

TORONTO DISTRICT SCHOOL BOARD

FRENCH-AS-A-SECOND-LANGUAGE PROGRAMS POLICY, NEW

TO Program and School Services Committee 4 April 2013

RECOMMENDATION **IT IS RECOMMENDED that the new French-as-a-Second Language Program Policy be approved.**

**STRATEGIC
DIRECTION**

Make every school an effective school.
Form strong and effective relationships and partnerships.
Identify disadvantage and intervene effectively.

RATIONALE

The Board provides French-as-a-Second Language (FSL) programs for the students and families that it serves. Currently, a Board procedure (PR597) provides information on operational issues with respect to French-as-a-Second Language programs, but no FSL policy exists.

RESOURCES

In the *Gossling Report: Summary of Decisions* (Appendix B) presented to the Program and School Services Committee, February 22, 2006 Agenda Item 9.2 (6) Agenda Page 16, the following was included: "That a policy on Extended and French Immersion be developed through the Policy Development System Review Process establishing a commitment to French-as-a-Second Language as community-based program that supports French-language proficiency and bilingualism in time for implementation in September 2007."

The French-as-a-Second Language Advisory Committee (FSLAC) and staff have been working collaboratively on the development of such a policy for consultation purposes (Appendix C).

**IMPLEMENTATION
AND REVIEW**

Staff engaged in a comprehensive consultation process with principals, teachers, students, parents and the community on the development of this policy.

The consultation process began with the posting of the draft FSL Policy (Appendix C) on the Board's Consultation website in May 2012.

Students, parents, staff and the community at large were invited to respond to the draft policy on the website. Individual responses were sent to FSLPolicyConsult@tdsb.on.ca

In addition, the following actions were undertaken:

1. Consultation with other school boards to determine what FSL policies are already in existence in Ontario Boards.
(May 2012)
2. Consultations on the draft FSL programs policy included:
 - Superintendents of Education: May 28, 2012
 - Principal/vice-principal focus group: May 29, 2012
 - Student SuperCouncil: May 30, 2012
 - Elementary and secondary teacher focus group: June 20, 2012
 - Parent / community sessions organized with the support of the Parent Involvement Advisory Committee (PIAC):
 - June 4, 2012 (1 Civic Centre);
 - June 6, 2012 (140 Borough Drive);
 - June 14, 2012 (5050 Yonge Street);
 - September 19, 2012 (5050 Yonge Street)

Interpretation and translation services were provided throughout the process as needed. School communities and parents engaged in online consultation set up on the Board website. The online consultation questions were translated into the 16 most commonly used languages. Feedback from the website, public and staff consultation was taken into consideration in the writing of the new French-as-a-Second Language Programs Policy (Appendix A).

- APPENDICES**
- Appendix A: French-as-a-Second Language Programs Policy, New
- Appendix B: Gossling Report: Summary of Decisions February 2006
- Appendix C: Initial Draft for Consultation Process of French-as-a- Second Language Programs Policy

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APPENDIX A

Toronto District School Board

Policy P.---

Title: **FRENCH-AS-A-SECOND LANGUAGE PROGRAMS**
Adopted:
Revised:
Reviewed:
Authorization:

1.0 OBJECTIVE

To affirm the Board's commitment to French-as-a-Second Language Programs.

2.0 RESPONSIBILITY

Director of Education

3.0 DEFINITIONS

The Toronto District School Board 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 serve 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 P.020 "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 of Education is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Operational Procedure PR.597, French Immersion/Extended French

APPENDIX B

SUMMARY OF DECISIONS (GOSSLING REPORT)

Presented in Report No. 2 (Part 2) of the Program and School Services Committee,
February 22, 2006 Agenda Item 9.2 (6) Agenda Page 16

Review of French Immersion and Extended French Programs (02-06-0905)

- (a) That use of the term *Optional French Programs* be discontinued and in the future be referred to *Extended French and/or French Immersion Programs*;
- (b) That staff present a report on strategies for attracting, retaining and training regular and occasional teachers for French Immersion and Extended French Programs;
- (c) That a commitment to second-language learning be included for consideration when placing employees in leadership positions in sites that house French Immersion and Extended French Programs;
- (d) That a senior leadership position to provide support for the French Immersion and Extended French Programs, including the tasks in (i) and (ii) below, be established immediately and that the Director present a report in April 2006 on how this will be accomplished:
 - (i) preparation of a report by December 2006 on:
 - alternatives to the lottery admission process;
 - strategies to ensure that information about the program is widely available;
 - possible partnerships with the Federal Government to increase the number of graduates with functional knowledge of French;
 - plans for additional materials and support to students and teachers in extended French/French Immersion programs;
 - feasibility of establishing a pilot program at Grade 4 that combines Extended French Special Education, Gifted; and
 - enhancing the commitment of all administrators to second language training;
 - (ii) development of additional training and materials for teachers in the program;
- (e) **That a policy on Extended and French Immersion be developed through the Policy Development System Review Process establishing a commitment to French-as-a-Second Language as community-based program that supports French-language proficiency and bilingualism in time implementation in September 2007;**
- (f) That a feasibility study be undertaken on the establishment of additional French Immersion centres;
- (g) That child care facilities be provided in new French Immersion Centres where space is and service providers can be obtained;
- (h) That, in recognition of the work required for program growth and change, the number of instructional leaders in the French-as-a-Second Language department be increased by two during spring 2006 staffing process and that the Director present a report in April 2006 on how be accomplished.

APPENDIX C

**INITIAL DRAFT FOR CONSULTATION PROCESS
OF FRENCH AS A SECOND LANGUAGE PROGRAMS POLICY**

Toronto District School Board

Policy P.--- CUR

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

Adopted:

Revised:

Review:

1.0 OBJECTIVE

To affirm the Board's commitment to French as a Second Language (FSL) Programs that provide students with the opportunity to become proficient in French.

2.0 DEFINITIONS

Three FSL programs provide students with different levels of intensity in developing proficiency in French:

Core French – students are taught French as a subject. The program helps students develop a basic usable command of the language.

Extended French – elementary students are taught French as a subject and French 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 language of instruction in more subjects than extended French. 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.

3.0 POLICY

The Board recognizes that:

- 3.1 proficiency in French is a valuable skill and an element of student achievement because French is one of Canada's two official languages and it is a language used widely around the world.

- 3.2 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:

- 3.3 equity of access to French programs through, but not limited to, accepting all applicants without screening and providing free transportation;
- 3.4 French programs that include students with Special Education needs and English Language Learners and are equitable, inclusive and reflective of a diverse community;
- 3.5 supporting, developing and promoting French Immersion/ Extended/ Core as community-based programs;
- 3.6 providing a range of French Immersion/Extended programs in dual and single track schools to meet the varying needs and aspirations of students, their families and communities;
- 3.7 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 French programs;
- 3.8 partnerships with community and professional organizations, researchers and all levels of government in order to facilitate growth and excellence in French programs;
- 3.9 providing students and teachers of French with resources and support equal to English programs.

4.0 SPECIFIC DIRECTIVES

The Director of Education is authorized to issue operational procedures to implement this policy.

5.0 REFERENCE DOCUMENTS

Operational procedure PR.597, French Immersion/Extended French