

School operations and Equitable Education

French Programs

Core French Grades 4-12

French Immersion Grades 1-12

1.0 Procedure Objective

- 1.1 This procedure supports the DDSB's commitment to providing French Programs including Core French and French Immersion.
- 1.2 This procedure 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 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 Durham District School Board's (DDSB's) Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy and the Safe and Respectful Workplace and Harassment Prevention Policy, and related procedures.

2.0 Definitions

In this procedure,

- 2.1 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.
- 2.2 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) and a minimum of 6 additional courses in which the language of instruction is French.
- 2.3 Small Class or Special Education Class Placement: A self-contained or partially integrated class located in a local community school that may not necessarily be a students' home school. The class offers specific programming, human and/or physical resources required to specifically respond to student needs.
- 2.4 School team - The School Team meets to discuss, problem-solve, and recommend strategies to support a student's academic, behavioural, social and/or emotional areas of strength and need. A School Team may include but is not limited to administration, school staff members, Inclusive Student Services (ISS) staff, students and parents/guardians as appropriate.

- 2.5 Exemption – As determined through the DDSB exemption process, the student is not instructed, assessed or evaluated in French.
- 2.6 Alternative Education Program: The student's program is not derived from a provincial policy document. Modifications to the curriculum are so extensive that Ontario Curriculum expectations no longer form the basis of the student's educational program.

3.0 Procedure

- 3.1 Teachers hired to teach French in either the Core or Immersion program must undergo a linguistic competency test administered by People and Culture to ensure the quality of spoken and written French in the classroom. All persons hired for French programs must demonstrate professional proficiency in both English and French
- 3.2 The instruction of Core French, and Immersion French, should be delivered in the French Language. It is expected that educators conduct instruction and student interactions in French.

3.3 French Immersion

Teachers assigned to teach French in either the Core or Immersion programs should not be assigned to teach English to the same students. In those rare occasions where there would appear to be no other alternative. It is imperative that the teacher given this assignment be capable of teaching both French and English.

3.4 **Timetable Guidelines**
<https://drive.google.com/file/d/1-1K4FK4vZ7lnZ5ePxIRiAYg62QJsLu-V/view>

Subject	Primary Minutes		Grade 4 Minutes		Grade 5 & 6 Minutes		Intermediate Minutes	
	Min /5 days	Hrs/ year	Min /5 days	Hrs/ year	Min /5 days	Hrs/ year	Min /5 days	Hrs/ year
Language (French)	600	380	360	228	300	190	360	228
Language (English)	0	0	330	209	300	190	210	133
Math (French)	300	190	0	0	0	0	0	0
Math (English)	0	0	300	190	300	190	300	190
Social Studies (French)	120	76	120	76	120	76	120	76
Social Studies (English)	0	0	0	0	0	0	0	0
Science (French)	150	95	120	76	150	95	0	0
Science (English)	0	0	0	0	0	0	150	95
Phys/Health Ed (French)	150	95	120	76	150	95	150	95
Phys/Health Ed (English)	0	0	0	0	0	0	0	0
Art (French)	60	38	0	0	0	0	90	57
Art (English)	0	0	60	38	60	38	0	0
Music (French)	90	57	0	0	0	0	0	0
Music (English)	0	0	60	38	90	57	90	57
Drama/Dance (French)	30	19	30	19	30	19	30	19
Drama/Dance (English)	0	0	0	0	0	0	0	0
All subjects can be integrated. Technology is integrated across the curriculum. Literacy is integrated across the curriculum.								

French Immersion Timetabling (Based on 30-minute periods)														
Teacher	FTE	Eng	Math	Frch	Sci	S. St.	P.E.	Health	Art	Music	D&D	Other	Prep	Total
Primary		0	10	20	5	4	4	1	2	3	1		8	
Grade 4		11*	10*	12	4	4	3	1	2*	2*	1		8	25F 25E
Grade 5/6		10*	10*	10	5	4	4	1	2*	3*	1		8	25F 25E
Grade 7/8		7*	10*	12	5*	4	4	1	3	3*	1		8	25F 25E

* Subjects taught in English

In split grade situations, extra staff have been allocated to assist with the differences in linguistic and curricular expectations of each Grade. Principals shall consult with the Superintendent and People and Culture to discuss possibility of additional staffing for split grades in French Immersion programs.

4.0 Core French

- 4.1 In a combined 3/4 English class, Grade 3 students are not to be included in the Grade 4 Core French Program.
- 4.2 Where possible Grade 4 students from the split class shall join a different Grade 4 class for French Instruction.
- 4.3 If all options have been explored, and the integrity of the programs cannot be maintained, principals can request additional 0.2 staffing through People and Culture and the Superintendent responsible for French Curriculum.
- 4.4 Core French programming will begin as early as possible in the school year. Students must receive 120 hours of classroom instruction in Core French during the school year. Timetables must include 200 minutes of Core French instruction per week for students in grades 4-8.

5.0 Considerations for French Exemptions

The study of French program is compulsory from Grade 4 to Grade 8. Participation in French programs should reflect the diversity of the student population, including students with special education needs and Multilingual Language Learners.

- 5.1. Any consideration for an exemption from Core French are for students requiring extensive modifications to the Ontario curriculum expectations and must be addressed on an individualized case-by-case basis through the School Team process.
- 5.2 Exemptions are not based on any biases, assumptions or stereotypes about the students based on prohibited grounds in the Human Rights, Anti-Discrimination and Anti-Racism Policy. A student will not be discriminated against or penalized (academically or otherwise) based on the exemption decision or outcome.

5.3 Students with Special Education Strengths and Needs

Students with special education needs benefit from French programs. French programming in DDSB is an inclusive program. Current research supports that all students can learn and benefit from French programming and highlights the positive contributions of students' diverse, cultural, linguistic, and other identities to French classes. (Including Students with Special Education Needs in French as a Second Language Programs, 2015).

Requests or considerations for exemptions for students with special education needs or other circumstances will be assessed on an individualized, case by case basis. The School Team (See Section 5.1) process is activated when considering an exemption from core French for a student with special education needs and is based on the strengths, abilities, needs, and best interests of each student.

5.4 Multilingual Language Learners (MLLs)

Multilingual Language Learners benefit from French programs and often perform as well or better than English-speaking students in French (Welcoming Multilingual Language Learners into French as a Second Language Programs, 2016, p. 8).

For MLLs who are newcomers and in the early stages of English language proficiency, necessary program accommodations and/or modifications should be provided to ensure academic success as outlined in the Ontario Curriculum, French as a Second Language, Grades 4-8, Grades 9-12, and Growing Success documents. Accommodations and/or Modifications for MLLs with severe language and/or learning challenges in their first language may be considered. Exemptions for Core French are considered on an individualized case-by-case basis.

6.0 Process for exemption from Core French

6.1. Grades 4 to 8

The following process is followed before considering whether a student should be exempt from Core French:

- a) Hold a School Team meeting involving the Core French teacher, classroom teacher, special education resource teacher (SERT), Multilingual Language Learners/ coach/teacher and Instructional Facilitators if applicable, principal/ vice-principal and additional ISS staff, as appropriate to discuss the student's strengths and programming needs;
- b) Consider and record recommendations for accommodations or modifications to the Core French program in the School Team Minutes and the student's Individual Education Plan (IEP), if applicable;
- c) Engage in consultation with the parent(s)/guardian(s) regarding recommendations from the In- School Team;
- d) Ensure program recommendations are implemented by the Core French teacher in consultation with the SERT and/or MLL coach/ teacher and Instructional Facilitators; and;
- e) Ensure the student's progress is monitored and reviewed and program and instruction are adjusted accordingly.

If all the necessary accommodations and/or modifications to the student's Core French program have been implemented, adjusted and yet have not met the student's needs:

- a) Reconvene the School Team to consider next steps;
- b) Assess programming and/or support availability during the Core French instructional time if the School Team is considering an exemption; and;
- c) Approve a School Team recommendation to exempt a child from Core French only when all steps above have been followed; and appropriate programming and/or support is available during the Core French instructional time.

Next steps following the School Teams' recommendation for exemption:

- a) Ensure the Exemption from Core French Form is signed by parent(s)/guardian(s).
- b) send the form to the Superintendent of Education/French instruction for signature.
- c) Ensure that the French exemption is recorded in OnBase, and in the Program and Support Description Box and Consultation Log of the student's IEP, and on the Ontario Elementary Progress Report Card and Elementary Provincial Report Card with the statement, "Name is exempt from Core French" and check the "NA" box.
- d) If the exemption is denied, the student will remain in the Core French program and a rationale for the exemption will be communicated to the school, if requested.

7.0 Special Considerations for French Exemptions

7.1 Students in Small Class Placements

For students in small class placements, who are receiving alternative programming which replace French instruction in the elementary panel, a School Team review or consultation with parent(s)/guardian(s) is recommended. If a student is in a Special Education Class (e.g. Developmental Class, Practical Learning Program) and working on Alternative Education Program, an exemption may be appropriate.

- 7.2. A Core French Exemption Form must be signed by the parent(s)/guardian(s) indicating their understanding and support of the exemption from Core French will be filed in the student's Ontario Student Record (OSR).

7.3 Students Enrolled in an Indigenous Language Program

A student enrolled in an Indigenous language program may be exempt from learning French unless both languages can be accommodated. (Ontario First Nation, Métis and Inuit Policy Framework, Ontario, Ministry of Education, 2007, p. 27).

Alternative programming/supervision will need to be provided during the Core French period and an Exemption from Core French signed by parent(s)/guardian(s) indicating their understanding and support of the exemption. The exemption form will be filed in the student's Ontario Student Record (OSR).

Where Indigenous Languages are offered in elementary schools, students are to be exempted from the French program if their parents decide, after consultation with the principal, that it is in their best interests not to receive French instruction. In elementary schools where the parents or guardians want their children to participate in both an Indigenous language program and a French program, principals will make arrangements to accommodate both language programs.

8.0 Student Pathways and Substitutions

8.1 Grades 8-9

For a Grade 8 student who has been exempt from French or had extensive modifications in French, a School team meeting will be held and should involve the Grade 8 Core French teacher and classroom teacher, principal/vice-principal from both panels, as appropriate, a SERT from both panels, MLL teacher if appropriate, and additional ISS staff. The team will consider student strengths, interests, and areas of need. This must occur prior to the start of the Course Selection process for students transitioning to High School.

- 8.2 For secondary students being considered for a course substitution, administrators are reminded that the best educational interest of the student should be the driving factor and that French as a second language is not necessarily the only course option available for substitution. (Ontario schools K-12: Policy and Program Requirement, 2016, p. 67).
- 8.3 Substitutions are not based on any biases, assumptions or stereotypes about the students based on prohibited grounds in the Human Rights, Anti-Discrimination and Anti-Racism Policy. A student will not be discriminated against or penalized (academically or otherwise) based on the decision or outcome of the substitution.

- 8.4 A student who chooses to study a Native Language as a second language in elementary school (rather than French) and who does not wish to take French courses in secondary school may use a Native language course to meet the compulsory credit requirements in French. The Native language course would not be considered a "substitution" as defined in OSS: 67, section 6.2.

8.5 **French FSF 10:**

FSF 10 is an introductory course for students who have little or no knowledge of French, students who have not acquired 600 hours of French instruction or who have acquired 600 hours of French instruction but have received modifications that have significantly impacted French language learning.

A list of student names that qualify for the FSF 10 course will be collated by the School Elementary Team and given to the secondary school guidance department.

Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

8.6 **French FSF 1D:**

FFS 1D is for students who have completed 600 hours of French instruction with or without accommodations and modification.

9.0 **Special Considerations**

- 9.1 At the principal's discretion, students who demonstrate proficiency of 70% at the DELF B2 level or its equivalent are not required to obtain all 10 secondary FI credits in order to earn the French Immersion certificate. Principals should reach out to the Superintendent of French Programs for further guidance.
- 9.2 The principal has the right to permit students to enroll in a French course for which they do not have the entrance requirements if they have achieved the necessary proficiency in French - proficiency can be determined using a DELF assessment score or an equivalent assessment tool. Principals should reach out to the Superintendent of French Programming for further guidance.
- 9.3 The principal can permit the transfer of a student from the core French program to the French Immersion program by determining the current level of student proficiency using sample DELF tests or an equivalent assessment for the grade for which using sample DELF tests or equivalency for the grade the student is requesting. Principals should reach out to the Superintendent of French Programs for further guidance.
- 9.4 If students participate in an external immersive French exchange program or equivalent, the Principal has the discretion to grant a credit based on Prior Learning and Assessment Recognition (PLAR). Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Skills and knowledge are evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the

direction of the school principal, who grants credits (OSS 1999, 6.6). Principals can reference [PPM 129](#) for further information regarding PLAR options.

10.0 Reference Documents

10.1 Policies & Procedures

- [French as a Second Language Policy](#)
- [Indigenous Education Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Policy](#)
- [Human Rights, Anti-Discrimination and Anti-Racism Procedure](#)
- [Indigenous Education Procedure on Classroom Practices: Teaching and Learning](#)

10.2 Other Documents

- [A Framework for French as a Second Language in Ontario Schools](#)
- [The Ontario Curriculum French as a Second Language](#)
- [Achieving Excellence, A Renewed Vision for Education in Ontario](#)
- [Including Students with Special Education Needs in French as a Second Language Programs Growing Success](#)
- [Ontario First Nation, Métis and Inuit Policy Framework, Ontario, Ministry of Education](#)
- [Welcoming English Language Learners into French as a Second Language Programs](#)

Appendix:

None

Effective Date

YYYY-MM-DD

Amended

YYYY-MM-DD