><i>"My son who was a non-Rights Holder and he spoke more French when he started kindergarten than other kids in his class who were Rights Holders."</i> - Yellowknife public (French)</p> <p><i>"Homogeneity has numerous pros and cons. If allowing non-Rights Holders results in a significant proportion of students being non-first language speakers, then we lose the rationale for first-language education. We already have the opportunity for second-language education in French."</i> – YK1</p> <p><i>"Francophone non-Rights Holders are still Francophone. What they bring will be additive, not subtractive. What we have with Anglophone culture is subtractive. It brings in the American system as well as Canadian Anglophone. It's about the Francophone identity. You can't ask people to change their culture to become Francophone, but someone who is Francophone moving here is still Francophone."</i> – YK 1</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Homogeneity is important, but full homogeneity is not possible here	CSFTNO École Boréale	<p>CSFTNO: If a family has thought about it and wants to be part of our school, why do we want to deny them?</p> <p>CSFTNO: It is possible to create homogeneity in the way the school environment is managed</p> <p>CSFTNO: Sometimes homogeneity has to be set aside to ensure the vitality and sustainability of the school.</p> <p>École Boréale: Many of the families at École Boréale are trying to revive and reconnect with a lost French heritage. They don't come with the same language capacity or cultural connection, the school supports them in that process.</p>	<i>"We try to create homogeneity in our schools, but we have never had complete homogeneity. We create homogeneity through necessity and desire to create that experience for our students, for them to live in a Francophone school." – CSFTNO (translated)</i>
Culture evolves over time and in response to the community	CSFTNO École Boréale	<p>Many participants noted that Canada is a diverse and multi-cultural place and that cultures are always evolving.</p> <p>CSFTNO: French culture elsewhere is evolving from exposure to other cultures, accents and experience, why would our schools not have this same diversity?</p> <p>École Boréale: Canada is a mosaic and French language and culture is different everywhere. The French community and culture of Hay River will be specific to our community and what we create.</p>	<i>"I learned in grade 11 that Canada is a culture mosaic, not a melting pot like the United States. Why would we not want that in our school?" – École Boréale student</i>
The school board is best placed to assess the impact on homogeneity	CSFTNO Yellowknife public (French) École Boréale	<p>École Boréale: There is a fine line the school board must walk and there are trade-offs to be made to achieve the right balance. If we don't have the critical mass to run a school, then there is no homogeneity and Rights Holders rights are not being addressed. A solid base is required.</p> <p>Situation in Yellowknife and Hay River is very different</p>	<i>"It seems to me that the people best placed to assess the impact of enrolling non-Rights Holder in the Francophone environment of the school is the Francophone school board who are made up of only French First language Rights Holders and who are elected by Rights Holders. They know their school and their community." – École Boréale</i>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The school board must act responsibly in dealing with admissions to ensure the French first language environment is maintained	Yellowknife public (French)	Yellowknife public (French): Parents want to be assured that the school board will make the best choices for their students. The school board needs to be careful and responsible. They are not meant to offer their services to everyone. Their goal is to create a Francophone environment for Rights Holders.	<i>“Speaking as a school board representative, it is our responsibility and duty to assure that the schools provide a high quality of French education to all our students which differentiates us from the immersion school. It is not in the school board’s best interest to accept students that would dilute the level of French and reduce the gap that differentiates us from an immersion school. The school board should be able to exercise their rights to decide who is accepted in their schools.” – Member of the CSFTNO at the Yellowknife public (French) meeting.</i>
Homogeneity is created by the school, not a result of who is admitted	CSFTNO Yellowknife public (French) École Boréale	<p>Yellowknife public (French): What’s important is the quality of the education is controlled and standardized. Young children are sponges and can learn if they are immersed. There needs to be support however also an exit point if the child is not able to adapt and not meeting expectations.</p> <p>Yellowknife public (French): It is understood that a variance in language ability can be difficult for teachers and difficult for the school to manage however capability varies in all schools and each situation needs to be addressed individually.</p> <p>École Boréale: a culture is created within a school. École Boréale has a beautiful culture, it is like a family.</p>	<p><i>“It is not the people we admit into the school that change homogeneity, it is what the school can offer that creates homogeneity.” – CSFTNO (translated)</i></p> <p><i>“We don’t have the infrastructure to offer homogeneity.” – CSFTNO (translated)</i></p> <p><i>“Everyone coming through the door brings their own individuality to the culture. A culture is created within a building. The administration and staff have created a beautiful culture and it’s one of the reasons we stay.” – École Boréale</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Homogeneity is impacted when infrastructures and programs are inadequately funded	CSFTNO Yellowknife public (English)	<p>CSFTNO: It becomes more challenging to offer a homogeneous school environment when you don't have adequate facilities or resources</p> <p>Yellowknife public (English): Diversity is good especially if it will provide the school with the ability to continue on from a realistic numbers perspective. You need to have a certain number of students to keep the programs going. If the numbers increase, schools can offer more options however <i>you do need to have a limit</i> so that you don't negatively affect the French learning.</p>	
This is a very narrow way to look at Section 23 and try and use it to limit admissions to the school	École Boréale		
Allowing non-Rights Holders impacts governance	YK1		<i>"As soon as non-Right Holders are allowed in, the parents are allowed to sit on the board. That could affect the schools." –YK1</i>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples	
<p>Q4: ECE would like to understand the level of support there is for allowing some categories of non-Rights Holders to attend French first language schools in the NWT.</p> <p>List provided:</p> <ul style="list-style-type: none"> • An Aboriginal student whose grandparent spoke French. • Other students with a grandparent who was a Rights Holder. • A child of an immigrant whose mother tongue is French and if they had been in Canada all their lives would have been a Right Holder. • A student participating in an international student exchange program, who speaks, reads and writes French according to the requirements of his or her grade level. • A child whose biological parent is not a Rights Holder, but who is living with guardian who is a Rights Holder. • An immigrant student that speaks neither English nor French. <p>Which categories should be considered and why?</p> <p>Are there additional categories that should be allowed admission to French First Language schools? Why?</p> <p>Probe: Should NWT Aboriginal students that have a grandparent that spoke French but are not Section 23 Rights Holders be a priority for admission to French First Language schools? Why or why not?</p>				
All categories mentioned should have access	CSFTNO École Boréale			
None of these categories should be included, stick to Section 23	YK1	YK1: Support the rights of Rights Holders in the NWT. The Constitution is the test that should still be applied. Rights Holders’ parents fought for that right. Citizenship should still be part of the test. Under what guiding document do you allow students to be enrolled if you don’t use the Constitutional language as the test? None of these categories match the language of Section 23 of the Constitution.	<p><i>“Being able to take every child in the French school system goes against Section 23 and against the rights of the Rights Holders.”</i></p> <p>- YK1</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Some categories seems reasonable	Yellowknife public (English) HRDEA YK1	<p>Yellowknife public (English): Groups whose mother tongue is French should be admitted. It should always be tied back to language and culture.</p> <p>HRDEA: It makes sense to allow families where there is French first language background or where there is a clear commitment and capacity to support the child in the French first language environment</p> <p>YK1:</p> <ul style="list-style-type: none"> • When mother tongue is French • Only if there is legitimate cultural or linguistic claim to be preserved • Where a previous generation was not given a choice to educate their children in French (but limit it to grandparents) <p>YK1: Foreign exchange students coming from non-Francophone countries is like French immersion students coming from other places in Canada.</p> <p>YK1: I see a difference between adoption and a temporary guardian. With adoption, you are part of the family, so you will adopt the Francophone culture. A child may have different guardians over their lives. You have to think about the overall impact for the child and their rights.</p>	<p><i>“I’m conflicted. There are cases in this that absolutely make sense –that could make sense - but not all of them.” – HRDEA</i></p> <p><i>“In that case (where the person is not a Canadian citizen but everyone speaks French at home), you’ve already embraced it – that’s your culture. That’s your life. That’s what you speak. That’s what you do. So to me that’s a no-brainer.” - HRDEA</i></p>
Immigrants with no French or English should go to the English schools	HRDEA Yellowknife public (French) YK1	In Yellowknife public (French group) there was some debate on this point as others indicated that as a bilingual country, immigrants should be allowed to choose which official language they choose to learn.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>Some additional categories need to be considered as well</p>	<p>CSFTNO Yellowknife public (French) YK1</p>	<p>CSFTNO:</p> <ul style="list-style-type: none"> • Students attending an immersion program who would like to be challenged • Anglophones who commit to integrating with the French community • People who would like to learn the language to return to their French roots • Cases where French was lost beyond the grand-parent generation <p>YK1: Perhaps Metis who have a French background.</p> <p>Yellowknife public (French): Add people who are functional or master the French language.</p> <p>Yellowknife public (French): One person suggested that there should be three broad categories of non-Rights Holders:</p> <ol style="list-style-type: none"> 1. Generations lost 2. Immigrants (French or other) 3. Others (anyone who wants to integrate into the French community) <p>Yellowknife public (French): There was agreement that there are exceptions (people that are choosing to raise their families in French and Francophone immigrants) that need to be considered for admission. However, these are not common cases and it is important to be extremely cautious and not lose the French culture and identity that we have worked hard to preserve.</p>	<p>Yellowknife public (French): Example given of a non-Rights Holder parent who did a Master in France however his child is not able to attend a French first language school. Families who master the French language should be able to apply and be accepted. Their presence would enrich the school community not dilute it.</p> <p><i>“In Yellowknife, parents have so many options for their children. Our school’s infrastructure has less to offer than the English schools yet we still have Anglophone parents that want to register their children, we should certainly accept them.” – CSFTNO (translated)</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
In the NWT the disconnection from language and culture is often more than two generations back	École Boréale CSFTNO	École Boréale: The categories presented would not capture any of these people. École Boréale: Important to recognize the impact that assimilation has had on Francophones across Canada over several generations	
Anglophones in other jurisdictions can choose to put their children in a French school even if there is no French heritage	École Boréale	École Boréale: The GNWT has the opportunity to choose this better path.	École Boréale: One parent shared that they have a sibling in Nova Scotia who has no French heritage and her children are attending a French first language school.
Parents should be able to decide where they want their child to go to school	Yellowknife public (French) École Boréale		<p><i>“Who are we to say no to parents who are functional in French that their children cannot attend a French school and even worse how can the government say no to those families? They would only enrich our schools.” - Yellowknife public (French)</i></p> <p><i>“As a taxpayer in Canada I should be able to have the right to put my kids wherever I want them to go to school. No one should dictate to me in what language and culture I should raise my kids. My family lost its culture years ago. I’m trying to get that back through my kids. The government does not have the right to dictate to me where I have a right to put my kids for their education.” – École Boréale</i></p>
This question is offensive. Why are similar criteria not applied to those who enroll in English schools	École Boréale		<p><i>“When I enrolled my son here I had to provide his birth certificate, my birth certificate, my mother’s birth certificate, my high school diploma. Do the English schools have to screen all these questions when children enroll there to prove their English heritage? I know they don’t because children who are pulled out of our school and put into the English school don’t have to provide any proof. These questions seem hypocritical to me. Also, why are we the only two schools in Canada that don’t have control over our own admissions? This seems like a step backwards.” - École Boréale</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
List is very general and expandable	YCS		
Adding categories is a slippery slope	Yellowknife public (English)		<i>“How do you pick a group over another one? Why don’t we open it up to anyone who speaks French well enough to attend? It’s a slippery slope. What’s the point? Are we going to open up the admission so we can justify building a better school? Loosening rules just to increase admission? One group is not more worthy than others. They are all worthy. You could even add more categories and would sound reasonable especially if you are to open it to French knowledge.” – Yellowknife public (English)</i>
There are only two categories: Rights Holders and non-Rights Holders. Non-Rights Holders should be assessed on a case-by-case basis	Yellowknife public (French)		
The school should not be opening up to just anyone in order to get more resources	YK1		<i>“Allowing other students means selling your soul to survive. Allain St. Cyr doesn’t have enough students to support a high school. They aren’t looking for win-win partnerships. This board is open to partnerships with others on a win-win basis. The system can be open with limitations, but in a homogeneous school, we want people to be proud of their culture and community identity.” - YK1</i>
There is already a process to admit non-Rights Holders in the directive	Yellowknife public (English) YK1		
Fair and transparent process is key	Yellowknife public (English) Yellowknife public (French) HRDEA École Boréale	Yellowknife public (English): There will always be people that don’t fit one of the categories. All non-Rights Holders should be considered on a case-by-case basis. The school board should have a transparent process. If there are more applications than there was space then there should be a point-rated system.	<i>“It’s more of a question of –not should exceptions happen- because the avenue is already there for exceptions to happen, but how is that going to be processed? How are you going to ensure that it is fair? That it’s not a subjective decision.” - HRDEA</i>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>It is more important to assess the commitment of the student and parents. Admissions should be done case by case.</p>	<p>Yellowknife public (English) Yellowknife public (French) HRDEA</p>	<p>Yellowknife public (English): Concerns were raised regarding a family not being able to support their child in the school system. It was mentioned that you need to engage with other French families and go to French activities. There is a perception that students who don't have support at home take away from teaching time at school as they need more help from the teacher as they can't get help at home.</p> <p>Yellowknife public (English): It is very difficult to assess this. How do you monitor once a family is in the school.</p> <p>Yellowknife public (French): This is already accounted for in the CSFTNO 18 criteria.</p> <p>HRDEA: When there was no restriction on admissions, there were non-Rights Holder families admitted who are not able to speak French, engage with the school in French, or support their children's French learning. Families admitted to the school have to fully immerse themselves in the language and culture. If they are not Rights Holders, this has to be the test.</p>	<p>Yellowknife public (French): Example given of a family they know who speak perfect French but are not Rights Holders. Their son is in the French daycare however is not able to attend the French school. Said that it's "inconceivable" that a family that has chosen to raise their children in French would not have access to French first language education. Parent engagement should be an entrance criteria that gives them a right to French education as they are preserving the French language.</p> <p>Yellowknife public (English): There should be a screening process to assess commitment. Key questions to the families should be:</p> <ul style="list-style-type: none"> • How are you going to support your child if they are accepted? • What is your motivation to be considered for admission? <p><i>"There could always be someone that wouldn't fit the categories. You have a fair process for all non-rights holders to apply, it's not closing the door to anyone. If they are accepted with the criteria, then life is great."</i> - HRDEA</p> <p><i>"If you jump through all the hoops and you get in, it's not just about getting in. There is all the work that is required after you get into the French school. You can't just expect that the teachers are going to do all the work. It requires that extra commitment that you probably wouldn't have to have if you had your child in a French immersion school."</i> – Yellowknife public (English)</p> <p><i>"If I am asking for my children to attend a school that I am not entitled to have my children in that school, if I make the decision to request to attend, I have to justify why. I should be able to provide a reason why I want my children to attend the French school."</i> – Yellowknife public (English)</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>School board is best placed to review requests and determine who can enroll at the two French first language schools</p>	<p>CSFTNO École Boréale Yellowknife public (French) Yellowknife public (English)</p>	<p>CSFTNO and both Yellowknife public sessions: The CSFTNO has 18 criteria and a thorough process already. ECE is aware of this. These are important and should be shared so people are aware.</p> <p>Yellowknife public (French): Admission management should be made at the school board level by following their criteria that can be justified to the GNWT.</p> <p>École Boréale: The problem is this one size fits all policy. In Ontario, the Education Act allows school boards to set policies for their schools and the policies can be different for different communities, taking into account the needs and realities of each community.</p>	<p><i>“Ministerial level for approval seems a little high and should be at the school or the school board level.” – Yellowknife public (English)</i></p> <p><i>“Both École Allain St-Cyr and École Boréale have very good educational outcomes and serve a high socioeconomic segment of the population. If they want to open that up to increase the diversity of their school and opportunities for the wider community, I don’t think we should be saying no to that. We should leave the discretion up to the school board if they think it’s a good idea they should be able to admit more students. Shouldn’t be prescribed but leave the judgement up to them.” – Yellowknife public (English)</i></p> <p><i>“We don’t need to define the groups, they are all non-rights holders and you just have to have an avenue to apply. More interested in a process for admission. You have to apply, justify how you are going to support your child, reasons why you want to enrol your child in a French program as opposed to a French immersion program. As long as there is an agreement between the school board and government, the school board should be capable to complete the process and be monitored by the government. The school board could have a set of rules. They would put together a file for each case. The government could question a file and overturn a decision but the school board is more than capable to decide.” – Yellowknife public (English)</i></p> <p><i>“This is not a fair question to pose to me. I am not an administrator, I am not an educator, but my school board is able to deal with this. Neither I nor the GNWT should be answering these questions or asking us to judge one another against each other. It is not a fair question.” – École Boréale</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Allowing non-Rights Holders to enroll is important to the continuity of the schools	Yellowknife public (English) École Boréale	<p>One parent at the Yellowknife public (English) meeting indicated that low enrolment was used as a justification from the courts to not pay for upgrades in the French school. Rights Holders would like to see the GNWT pay for a school building. The current school is too small, there is no gym, school grounds are too restrictive and there is a lack of classrooms, especially specialized ones. The school is losing students who are Rights Holders, in part due to an overly restrictive admissions policy.</p> <p>Yellowknife public (English): Enrolment needs to open up so that the schools can be sustainable as long as it is monitored in an appropriate way.</p>	<p><i>“Homogeneity is wonderful for that aspect of keeping a language and culture. But if we only strive for homogeneity we are not going to raise our children in French, they are all going to more to the English system where they are going to be happier. Until we build a base of strong Francophones or of people who relate to French and are proud of it, we can’t restrict it like that.” – École Boréale</i></p> <p><i>“If there are other people who are willing to talk and learn French with me, they should be here. Homogeneity? You need people for it. Without them, I would not know my culture.” – École Boréale</i></p>
Anglophone non-Rights Holders may be better suited to an immersion program when that is available	Yellowknife public (French)		
Situations in Yellowknife and Hay River are very different	Yellowknife public (English) Yellowknife public (French) École Boréale	<p>Yellowknife public (English): The reasons for accepting a non-Rights Holders in Hay River would hold more weight as there are no other French options in the area. As an example, Francophone immigrants in Yellowknife, have an option of immersion, but not in Hay River.</p> <p>Yellowknife public (French): Criteria should be different in the two communities.</p>	<p><i>“I can understand in Yellowknife, they may not want too many Anglophones coming into the school because the majority of the kids are Francophone and it could impede the standard of the French. Here in Hay River, it’s different. We don’t have the same make up. We have English-speaking families who are trying to get their French back from previous generations. You can’t compare the two, it’s just not the same thing.” – École Boréale</i></p>
There is a financial impact to this question	HRDEA		<p><i>“There’s lots of talk about choice and in a perfect world it would be great if everyone could have whatever choice they wanted and there was tons of money out there and we could just go and be educated anywhere we wanted. In a perfect world that would be great ... we’re not in a perfect world and it really boils down to what we can afford.” - HRDEA</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Special consideration should be given for Aboriginal non-Rights Holders	Yellowknife public (English) École Boréale	<p>Yellowknife public (English): There are a number of Aboriginal languages that are not recognized as official languages (Michif). There are some areas in the NWT that speak a very old French. There should be a partnership if they want to learn French.</p> <p>École Boréale: Mentioned link to Michif as well. There is a need to revitalize that language as well. The directive is far too rigid. It needs to be changed.</p> <p>Yellowknife public (English): Grandparent test for Aboriginal people – French may not have been their first language however it was an important language in their community.</p>	<p><i>“I have many cultures in me and within my family. My grandmother is still alive and speaks seven languages, including French as her main one. I did not know a lot about my culture until I realized I was not allowed to come to this school. Thank you for that. Thank you for teaching me and giving me the opportunity to really know who I am and my identity and how important it is to keep that in view. Because someone tells you that’s not who you are when you been raise your whole life like that. My mother speaks Michif French, my aunt and uncle speak Michif French, I spoke Michif French until I had to go to an English school and learn an Aboriginal language because they didn’t recognize Michif as one of the official languages. I now speak Michif French with my family. (...) We are here, we don’t plan to go anywhere. If we don’t have this school, then what are my kids left with? It’s too rigid, it needs to change.” – École Boréale</i></p>
Don’t see a distinction related to Aboriginal students with French grandparents compared to others with French grandparents	Yellowknife public (French)	Yellowknife public (French): These situations are the same.	
There would need to be some way to assess whether an Anglophone child will have the capacity to succeed in a French program	École Boréale	<p>École Boréale: Children will be challenged here so we want to make sure they can be successful.</p> <p>École Boréale: Other participants expressed strong disagreement with this idea. École Boréale has already provided excellent support to students with special needs and should continue to do so.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Q5: How do you think the admission of these groups might impact the concept of homogeneity we discussed earlier?			
Note: many groups simply reiterated answers provided under Q3			
It will dilute the schools' Francophone identity	YK1 HRDEA		<p><i>"If we assume that allowing non-Rights Holders into the school dilutes the Francophone identity, how sincere is the community at preserving their identity? How long until it just becomes a bilingual school?" – YK1</i></p> <p><i>"Admission of any group or any type of non-Right Holder without that clear intent and commitment is definitely going to have an impact." - HRDEA</i></p>
It should not be an issue if there is a good "francisation" program	CSFTNO	CSFTNO: As an example, a 4-year-old non-Rights Holder child can become bilingual after one year of pre-school.	
No, as some non-Rights Holders may have stronger French language skills than Rights Holders	Yellowknife public (French)	Yellowknife public (French): A non-Rights Holder who went to daycare in French may have stronger language skills than a Rights Holder who did not.	
Could impact the quality of service to Rights Holders	YK1	<p>YK1: Allowing too many non-Rights Holders could strain capacity of the French first language schools or divert resources to the needs of non-Rights Holders, impacting the quality of education provided to Rights Holders.</p> <p>YK1: By having non-Rights Holders in school, you could have parents who are Rights Holders and feel that their children aren't getting the resources for effective learning because they are being used to support the learning of Non-Rights holders. Capacity is an issue.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
School board would be able to assess how many non-Rights Holders it can integrate	YK1	However, one trustee suggested that the CSFTNO is best placed to identify how many non-Rights Holders it can integrate without impacting homogeneity.	<i>“The school board’s view of homogeneity helps define homogeneity. They know their schools best and whether or not changes will be a threat to homogeneity.” – YK1</i>
The way the school is run is what ensures homogeneity	CSFTNO		<i>“There are different cultures in every school in Yellowknife. Culture in the school is dependent on all school leaders. The leadership will create homogeneity.” – CSFTNO (translated)</i>
Too many non-Rights Holders will increase risk of English becoming pervasive at the school	YK1	Y1: Language is a social thing. It is like a “contagion”. If there are too many English speakers, it will spread	
It will impact homogeneity to some extent but that is necessary to sustain the school	Yellowknife public (English) École Boréale	Yellowknife public (English): It will definitely change the homogeneity. However it is needed so that the numbers can be increased in order to address space issues.	
Impact will be minimized if well managed	Yellowknife public (English)	<p>Yellowknife public (English): The impact in the classroom needs to be considered. The impact becomes greater in the higher grades. Consideration needs to be given to what grades children can enter at. There needs to be a plan around it.</p> <p>Yellowknife public (English): There are a lot of services already in place in both schools. Students have been helped by the services in school and the school board. There has been an evolution over the years. There is more support to those that have more difficulty. At some point, the child catches up because of the effort that the teachers and families are making.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>Q6: Are you concerned that the line between the schools will become blurred if more non-Rights Holders are admitted to French first language schools? Why or why not? What are some examples?</p> <p><u>Probe (as appropriate):</u></p> <ul style="list-style-type: none"> Could the French first language school environment and other school environments become very similar as their student populations become more similar? Is this a problem? Is there a risk that French first language schools will become more like French immersion schools? 			
<p>Yes, that is a risk</p>	<p>HRDEA YK1 Yellowknife public (French)</p>	<p>HRDEA: Teaching French to Anglophones is not the mandate of these schools.</p> <p>HRDEA: The community just doesn't have enough demand or funding to have a full immersion program. It went with intensive French to meet the need they see.</p> <p>Yellowknife public (French): Some participants expressed strong concern that it is important to be careful when accepting students who are non-Rights Holders to make sure you are not diluting the French language so the school does not start to look more like an immersion school. If admissions are opened up to revitalize the French language, it could dilute the French language and create difficulties in the classroom.</p>	<p><i>"I don't have anything against the Francophone school, but I think they should stick to their mandate and intent which is to preserve language and culture. If they are truly first language speakers, then they should go to that school. There may be some exceptions to be made, but it should not be an immersion school."</i> – HRDEA</p>
<p>No, French first language teaching is very different from immersion</p>	<p>CSFTNO Yellowknife public (English)</p>	<p>CSFTNO: Our schools are not teaching French as a second language. The entire day is in French and the students become Francophone.</p> <p>Yellowknife public (English): The immersion school doesn't have the same level of French as a French first language school. It's a higher level of French. The programs are delivered completely differently. It gives a non-Rights Holder options if their child requires a higher level of French. The expectations are higher. A French first language school is not providing the same services as an immersion school.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
French schools produce different outcomes	CSFTNO	CSFTNO: Students attending French school in a minority setting will become perfectly bilingual as opposed to immersion students who may not continue to use their French after they graduate.	
Not an issue if the majority of students are Francophone	CSFTNO		
There is a system in place to serve non-Rights Holders who want to become competent in French	YK1		<i>"We now have five school boards in the Yellowknife region. The Catholic board was created for religious rights. The French board was created for language education. And the Ndilo and Dettah boards were created for the Aboriginal populations. Every kid has a dollar value assigned to them, and enrollment is what keeps schools going. Thirty-six years ago, parents helped bring French immersion here. Ten or 12 years ago we created an intensive French program. At Range Lake North, all Grade 6 students will be educated in intensive French. My wish would be for all non-immersion students to be educated in intensive French. The core French program should be let go because it doesn't teach students to be competent in French. St. Joseph has an immersion program starting at Grade 1, and in Sissons, there is immersion starting with pre-school. And there's the intensive program. So the services already exist for people to get a French second-language education. I respect the court's decisions on first-language education, but we have to ask if the system is in place for second-language education." – YK1</i>
If non-Rights Holders are allowed it, it is no longer a minority school, it's immersion	YK1		
There may be a perception that you will learn French better at a French first language school, so parents see that as a better option than immersion	YK1	YK1: This is not a valid reason to allow them admission.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
With clear protections and parameters, the line will not blur	Yellowknife public (English)	Yellowknife public (French): With all the conditions there are to be accepted to the French school, the lines should not become blurred. If admission was opened wider it could get blurred, but with adequate parameters this should not happen. The CSFTNO selection criteria and the Directive are meant to assist with that	
The French schools have no interest in being perceived as an immersion program	Yellowknife public (English)	Yellowknife public (English): If the school looks like an immersion school, it would be pointless to have a separate program.	
If non-Rights Holders go to École Boréale, it draws on the pool of students who would populate the intensive French program	HRDEA	HRDEA: There is significant concern that the intensive French program would not survive if more non-Rights Holders are allowed to attend École Boréale.	
<p>Q7: If non-Rights Holders are admitted to French first language schools, what impacts do you foresee on other community schools?</p> <p><u>Probe:</u></p> <ul style="list-style-type: none"> What impact would there be on the ability to offer programming in other community schools? 			
If non-Rights Holders move to the French school, it will impact other schools ability to deliver programs	Yellowknife public (English) YK1 HRDEA	Yellowknife public (English): There are many programs and options already available in Yellowknife, but all of them need a certain number of students to be able to provide a good learning environment. There is concern that the resources would be further stretched which would create challenges on delivering good programs.	<i>"It should all work, right. You have less kids and need more money, but it's not true. The needs just keep increasing."</i> - HRDEA
Will take funding and students away from the existing immersion programs	YK1	YK1: We get funding from enrollment. The impact on a school district could be substantial if parents choose to enroll their children in another district. It affects funding to hire teachers and provide programs (e.g. music and phys. ed., which are not directly-funded programs). The minister thought YK1 might be able to get by with one fewer school because of our enrollment, so we had a review of that.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The number of students involved is relatively minor and should not have a major impact	Yellowknife public (English)	Yellowknife public (English): The impact would be fairly minimal. The French school board has 18 criteria that they look at when admitting students. The French school board doesn't want to open the doors to everyone. There will be some effect but numbers won't be significant.	<i>"Why would other schools matter? That's not going to really impact since the scale isn't that big in YK. There are a lot of great options and people should be able to choose."</i> – Yellowknife public (English)
Impact is very different in Hay River where enrollment is crucial for both schools' operational sustainability	HRDEA École Boréale CSFTNO	All groups talked about this issue being a matter of survival for the schools in Hay River.	<p><i>"Because the formula funding is all based on numbers. I have nothing against the school and I really appreciate the people there. We just want to make sure we are maintaining our school and our numbers."</i> – HRDEA</p> <p><i>"If you open those doors wide open, it will hurt us. Our kids will suffer. There will be increased class sizes, there will be less staff. We may end up in another school swap situation or worse. It will happen fast. Those parents who get in, the siblings become Rights Holders and the balance will shift very fast. "</i> - HRDEA</p>
Decreases demand for intensive French in Hay River	HRDEA	HRDEA: HRDEA has worked to provide an intensive French option in Hay River. If the French first language school is providing French as a second language education, it will harm the HRDEA's ability to provide French as a second language option in Hay River. There are many families and students who are not prepared to immerse themselves in a French school but still want their children to have the benefit of learning French as a second language.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Children with special needs tend to stay in the English schools and they require more resources	HRDEA	HRDEA: French school can be perceived as private school option, taking high performers out of the English system, while leaving higher needs kids who require more resources and supports. Also, parents who are able to advocate for their kids, get in to the French school while others do not.	<i>"I keep going back to my school's commitment to Aboriginal language. The French Right holders in our community are a minority. We are going to end up in a situation where that school is going to be flooded with non-Rights Holders but they are going to 'created'. It is going to degrade and erode their own language that they are attempting to preserve, because they are mixing in Anglophones. The services in our schools will be eroded. We have huge special needs issues that we don't have enough funding for now. We don't have enough funds to preserve our Aboriginal languages overall. Our class sizes will increase and our kids will suffer."</i> - HRDEA
There are potentially significant impacts on spending for school infrastructure and facilities in Hay River	HRDEA		<i>"The school was not built with all the classrooms it needs to be a school so therefore then they need more space. The more kids they get the more space they need –the more specialty classes they want to have, which they can't have at their school, so they need to hold them elsewhere, which then puts a burden on programming at the other schools. There's a balance in our community that works right now. And that balance is –rightly or wrongly – based on the French first language school being run as it was built for. It doesn't work when that intent is taken away."</i> - HRDEA
Rights Holders will lose control of the French school	YK1	YK1: The Francophone student population in Hay River is going down. If non-Rights Holders move in, the Francophone population will be pushed out.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The English schools provide support in kind to the French first language schools, but if admissions shift, will that need to be re-examined?	YK1	YK1: YK1 is biggest board and most heterogeneous, it supports the school system in Yellowknife in many ways. There's limited facilities and capacity for advanced classes at École Allain St-Cyr, so YK1 provides facility space and some students have go to Sir John for courses. We are the basis for the school system in the NWT because of our numbers. So we stretch our dollars further, than perhaps Allain St.-Cyr, who has more money per student. If non-Rights Holders are allowed into the Francophone school system, we are supporting their system. We would have to re-calculate the system.	
There could be beneficial aspects for other schools	CSFTNO	CSFTNO: If we are able to look beyond the dollars that come with each student, there are potential benefits. For example, where ratios are too high in some of the English schools. New opportunities for partnerships and sharing resources.	<p><i>"There is a benefit if we are allowed to play in the same league as all the other schools. That change will benefit everyone." – CSFTNO (translated)</i></p> <p><i>"The entire mentality is that every child that moves from one school to another is money that is going to the other board. It has to be about more than that." – CSFTNO (translated)</i></p> <p><i>"We have heard from parents in the English schools that classes are too full and they aren't happy with the capacity of the school. If we accept some non-Rights Holders, some of those classes would be less full." – CSFTNO (translated)</i></p>
Why do the French schools have to be worried about their impact on the English schools?	CSFTNO École Boréale	École Boréale: Why do we need to apologize that parents want to send their children to our school?	<i>"HRDEA thinks that we want to take away their students. There is no magic number for us. We want to respond to the demand for our service. Our schools have excellent reputations. We shouldn't apologize for that. The impact of a change in admissions should not be put on the back of the French schools." - CSFTNO (translated)</i>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
NWT would be more similar to other jurisdictions in Canada	CSFTNO		<i>“Article 23 exists for a reason and its interpretation is expanding everywhere else in Canada. We offer an essential service. We need to progress here in the NWT. Everywhere in Canada French schools are broadening their horizons. We want to share what we have on behalf of all Francophones in the NWT.” – CSFTNO (translated)</i>
There is concern about the impact a change to the directive will have on the social fabric of Hay River	HRDEA	HRDEA: This issue has caused serious conflict in the past and the HRDEA fears that changes to the directive will renew tensions in the community. There is a risk of further damage to the social fabric of the community. It is important not to feed competitiveness between schools.	
It is up to the Minister and the department to minimize the negative impact of any change in the directive	CSFTNO Yellowknife public (French)	<p>CSFTNO: Communications are very important on this issue. The Minister should communicate clearly and explain what it is about. There is a need to clarify the purpose of French first language schools versus immersion schools. These are complex issues that need to be explained properly.</p> <p>Yellowknife public (French): The Department has the CSFTNO’s criteria and process. These should be provided and communicated so that people are aware of them and can see the process exists.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>Q8: If non-Rights Holders are admitted to French first language schools, would you support an overall limit to the number of non-Rights Holders admitted? (i.e. a fixed percentage of enrollment)</p> <p><u>Probe:</u></p> <ul style="list-style-type: none"> • What would be the benefit of having an overall limit? • Would you support limited admission of students at the elementary/primary grade level? • Is there a relationship between enrollment limits and a school’s ability to support integration of non-Rights Holders and preserve the linguistic environment of the classroom/school? 			
<p>The discussion has gone so far past this question that there is no value in discussing this question. We have already answered it in so many different ways</p>	<p>École Boréale</p>		
<p>Set percentages and limits are not the best way to deal with this issue</p>	<p>HRDEA CSFTNO YK1 Yellowknife public (English) Yellowknife public (French) École Boréale</p>	<p>HRDEA: The characteristics of a child or family on paper, set percentages or categories are not the best ways to address this issue.</p> <p>YK1: Percentages would be very challenging to administer. If there are criteria to allow students of Francophone grandparents, for example, what if one kid gets in but another doesn’t? That would be a harsh way to administer things. The Minister could face objections from parents in cases where the criteria are met, but the quota has been filled.</p>	<p><i>“To pick a percentage, it’s just a number. Especially in a small population like the NWT. It’s a percentage of a small number. It’s just numbers out of a hat; a dart on the wall.”</i> – Yellowknife public (English)</p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Better to let the CSFTNO manage this using its criteria	CSFTNO Yellowknife public (French) École Boréale	<p>CSFTNO: The Minister must trust us to make decisions. In an ideal world, the admission would be made by the school board and not the Minister. The school board could provide a report at the end of the year summarizing and justifying their acceptable decisions.</p> <p>CSFTNO: The 18 criteria we developed are already there and they are not being used by the department as far as we know. It is a very transparent process. They should be used and could be simplified. It is currently very onerous for families.</p> <p>Yellowknife public (French): There was broad agreement from all participants that there should be confidence in the school board who have been elected to use their criteria as it is in other jurisdictions in Canada. This board is accountable for ensuring the quality of education in their schools.</p> <p>Yellowknife public (French): The Minister does not get involved in the admission process at the other school boards. Return the power to the school board and provide a clear explanation of the process which they are ready and willing to revise.</p>	
In Hay River, the two school boards could work together to review applications	HRDEA	HRDEA: Perhaps the best solution would be to allow the two school boards, who know their community and families well, to work together to review admission requests and make a recommendation to the minister, who can then exercise his discretion.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Enrollment should be open and should not be subject to criteria or evaluations	École Boréale		<i>"I understand the basis and the money comes from the Charter. First you need to serve the Charter students and then you have a secondary level of admittance and after that you have to open it up. And perhaps it has to be a lottery, because that's a fair game. But to say that you aren't allowed to come because you don't have a certain IQ, then one of my children would not be allowed here. And he thrives here. So... does it affect the community as a whole? Absolutely. It has enriched it." – École Boréale</i>
CSFTNO had a percentage limit in place before the directive was issued	CSFTNO	CSFTNO: There were limits imposed prior to the Directive, we could accept 20% of non-Rights Holders. After the Directive, it was 10%.	
Demand should be a consideration	CSFTNO	The demand would need to be considered and admissions would have to be evaluated against defined criteria.	
Percentages and formulas are not reliable ways to gauge the impact of non-Rights Holders on the school	CSFTNO YK1 HRDEA	CSFTNO, YK1, and HRDEA: With the criteria of siblings becoming Rights Holders, the percentages are impacted as non-Rights Holders become Rights Holders. YK1: It's better to use criteria than numbers	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Percentages and caps don't focus on which families should legitimately be admitted, qualitative assessments would be better	CSFTNO Yellowknife public (French) Yellowknife public (English) HRDEA	<p>Yellowknife public (French): Participant who was speaking as a CSFTNO representative indicated that it is dangerous for us to limit admissions on paper. There is a possibility that there would be more suitable families one year than in another. If we have fewer suitable families one year, would we consider taking more to meet the percentage? Setting a yearly limit is not in the best interest of the school.</p> <p>Yellowknife public (French): Qualitative limits and assessment is better than quantitative ones.</p> <p>Yellowknife public (English): The necessity of setting a limit was questioned as long as there is process. It shouldn't affect the quality as they have met the criteria. The importance of having a transparent process was addressed again and that if a student can meet set benchmarks there shouldn't be an issue.</p> <p>HRDEA: Other jurisdictions must have clear criteria for what parents need to do to show that commitment if they are non-Rights Holders.</p> <p>HRDEA: Have not seen the CSFTNO criteria. Those could be useful but then how do they police it? Families can say whatever they want, but if they aren't held to it, there is no value.</p>	<p><i>"That's the test is that they've demonstrated they want to be French first language. It not capacity or enrolment numbers. The test is French first language."</i> – HRDEA</p> <p>Example provided by HRDEA: Interviewing parents in French could be a way to assess their commitment. It has to show they have already made a commitment, not just a promise to do it going forward.</p>
The focus needs to be on maintaining the French language and culture of the school	Yellowknife public (French)	<p>Yellowknife public (French): Need to take into consideration the reasoning for the parents. It's not simply about getting their kids bilingual more quickly. It is about giving value to French language and culture. Admission on non-Rights Holders should not come at the cost of Rights Holders losing their identity and French being diluted in the classroom. Selection should be based on that consideration first.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
It is already so onerous for families to register their children at a French school. This is not equitable compared to English schools	CSFTNO	CSFTNO: The process needs to be simple and less time consuming. It was stated that registering your child in a French school should take the same amount of time as registering in an English school. The process should be defined and not bureaucratic. No proofs are required to register your child in an English school, even if you are a Rights Holder.	
There was some interest in limits to admissions for different grade levels	Yellowknife public (English)	Yellowknife public (English): There should be a limit on admission at different grade levels. Higher levels would need to have a certain level of proficiency to be admitted. It is easier to enter at the pre-school level as opposed to a higher grade level. There would need to be testing to make sure that they are able to keep up. Immersion programs have entrance criteria to programs at certain grade levels (i.e. late immersion program).	
<i>Q9: Are there other things that should be taken into consideration when determining eligibility for admission to French first language schools?</i>			
The GNWT has an opportunity to choose a better direction	École Boréale	<p>École Boréale: This change has already happened in other jurisdictions across Canada.</p> <p>École Boréale: This directive is clearly just there to save money. Shouldn't the government be trying to invest in the future of its population? French first language education has the potential to enrich the NWT population and increase the success of the territory as a whole.</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The questions posed were very frustrating and even insulting	École Boréale Yellowknife public (French)	École Boréale: It seems the questions were geared to look for specific answers. They were political questions. Why were we not asked questions to find out more about how the directive has affected our school and our families?	<p><i>“If we look at the programs at École Boréale, we don’t have the same access to a gym, we don’t have access to labs, we don’t have access to the same extracurricular. We don’t have access to a lot of things. I was really disappointed that none of that was addressed in the government’s questions tonight.” – École Boréale student</i></p> <p><i>“I am quite infuriated in reviewing the questions that there is really a lack of regard for the severity of the hit this school has taken over the last 8 years; the indecision, the stress, not knowing, possibly not attracting people here due to uncertainty. I felt very offended that there was no question like: ‘what has been negative impact on your school from this directive?’” – École Boréale</i></p>
A deeper look at the implications of Section 23 is important to this issue		École Boréale: The fact that the Supreme Court did not hear our case, is not the same as the having lost the case. I hope that the government will look deeper than matters of public opinion and will look at what the CSFTNO and the APADY have to say about the interpretation of Section 23 because it is important.	
The right way to truly respect minority language rights is to allow the school board to administer its own admissions	École Boréale	École Boréale: The board is elected by Rights Holders and represents their interests.	<i>“Yes, Section 23 identifies who <u>cannot</u> be excluded from the school, but it does not provide for who <u>must</u> be excluded from the school. (...) The directive says who must be excluded, but the Charter does not.” – École Boréale</i>
Education is a public service, I should be able to demand it in French	École Boréale	École Boréale: I can demand my other government services in French, but not my education.	
École Boréale was built for the anticipated capacity but with the non-Right Holder admissions, it has gone well beyond that	HRDEA	HRDEA: It is important to stay true to the original purpose of the school and the population it was meant to serve.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
When choosing a French first language school you are not just choosing a language, you are choosing a culture	HRDEA		
We are finally accepted in Hay River. Don't want to lose that.	École Boréale		École Boréale graduate: Hay River did not like this school when it started. We suffered a lot of pain and a lot of heart ache. This school has made a huge difference to my life. Without it I wouldn't be going to a French college. I wouldn't want to be a teacher.
It is important to review the Directive and look at the impacts the Directive has had on the French schools since it was enacted	École Boréale Yellowknife public (French)		
There is no cookie-cutter, one size fits all solution, the needs of the different communities, schools and families need to be considered when making these decisions	Yellowknife public (French)	Yellowknife public (French): Each community should be able to have the right to make the decision themselves as each situation is different. The decision should not be made for them as they know their needs and parents know their families and their children best. If the family is willing to make the effort, there is opportunity for enrichment. If they are not willing to make the effort then a Francophone school is not the right fit.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
<p>No easy solution in a small community with limited resources</p>	<p>YK1 Yellowknife public (English)</p>	<p>Yellowknife public (English): It's not just about the language rights – it's also about the facilities. The facility is only so big. There is only just so much money. We have to look at what we do with kids across the City. We have to look at the education environment across the NWT. It was stated that the main focus is to look at how it is impacting the students in the best possible way.</p>	<p><i>“There are the two sides to consider: maintaining the cultural diversity and language, risking the loss of the identity by allowing non-Rights Holders in. But if the population is so small that you are unable to provide the programs required or sought out by the school population, then you lose out as well. In a small community, I don't know if there is an answer to that. It comes down to money.” – YK1</i></p> <p><i>“It's a complicated question. I went to an English school system in Quebec. For me, that was a mistake, because I'm not fluent in French, so I can't live and work in Quebec, where my parents live. Half my friends went to the French school system because they weren't rights holders. My question is what is the intent of revisiting this directive? In many ways, it comes down to finances. There's minority language instruction, but there's also the problem of enrollment because the community is small. So opening up the enrollment could increase their income. A lot of our discussion was philosophical, but there are also the details of finances, etc. If they don't open up the community, they protect culture, but if they open it up they could grow the community. Both have different implications and rationales.” – YK1</i></p> <p><i>“If it's driving spending and cost, how do we maximize the number of kids who can benefit from the program? Let's open it up so that everyone can benefit.” – Yellowknife public (English)</i></p> <p><i>“Every year, there are schools that need an expansion but in reality the number of kids doesn't change.” – Yellowknife public (English)</i></p>

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The purpose of the French first language schools has to be central to the decisions on enrollment	Yellowknife public (English) Yellowknife public (French) HRDEA YCS YK1	<p>Yellowknife public (English): The schools need to insure that they are delivering a French first language program and environment. Limiting the number of students would help in the sustainability of the program, however opening it to the community larger is reasonable as long as you don't get away from the actual purpose.</p> <p>Yellowknife public (French) : Some Rights Holders also need to be « franciser » which could become more difficult if there are more Anglophones in the classrooms</p> <p>YCS: It's a French school – you don't expect to be served in English. French heritage is an issue.</p> <p>YK1: There is a long and rich history to the struggle of Rights Holders to obtain schools for their children in the NWT. This history must be respected. It seems the CSFTNO is ready to accept anyone in their program and forget about all the things that took place to get the program started. When the parents fought for a French program, they wanted to protect their identity.</p> <p>Yellowknife public (French): The character of the school needs to be kept and not diluted.</p>	
The situation is truly different in Yellowknife and Hay River	YK1 HRDEA École Boréale	<p>YK1: The big problem is Hay River, not Yellowknife, because there aren't enough people there to maintain a program. I don't know how you can answer their needs. Yellowknife school can survive without increased admissions.</p> <p>École Boréale: There is no immersion option in Hay River. It is imperative that parents have the right to choose to put their children in the French school</p>	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Hay River is a whole community. École Boréale is a valued part of the community.	HRDEA	HRDEA: We support that school. We do not want to see it close. We see the value of it to our community.	<i>"We are a whole community. We have people who work there. Our kids play with each other. We don't want to see that school disappear."</i> – HRDEA <i>"We've attracted families to our community, people who would not have come to our community, if that French school wasn't here."</i> - HRDEA
The fact that there is demand for the schools is important	Yellowknife public (English)		<i>"Is it just or moral to use the Directive to limit the size of the school. If there is valid demand, the school should be built on demand as long as they meet the criteria."</i> – Yellowknife public (English)
Need to consider why parents want to send their children to the French school	YK1	YK1: Why would parents send their children to Allain St.-Cyr if they are not Francophone? What's the benefit? Is it perceived as superior to the other education system?	
The quality of the school environment (i.e. homogeneity) is created by the teacher and school	Yellowknife public (English)	Yellowknife public (English): The program is the program regardless of who is in the program and that it is up to the teachers and school that enforce the programing and ensure that accepting English students doesn't diminish the program. The homogeneity is created by the environment in the school and not a result of the people and the children who attend the school	
Francophone schools also have access to other sources of funding	YK1 HRDEA	YK1: Francophones also have access to additional money, possibly under the minority language envelope (federal). That's for minority education. That funding goes by projects.	
If there are non-Rights Holders in the schools, they are no longer a minority school, they are an immersion school	YK1	YK1: Some participants nuanced this view by saying there are certain categories of non-Rights Holders for which this doesn't apply, such as Francophones from other countries. If Francophones from outside Canada are coming, we don't want to have to Anglicize them.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Would have liked more information from the department in advance and to have received the questions in advance. Would have liked more time to reflect and provide input	CSFTNO YCS HRDEA		
Our community and our parents want to be able to share our culture and our language	CSFTNO		
Feel strongly about offering to this generation of children something their parents couldn't have	CSFTNO	CSFTNO: Directive needs to allow for admission of lost generations	
Opening up the directive is key to homogeneity		CSFTNO: We will never be able to achieve true homogeneity unless the directive is changed.	
Would like to know which non-Right Holder groups have asked to be accepted as well as how many overall requests there have been	YCS		
School capacity is an issue	YCS	YCS: Capacity has to be an issue. Government would be forced to accommodate if admissions at French schools increases.	
Would like to know which non-Right Holder groups have asked to be accepted as well as how many overall requests there have been	YCS		

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
Would like to know if the department has a position on this issue	YCS	YCS: Does the department have a priority/idea of why they want to make changes? The Government should have a priority. Being asked questions with very little context. If they are seeking direction on what they are trying to do, we need more information.	
Is the Minister willing to change the timeline of the review?	YCS		
Funding is a key driver	YCS	YCS: No school board wants to lose any students. Funding is at a premium.	
Key priority is to ensure viability of immersion and intensive French programs	YK1 HRDEA	YK1: Have a tremendous amount of admiration and respect for the CSFTNO and the work that they do. There are two tests that need to be applied. One: being the Constitution and two: asking if there are already services provided in the community? In Yellowknife, there are other options. YK1's interest is to continue to grow the French immersion program at YK1 and would want to ensure that the Minister's decision would allow them to continue to grow and improve their programs. HRDEA: We want to preserve an option for Anglophone students to learn French as a second language.	<i>"I believe in the public education system we offer at YK1. Anyone can attend. That's the choice I've made to enroll my children in and to become an involved parent. I want to continue to offer viable programs. I believe in the French immersion and intensive French programs we provide. The data suggests something like 70% of students in intensive French become bilingual. So I want to ensure the viability of the French immersion program."</i> – YK1
What other jurisdictions are doing should not dictate what is done here	YK1	YK1: But just because other provinces are doing things, doesn't mean it's okay under the Constitution.	
There are implications for other communities like Fort Smith and Inuvik	YK1	YK1: The CSFTNO is also a territorial board, so things could be opened in other communities as well if non-Rights Holders are allowed. The immersion programs in Inuvik and Fort Smith are already struggling.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The admissions process needs to change, it is too onerous for parents	Yellowknife public (French) CSFTNO	Yellowknife public (French): The admission process is very lengthy. It takes 2-6 months for the government to make a decision which is extremely frustrating when it takes 15 minutes to register to an English school. Families get discouraged as a result of the lengthy process. The processing time needs to be more efficient.	
Immersion and French first language are not the same	Yellowknife public (French) École Boréale	Yellowknife public (French): It is important to highlight that immersion education is not the same as French first language education. It is not the same experience. Students who graduate from a French school will always continue to speak French as opposed to many immersion students that lose their French. École Boréale: If French immersion produced the same results as French first language schooling, then people would be satisfied with that, but they are not. The quality is not the same and the outcomes are not the same.	
Intensive French program in Hay River is not comparable	École Boréale		<i>"My six-year-old son can converse with my 12-year-old niece. My six-year-old son took preschool 3 and 4 and she is in intensive French. There is definitely a difference in the level of skill and teaching."</i> – École Boréale
There is very strong commitment in Hay River to French education	Yellowknife public (French) École Boréale	Yellowknife public (French): The Hay River parents are very committed, even if their first language is not French they are very interested in having their children learn French.	

Point raised	By participants in which groups	Supporting or related points	Illustrative quotes or examples
The French language schools offer excellent programs and the teaching is of a high quality	Yellowknife public (French) École Boréale	Yellowknife public (French): This quality can be maintained while accepting some non-Rights Holders	<i>“It is absolutely imperative that we send a message to the government that want to say to the territorial government that they should be proud of École Boréale. They shouldn’t be burdening. They shouldn’t be trying to push us into the ground. They should be proud of us. If you wanted to look at us as a business, we’d be a Top 500. Our students score the best academically in the whole Northwest Territories. We have one of the highest graduation rates. We are a vital asset to our community. These are all things that are positive things that the government should be emulating, no trying to repress, suppress and judge and make horrible decisions about. École Boréale has set the bar for our communities and it should be celebrated.” – École Boréale</i>
Education takes family commitment	Yellowknife public (French)	Yellowknife public (French): Education in French takes a family commitment; it does not stop at school. Students are ambassadors of the language and to work hard to keep it. The quality of teaching is very good at the school.	
Serious concerns about the French daycare affecting enrollment of Rights Holders at French school	Yellowknife public (English)	Yellowknife public (English): One parent raised this issue at the end of the meeting and offered to meet with the departmental representatives to provide details.	