

Toronto District School Board

Policy P080

Title: **FRENCH-AS-A-SECOND LANGUAGE PROGRAMS**

Adopted: **April 17, 2013**

Revised:

Reviewed:

Authorization: Board

1.0 OBJECTIVE

To affirm the Toronto District School Board's (TDSB) commitment to French-as-a-Second Language Programs.

2.0 RESPONSIBILITY

Director of Education

3.0 DEFINITIONS

The TDSB offers Core, Extended and Immersion French programs for students who do not speak French at home.

Core French – elementary students are taught French as a subject and in all other subjects, English serves as the language of instruction. At the secondary level, students are required to complete one credit in French. The program continues from Grades 9 to 12.

Extended French – elementary students are taught French as a subject and French or English serves as the language of instruction in other subjects. At the secondary level, students accumulate a minimum of seven credits in French: four are French language courses and three are other subjects in which French is the language of instruction.

French Immersion – elementary students are taught French as a subject and French serves as the primary language of instruction in the beginning years of the program. English is introduced gradually thereafter. At the secondary level, students accumulate a minimum of ten credits in French: four are French language courses and six are other subjects in which French is the language of instruction.

4.0 POLICY

The Board recognizes that:

- 4.1 French is one of Canada's two official languages and it is a language used widely around the world.

- 4.2 Proficiency in French is a valuable skill and an element of student achievement.
- 4.3 Teaching and learning French-as-a-Second Language strengthens English language skills, enhances reasoning, problem-solving and creative thinking skills and develops understanding and respect of other cultures.

The Board is committed to:

- 4.4 Providing quality programs which develop student proficiency in French;
- 4.5 Providing students and teachers with materials and human resources to support student achievement in Core/Extended/Immersion French programs;
- 4.6 Equity of access to Core/Extended/Immersion French programs by acknowledging that all students have the ability to learn French.
- 4.7 Core/Extended/Immersion French programs that include English language learners and students with special education needs and are inclusive and reflective of a diverse community.
- 4.8 Equity in participation in Extended/Immersion French programs by providing transportation as outlined in P020: Transportation of Students.
- 4.9 Supporting, developing and promoting Core/Extended/Immersion French programs across the system.
- 4.10 Providing Extended/Immersion French programs in dual and single track schools to meet the varying needs and aspirations of students, their families and communities;
- 4.11 Strong collaboration among students, parents, schools, the community, the French as a Second Language Advisory Committee and the Board through effective outreach, sharing of resources, research and data and joint participation to facilitate growth and excellence in Core/Extended/Immersion French programs;
- 4.12 Partnerships with community and professional organizations, researchers and all levels of government in order to facilitate growth and excellence in Core/Extended/Immersion French programs.

5.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Operational Procedure PR597: French Immersion/Extended French