



Policy: French Immersion Program

		Policy Number:	200.30
Adopted:	January 27, 2009	Former Policy Number:	n/a
Revised:	June 24, 2014; April 24, 2018	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that programs in our schools are guided by the Ontario Catholic School Graduate Expectations and are aligned by the tenets of the Catholic faith. Specifically, the French Immersion program assists our students to light for the world (Matthew 5:13) through effective communication in both official languages, being responsible citizens and collaborative contributors.

Information:

“The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage.”

(Framework for French as a Second Language, Page 8)

Policy Statement:

It is the policy of the Board to offer French Immersion programs where feasible throughout its jurisdiction. It is the policy of the Board that a French Immersion program, in which students receive instruction in the French language, is consistent with the philosophy and expectations outlined in the Ontario Curriculum. Specifically, the program is intended to:

- increase student confidence, proficiency and achievement in FSL;
- increase the percentage of students studying FSL until graduation;
- increase student, educator, parent and community engagement;
- develop and refine students' ability to communicate (understand, speak, read and write) with confidence in the French language; and
- help students understand and appreciate Canada's francophone heritage and the French culture and language throughout the world.

It is the policy of the Board that administrative procedures be developed to address admission requirements, structure, program elements, procedures to withdraw from the program and promotional strategies.



**French Immersion Program
AP 200.30**

Procedure for: Principals/Vice-Principals, Consultants, Teachers, Librarians	Adopted: January 27, 2009
Submitted by: Leslie Telfer (Superintendent of Education)	Revised: June 24, 2014; April 24, 2018
Category: Students	

Purpose

The purpose of the Administrative Procedure is to provide information with respect to the French Immersion program, its program elements and structure, admission requirements, procedures to withdraw from the program and promotional strategies.

Information

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

The following principles are enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language.

- FSL programs are for all students.
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Research informs decision making by all stakeholders.
- Learning FSL is a lifelong journey.

Procedures

1.0 Program Elements and Structure

- 1.1 The French Immersion program is an optional program offered to students in Kindergarten to Grade 8. Subject to admission requirements and availability, any parent who desires his/her child to study in French may enroll his/her child in the French Immersion program.
- 1.2 The Primary French Immersion program:
 - 1.2.1 Kindergarten and Grade 1, 90% of instruction in French;
 - 1.2.2 Grade 2, English Language Arts (reading, writing and oral communication) the percentage of French instruction is decreased to 80%.
 - 1.2.3 In Grade 3, 70% of the instruction is in French.
 - 1.2.4 The Mathematics program is taught in French from Kindergarten to Grade 3. Students in Grade 3 write the Mathematics portion of the Primary EQAO Assessment in English.



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- 1.3 The Junior and Intermediate French Immersion program:
 - 1.3.1 Grades 4-8, 50% of instruction in French.
 - 1.3.2 The Mathematics program is taught in English from Grades 4-8. Students in Grade 6 write the Mathematics portion of the Junior EQAO assessment in English.

2.0 Admission Requirements

- 2.1 A student may be granted admission into the French Immersion program at any time during their Kindergarten year. Pre-registration for the program is in January, prior to the start of the next school year.
- 2.2 Students may be admitted into the Grade One French Immersion program without having attended the Kindergarten French Immersion program, at the discretion of the principal. The principal is encouraged to hold a parent(s)/guardian(s) conference to ensure that the student has demonstrated good oral and literacy skills in the regular Kindergarten program.
- 2.2 Admission into the French Immersion program beyond Grade 1 shall be considered after:
 - 2.2.1 An interview with parent(s)/guardian(s) by the principal and the French Consultant;
 - 2.2.2 Review of the two most recent report cards;
 - 2.2.3 Successful completion of informal testing of and interview with the student by an identified French Immersion program teacher in both English and French; and
 - 2.2.4 Evidence that the student is an independent worker demonstrating good listening and literacy skills (oral, reading, writing).
- 2.3 All students admitted into the French Immersion program, after the Senior Kindergarten (SK) year shall be subject to a review by the classroom teacher, principal, parent(s) or guardian(s), and students after his/her first term in French Immersion to monitor and assess their progress and determine next steps to support their learning.
- 2.4 Students who request admission, whose first language is French, may be directed to consider one of the French Language schools. French first-language students may be admitted to the French Immersion program if the considerations noted in 2.2 have been met, as appropriate.

3.0 Withdrawal Procedures

Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as program modifications, tutoring, and assistance from the Special Education Resource Teacher and, after review of ongoing assessments. Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time and to have him/her return to their home school.

4.0 Promotion of the Program

Each year in January, a package of material about the French Immersion program is sent to all Catholic Elementary Schools in the Brant Haldimand Norfolk Catholic District School Board. This is given to each child in Junior Kindergarten for their parent(s) or guardian(s). An advertisement is placed in various media in January/February to announce registration. The location of French Immersion sites are identified on the Board website.

5.0 Transportation

Transportation will be provided for students meeting the Board's eligibility requirements as per the Transportation of Students Policy 400.19. Transportation to the French Immersion site will not be provided for siblings not enrolled in the French Immersion Program.



References

- The Ontario Curriculum: French as a Second Language 2013 (Core French Grades 4-8; Extended French Grades 4-8, French Immersion Grades 1-8)
A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013)
Learning for All-A guide for Effective Assessment and Instruction for all students, Kindergarten to Grade 12
Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools
Including Students with Special Needs in FSL Programs (2015)
Including English Language Learners in FSL Programs (2016)