

SCHOOL OPERATIONS AND EQUITABLE EDUCATION

French Programs Core French Grades 4-12 French Immersion Grades 1-12

1.0 Rationale

- 1.1 The Durham District School Board (DDSB) recognizes the importance of French and its extensive use around the world. As one of Canada's two official languages, French Programs are taught in Ontario's English-language school boards. Students have significant advantages when they speak more than one language. Learning another language helps students:

- Strengthen their problem-solving, reasoning and creative thinking skills.
- Develop their understanding and appreciation of diverse cultures.
- Increase their competitiveness in an increasingly global job market.
- Enhance their overall language and literacy skills.

In addition to providing a foundation for the learning of additional languages and the potential for more opportunities to participate in an increasingly globalized society, learning French helps Ontario students to understand Canada's history and to develop an appreciation of French culture.

2.0 Policy Objective

- 2.1 The objective of this policy is to affirm the DDSB's commitment to providing French Programs in alignment with the Ministry of Education French Goals including:
- Increase student confidence, proficiency, and achievement in French.
 - Increase the percentage of students studying French until graduation.
 - Increase student, educator, parent, and community engagement in French.
- 2.2 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory, anti-ableist and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Definitions

In this policy,

- 3.1 **Core French** – Elementary students are taught French as a subject in grades 4-8 and must accumulate 120 hours per year for a total of 600 hours by the end of grade 8. Secondary students are required to earn at least one credit in French to graduate. The program continues in Grades 9-12.

- 3.2 **French Immersion** – Elementary students are taught French as a subject and French is the primary language of instruction in grades 1-3. English is introduced in Grade 4 and is the language of instruction for 50% of the day in Grades 4-8. By the end of grade 8, the French Immersion program must provide students with a minimum of 3,800 hours of French Language instruction. At the secondary level, students accumulate a minimum of ten credits: 4 French Language courses (one per year) with an FIF code and a minimum of 6 additional courses in which the language of instruction is French.
- 3.3 **Dual Track** - a dual track school offers both the French Immersion program as well as a regular English language program.
- 3.4 **Single Track** - single track French Immersion schools offer only the French Immersion program which begins in grade one.

4.0 Policy

The DDSB is committed to:

- 4.1 Providing quality programs which help students to communicate and interact with growing confidence in French.
- 4.2 Providing equity of access to Core and French Immersion programs by acknowledging that all students can meet success in French language learning.
- 4.3 Providing Core and French Immersion programs which include multilingual language learners and students with special education needs and are inclusive and reflective of a diverse community.
- 4.4 Providing students and teachers with relevant and responsive materials and human resources to support student achievement in Core and French Immersion programs.
- 4.5 Providing learning opportunities that incorporate principles of Universal Design for Learning, Culturally Relevant and Responsive Pedagogy (CRRP) and accessibility to create learning environments that are inclusive for everyone; this includes and is not limited to revising or developing new strategies, practices, curriculum, books/course materials and resources, learning plans, assessment strategies, etc.
- 4.6 Delivering French curriculum that is authentic and reflects the lived experiences, interests, and abilities of students through differentiation of content, process, product, instruction, assessment, and evaluation, or learning environment.
- 4.7 Infusing the Common European Framework of Reference (CEFR) strategies in curriculum content and classroom practices.
- 4.8 Promoting and providing opportunities for students to challenge the Diplôme d'études en langue française (DELF).
- 4.9 Supporting, developing, and promoting Core and French Immersion programs in both dual track and single-track schools across the system to meet the varying needs and aspirations of students, families, and communities.

5.0 Evaluation

- 5.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

6.0 Reference Documents

6.1 Policies and Procedures:

[Indigenous Education Policy](#)

[Indigenous Education Procedure on Classroom Practices: Teaching and Learning](#)

[Human Rights, Anti-Discrimination and Anti-Racism Policy](#)

[Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)

6.2 Other Documents (Legislation, Provincial Regulations, Etc.)

[A Framework for French as a Second Language on Ontario Schools K-12](#)

[Including Students with Special Needs in French as a Second Language Programs](#)

[Welcoming English Language Learners into French as a Second Language Programs](#)

[French as a Second Language Programs – Ministry of Education](#)

6.3 Ontario Curriculum Documents:

[Elementary French as a Second Language K-8 \(2013\)](#)

[Secondary French as a Second Language \(2014\)](#)

Appendix:

None

Effective Date:

2019-01-21

Reviewed and Amended:

2023-04-DD

Reviewed without Amendment:

YYYY-MM-DD