

The Limestone District School Board (the “Board”) offers a variety of French Programs based upon a common vision where, regardless of the French as a Second Language program, students will have the confidence and ability to use French effectively in their daily lives. Second-language learning provides cognitive and academic benefits, enhances first-language and overall literacy skills and can help in the development of interpersonal and social skills. In Canada, where French and English have equal status as official languages, there are advantages to being able to communicate in both.

1. Procedure: Elementary Schools

The following procedures shall be followed in elementary schools in the Limestone District School Board:

Core French

French as a second language shall be provided for all students enrolled in regular classes from grades 1 – 3 as specified in Core French: Supporting Teaching and Learning Grades 1 – 3. French as a second language shall be provided for all students enrolled in regular classes from grades 4 – 8 as specified in The Ontario Curriculum 2013 French as a Second Language Core French Grades 4 – 8.

- 1.1. Students in grades 1 – 8 will receive 200 minutes of Core French instruction per week. When there is less FSL staff available to support programming from grades 1 – 8, then Core French time will be reduced as necessary beginning with the grade 1 program in the identified school in that school year. This is arranged for the one school year only and full program hours can return the following school year as staffing is available.



French Immersion

The French Immersion program is an optional program in which students receive all or most of their instruction in French. Students may enter the Board's French Immersion programs at junior kindergarten, senior kindergarten, grade 1 and grade 7 in select schools.

2.1. French as a second language instruction shall be provided for all students enrolled in French Immersion classes specified in The Ontario Curriculum 2013 French as a Second Language.

2.1.1. Instructional time and subjects allocated per language program are as follows:

- Kindergarten - 85% instruction in French, 15% in English as literacy support;
- Grade 1 & 2 - 100% instruction in French, all subjects
- Students in grades 3 & 4 - 80% instruction in French, 20% in English through English Language Arts and Health;
- Students in grades 5 – 8 receive 70% instruction in French, 30% in English through English Language Arts, Health, and Science.

2.1.2. Students seeking admission to the Board's French Immersion programs, in grades other than the established entry grades as described in 1.2.0, may be admitted to the appropriate grade subject to the student's proficiency in French. A reading, written and oral intake assessment shall be administered prior to admission to determine the student's suitability for entry into the program. The reading, written and oral assessments will be administered by Program staff in consultation with the school Principal and appropriate classroom teacher.

2.1.3. Where a student's proficiency in French is deemed to be equivalent to the appropriate grade, and if space is available in the appropriate grade, the student will be admitted into the program.



2.2. As enrollment in French Immersion programs in schools increases, it may become necessary to begin a new French Immersion program in a school area or transition a dual-track school to a single-track French Immersion program school.

2.2.1. Beginning a New French Immersion Program

In the Limestone District School Board, French Immersion programs may be implemented at four entry points for elementary students: JK, SK, Grade 1 or Grade 7. The Director of Education and/or designate will take the following into account when considering the implementation of a French Immersion program in a school area:

- Adequate parental support demonstrated in (b) or (c) below;
- A minimum of 22 suitable applicants for JK, SK or Grade 1;
- A minimum of 28 suitable applicants for Grade 7;
- Staffing implications and availability of qualified FSL teachers;
- Adequate facility space in the site;
- The site's potential for program expansion year by year;
- Implications on class size and effect with a parallel English program;
- The five (5) year enrolment projection is holding steady or increasing;
- Budget implications for staffing, facilities and transportation; and
- Any other pertinent or additional information.

2.2.2. Decisions will also be based upon the impact to area schools' organization and will be subject to final approval of the Director of Education.

2.2.3. In the event that a French immersion class is discontinued because of low enrolment, the program can only be reintroduced when the new grade meets



the minimum requirements described in section 2.2.1.

2.2.4. A decision to introduce the program into a school would normally be approved by the Director by March 31 of the year of introduction.

2.2.5. Communication and Implementation Timelines for New Program

In January of the implementation year, the principal will survey the selected grade level(s) when French immersion programs are under consideration.

2.2.6. The survey shall contain:

- Information about the French immersion program
- Opportunity for parents to declare their interest
- The conditions for implementation

2.2.7. The Director or designate, the French Program staff and area principals will consult to determine the viability of French immersion programs once surveys have been conducted.

2.2.8. Planning and implementation strategies, where applicable, shall be completed by the end of March.

2.3. Transitioning Dual-Track French Immersion School to Single-Track French Immersion Program School

It may become necessary at a point in time to consider transitioning a dual-track French Immersion program school to a single-track French Immersion program school.

The Director of Education and / or designate will take the following into account when considering the transition to a single-track French Immersion program school:

- a) Information sharing and consultation with the community, and particularly the



community of the language track potentially impacted;

- b) A significant imbalance in enrolment between language programs;
- c) Current school English program organization resulting in triple grades;
- d) Staffing implications to provide adequate programming for English classes;
- e) Adequate facility space to continue to be able to house two programs;
- f) The 5 year projected enrolment trends for both programs;
- g) Budget implications for staffing, facilities, and transportation; and
- h) Any other pertinent or additional information.

2.3.1. Decisions will also be based on the impact to area schools' organization and facility and will be subject to final approval of the Director of Education.

2.3.2. Communication and Implementation Timelines for Transitioning to Single-Track French Immersion School

Changing a school from dual-track to single-track would follow a transition process as outlined below:

- a) Information sharing meetings with Parent Councils of affected schools beginning Fall of preceding school year to implementation;
- b) Ongoing communication with the school community throughout the school year preceding implementation through school website / newsletter;

2.3.3. In January of the implementation year, the principal will survey the English language program families / guardians. The survey shall contain:

- a) Information about the school program change.



b) Potential options for parents to declare a school of choice for English programming, if available.

c) The process and details for implementation; i.e. Potential transportation needs

2.3.4 . The decision to move forward with a transition to a single-track French Immersion school would normally be approved by the Director March 31 of the year of implementation.

2.3.5. Planning and implementation strategies, where applicable, shall be completed by June prior to the September implementation.

3. Procedure: Secondary Schools

3.1. French Programming in Secondary Schools

3.1.1. French as a second language shall be provided for students at the secondary level as specified in Ontario Schools (OS): Kindergarten to Grade 12, Policy and Program Requirements (2011) and its supporting document, The Ontario Curriculum—Grades 9-12: French as a Second Language-- Core, Extended, and Immersion French (2014).

3.1.2. Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8 (a minimum of 600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion).

3.1.3. The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements, outlined in 2.1.1, if they have achieved the necessary language competence through other means.

3.1.4. For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined



in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.

3.1.5. French must be the language of communication in class in all FSL courses, so that students develop the ability to interact effectively. Also, learning activities must include a balance of listening, speaking, reading, and writing skills and strategies, which should be taught in contexts that reflect students' interests so that they can apply their knowledge of French in authentic situations that are meaningful to them.

3.2. French as a Second Language Course Offerings

3.2.1. French as a second language shall be offered at the grade 9 academic, applied, and/or open levels.

3.2.2. French as a second language program should normally be offered at the grade 10 academic, applied, and/or open levels.

3.2.3. French as a second language program should normally be offered at the grade 11, and 12 university and/or open levels.

3.3. French Certificates

3.3.1. A Core French Certificate will be awarded to students who accumulate four (4) credits in core French. Students must earn one credit in each of grades nine, ten, eleven, and twelve FSL.

3.3.2. An Extended French Certificate will be awarded to students who accumulate seven (7) extended credits. These credits must consist of a minimum of the sequence of four (4) courses in extended French and a minimum of three (3) courses in other subjects taught in French.

3.3.3. An Immersion French Certificate will be awarded to students who accumulate



ten (10) immersion credits. These credits must consist of a minimum of the sequence of four (4) courses in immersion French and a minimum of six (6) courses in other subjects taught in French.

3.4. Extended French and Immersion Programs

3.4.1. Secondary schools will endeavour to provide an extended and/or immersion program subject to sufficient enrolment within existing pupil to teacher ratios in school communities where immersion and/or extended programs are offered in the elementary schools.

3.4.2. In the Limestone District School Board, French Immersion programs may be implemented in grade 9 for secondary students. The Director of Education and/or designate will take the following into account when considering the implementation of a French Immersion program in a school area:

- (a) Adequate parental support for the program as demonstrated in (b) and (c) below;
- (b) A minimum of 30 suitable applicants per grade for an extended program;
- (c) A minimum of 60 suitable applicants per grade for an immersion program;
- (d) Availability of qualified FSL teachers, and qualified FSL teachers who are also qualified to deliver a range of curriculum areas to support Extended and Immersion program requirements;
- (e) Adequate facility space in the site and for program expansion year by year;
- (f) The Extended and/or Immersion class does not create a class size imbalance with English stream programming in the school;
- (g) Budget implications for staffing, facilities, and transportation;
- (h) Sufficient enrolment continues to maintain the class in each grade;



(i) The five (5) year enrolment projection is holding steady or increasing; and

(j) Any other pertinent or additional information.

3.4.3. In the event that an Extended and/or French Immersion class is discontinued because of low enrolment, the program can only be reintroduced when the minimum requirements described in 2.4.2 are re-established.

3.4.4. A decision to introduce a program into a school would normally be approved by the Director by December 31st of the year preceding introduction in September.

Reference:
Education Act S. 8



Ontario Regulation 298 – Operation of Schools

Kindergarten to Grade 12, Policy and Program Requirements (2011)

The Ontario Curriculum 2013 French as a Second Language Core French Grades 4 – 8.

The Ontario Curriculum—Grades 9-12: French as a Second Language-- Core, Extended, and Immersion French (2014).

Framework for French as a Second Language in Ontario Schools, Kindergarten to grade 12, 2013

Welcoming English Language Learners into French as a Second Language Program, 2016