



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

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| Date Approved: June 11 th , 2015 | Date of Next Review: 2024 | Dates of Amendments: October 1986; April 2006; June 2015 |
| Cross References: Elementary School Admissions S.A. 01 S.T. 01 Transportation S.T. 01 S.T. 05 Program Transportation S.T. 05 School Accommodation Review S. 09 To be Consolidated: French As A Second Language (FSL) S.P. 02 Establishment of an elementary Extended French Centre (FSL) S.P. 03 Review of Elementary Extended French Centre (FSL) S.P. 04 Elementary French Immersion S.P. 10 | | |
| Appendix A – Elementary Extended French Boundaries Appendix B - Elementary French Immersion Boundaries | | |

Purpose:

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility:

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.

Alignment with MYSP:



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Financial Impact

~~May have financial impact based on enrolment. Further there are noteworthy costs associated with expanding the number of French Immersion or Extended French program learning sites. The board receives funding for Core French instruction beginning in grade 4.~~

Legal Impact

~~The board has a legal obligation to provide Core French instruction commencing in grade 4. There are no obligations under the Education Act for the provision of Extended French and French Immersion programs.~~

Policy:

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.

Regulations:

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.
3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.



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4. a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.

5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be consistent with the Ministry of Education A Framework for French as a Second Language in Ontario Schools K-12, (2013).

6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:

- a) Potential to populate the program based on students desiring to attend a bilingual program.
- b) Financial implications of implementing the program
- c) Availability of classroom space in the proposed host school.
- d) Availability of staff to deliver the program.**

7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix AB.



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8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education ~~Pupil Teacher Ratio (PTR) average for the junior intermediate division,~~ **average junior/intermediate (grades 4- 8) class size and maximum class loadings**, as per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located and/or from within the regional boundary area (per Appendix **AB**). Admission shall be administered by the following considerations:

a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix **AB**)

b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.

c) It is recommended that as parents make their determination regarding programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time



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of completion of initial application for registration. Pupils applying to the Extended French Program within the first ~~month~~ **three weeks** of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.

e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.

f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.

10. If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.

11. Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.

12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:



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- a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8), **and at least 20 per class based on one class per grade**, on the 30th of September;
- b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.

13. A review committee for an Elementary Extended French Centre per Regulation would consist of the following individuals:

- a) The area Superintendent (Chair)
- b) The Principal of the Extended French Centre
- c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track.
- d) A representative from the Catholic School Parent Advisory Council
- e) A student in the program (non-voting member)
- f) A trustee in whose ward the school is located.

14. The advisory review committee will make a recommendation based upon the following considerations:

- a) The projected enrolment of the school/regional family of schools;
- b) The ability of the Centre to provide an effective, viable Extended French program;
- c) The effect that the Extended French program has on the overall school;
- d) The effect the phasing out of the program will have on the school/family of schools.
- e) The budget and fiscal considerations as a result of the program.

15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.

16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of



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Education. Factors that shall be considered in establishing French Immersion Centres are:

- a) Potential to populate the program based on students desiring to attend a French Immersion program.
- b) Financial implications of implementing the program
- c) Availability of classroom space in the proposed host school.
- d) Availability of staff to deliver the program.
- e) Consultation with the school community and community-at large to assess desire for the program, consistent with the Community Engagement policy.

17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.

b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.

18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:

- a)** The recommended minimum number of students to commence an Elementary Immersion program in ~~the pre-primary~~ in the first year will be consistent with **the Ministry of Education average Kindergarten class size;** **and**
- b) the** Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

19. Location of French Immersion Programs are regional **(see Appendix B)** and ~~should serve families of schools~~ **and act as Centres which serve a larger family of schools.** ~~for a larger geographic area. Students attending~~ **applying for** the Elementary French Immersion program ~~may be drawn from the regular school boundary will be given priority in which the program will be located and from a larger family of schools. TCDSB supports a dual track vision for the delivery of~~



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~~French Immersion~~ will be placed based on established priorities as outlined in this regulation (19 a, b, c and e) where space permits. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, **Human Resources**, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered **based on eligibility in accordance with “S.A.01 Admissions and Placement of Elementary Pupils”** and by the following considerations:

- a) Priority 1: ~~Resident pupils who are applying to the French Immersion Program who have a~~ **Siblings of students already** enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular school **fixed attendance** boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.
- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
- g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil’s residential address, with space in English track programming.
- h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.



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201. Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.

212. The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:

- a) the minimum number of junior and/or senior kindergarten registrants falls below twenty students in a given year; and/or
- b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process. The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions:

Core French:

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. Note: *At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.*

Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.



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Note: At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, ~~at least~~ approximately 50 per cent of all instruction is provided in French **in order to meet the total number of hours required for the French Immersion certificate**. In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.

Single Track:

School which offer core programming in only one language: English or French.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.