

FRENCH PROGRAMMING

GOVERNANCE POLICY

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1.0 PRINCIPLES

- 1.1. The South Shore Regional School Board (SSRSB) strongly supports learning French as a second language at all levels. Core French, Intensive French, Integrated French, and French Immersion programs may be offered, in accordance with this policy.
 - 1.1.1. The SSRSB further dedicates itself to offering the best opportunities for all students to have access to French program options, where feasible.
 - 1.1.2. Optional French programs of the SSRSB are considered regional programs.

2.0 POLICY FRAMEWORK

- 2.1. This policy complies with the Education Act and other related provincial acts and policies.
 - 2.1.1. SSRSB Policy 213: Student Assessment, Evaluation, and Communication of Student Learning.
 - 2.1.2. Nova Scotia Department of Education and Early Childhood Development French Second Language Programs Policy.
 - 2.1.3. Nova Scotia Department of Education and Early Childhood Development Public School Program.

3.0 AUTHORIZATION

- 3.1. The Superintendent is authorized to issue procedures in support of this policy.

FRENCH PROGRAMMING

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1.0 PROCEDURES

- 1.1. This policy provides a framework for Core French, Intensive French, Integrated French, and French Immersion programs.

2.0 FRENCH PROGRAM OPTIONS

- 2.1. Core French is a compulsory core program course for all Nova Scotia Anglophone public school students in grades 4 to 9. Any changes to student programming in Core French must be made through the Individual Program Planning process. Core French courses are optional for students in grades 10 to 12.

As per the Education Act, and adjusted to reflect Nova Scotia's Action Plan for Education implemented in 2015, it is recommended that Core French be scheduled in 50-60-minute blocks every other day. It is expected that all Core French teachers will adopt a literacy-based approach that develops the beginner's competencies in listening, speaking, reading, and writing in French, within the context of a variety of authentic, real-life tasks, situations, activities, and projects. It is recommended that, wherever it is reasonably possible, a specific classroom be designated for teaching Core French in order to create and maintain an atmosphere that facilitates French Second Language learning.

- 2.2. Intensive French is an alternative approach to the delivery of grade 6 Core French in a limited number of Nova Scotia schools. It requires a structure supported by increased instructional time and intensity of program delivery. The program focuses on the use of the language rather than its study.

In the Intensive French program, students receive a minimum of 270 hours of instruction in French during a five-month period. This five-month period may be from September to January or February to June. Mathematics, Physical Education, Music, and Art are offered in English during the period of Intensive French instruction.

In accordance with the Nova Scotia Action Plan for Education, the SSRSB will endeavor to increase the number of Intensive French classes.

- 2.3. Integrated French includes an enriched French Language Arts course and a Social Studies course taught in French at each grade level beginning in grade 7.

The SSRSB will work with school administration and School Advisory Councils to research the possible establishment of new Integrated French programs in order to offer this opportunity to more SSRSB students.

- 2.4. French Immersion is intended for students whose first language is not French. It is designed to allow students to acquire the second language through the teaching of subject material in French. French Immersion programs are open to students of all ability levels. Courses offered in French Immersion parallel those offered in the English program.

French Immersion is a long-term commitment. It is not uncommon for students to experience frustration in the early stages. It takes at least three months, for students to overcome the initial language barrier. After this period of time, students appear more comfortable, and usually remain in French Immersion. Before submitting an application, parents/guardians and students are urged to seriously consider their long-term commitment to this program.

The general goals of French Immersion are to:

- provide students the opportunity to acquire functional proficiency in oral and written French, which will permit them to communicate on both a personal and professional level;
- strive to ensure that students continue to develop their oral and written English skills;
- strive to ensure that students acquire the necessary skills and knowledge in all subject areas;
- promote Francophone culture in Canada and an appreciation for Francophones in a global community. This also includes the development of one's own personal cultural identity.

A French Immersion Certificate from the Nova Scotia Department of Education and Early Childhood Development will be awarded to all students who meet the criteria outlined in the Public School Program.

The SSRSB currently offers three entry points for French Immersion.

- 2.4.1. Early French Immersion is a program where instruction in French begins in grade Primary. From Grades P-2, it is expected that 80-90% of the curriculum will be instructed in French. Early Immersion students follow the same curriculum as their peers in the English program. English Language Arts instruction begins in Grade 3. Second language learning enhances first language learning. Research supports that, over time, early immersion students perform as well if not better than their English program counterparts. From Grades 4-9, 70-80% of the instruction is in French. In Grades 10-12, students are required to take 9 credits to obtain their French immersion certificate.

The SSRSB currently offers this program at Bluenose Academy.

- 2.4.2. Middle French Immersion is a program where instruction in French begins in grade 4. From grades 4 to 9, it is expected that 70% of the curriculum will be instructed in French. From grades 10 to 12, a minimum of nine (9) credits (or approximately 50% of the credits required for high school graduation) will be taught in French.

The SSRSB will work with school administration and School Advisory Councils to research the possible establishment of new French Immersion Programs in order to offer this opportunity to more SSRSB students.

Middle French Immersion in this province is considered to be a locally developed program. Approval is required from the Department of Education and Early Childhood Development to offer a French program that is not described in the Public School Programs, such as Middle French Immersion.

The SSRSB currently offers this program at Bridgewater Elementary School.

- 2.4.3. Late French Immersion is a program where instruction in French begins in grade 7*. From grades 7 to 9, it is expected that 70-75% of the curriculum will be instructed in French. From grades 10 to 12, a minimum of nine (9) credits (or approximately 50% of the credits required for high school graduation) will be taught in French.

The SSRSB currently offers this program at Hebbville Academy and South Queens Middle School.

* Late French Immersion begins in grade 6 at South Queens Middle School.

From year to year, a smaller or larger class size may be considered to ensure the continuity of the program options listed above.

The SSRSB has a long-term commitment to its French programming options and encourages the continuation of such programs. However, it may become necessary, due to increases or decreases in student enrollment and/or staffing constraints for schools, to consider the continuation, expansion, or modification of programs. Some modifications could include the formation of split Immersion classes or reducing the number of Immersion courses offered. School principals, School Advisory Councils, the Coordinator of French Second Language Programs, and Senior Administration will have responsibility for these decisions.

3.0 TEACHER PROFICENCIES

3.1 The following table outlines the minimum French oral proficiency levels required to teach French in the SSRSB:

FSL Program	OPI Level
Core French non-specialist Gr 4-6 (1 class per	Intermediate
Core French specialist Gr 4-6	Advanced
Core French Gr 7-12	Advanced
Intensive French	Advanced
Integrated French 7-12	Advanced
All Immersion Programs	Superior

4.0 ACCESS TO ENHANCED FRENCH PROGRAMS

- 4.1. Access to enhanced French programs at a particular school will be discussed by Senior Administration, based on the principles outlined in Section 1.0.
- 4.2. Intensive French, Integrated French, and French Immersion are considered to be enhanced French programs. The criteria for implementing new enhanced French program options shall include the following:
- availability of space in school;
 - demonstrated community commitment;
 - program costs;
 - geographic location (distribution to meet SSRSB equity needs/priorities);
 - long-term viability; and
 - other considerations as relevant.

In the case of students accepted into enhanced French programs residing outside the catchment area of the host school, parents/guardians will assume responsibility for transportation to and from school. If seating space is available on regularly scheduled bus routes provided by the SSRSB, students may be permitted to access this service.

If the number of student registrations for a program exceeds the provincial class cap maximum, a waiting list may be established. The following criteria will be used to determine the order of acceptance into the program:

- 4.2.1. In the case of a necessary waiting list, a witnessed random draw may be held to determine the students in the class and the order of the students on the waiting list. The random draw will be conducted by school personnel (administrators/teachers) at a date of their choosing. The waiting list for Intensive French will expire on the second Friday in September. For Integrated French and French Immersion programs, the waiting list will expire on the last Friday in September.

5.0 REGISTRATION AND ORIENTATION FOR ENHANCED FRENCH PROGRAMS

- 5.1. During the winter months of each year, principals of schools with the feeder classes will ensure student information sessions are held with these students. These meetings may include some current enhanced French program students, their teacher(s), the school principal, and the Coordinator of French Second Language Programs. Prospective students will learn about the nature of the program and have an opportunity to ask questions.
- 5.2. Principals of schools that host enhanced French programs must ensure an Orientation Meeting is held at their school prior to the middle of April each year. Information will be provided by persons involved with the program (current students, teachers, principal, Coordinator of French Second Language Programs). Topics to be discussed will include program descriptions and registration procedures.
- 5.3. It is recommended that parents/guardians interested in enrolling their child in these programs attend this meeting, along with their child, and sign an attendance sheet. Should a parent/guardian not be able to attend this meeting, they are asked to contact the school and/or meet with the school principal to ensure they have an understanding of program details and the registration process.
- 5.4. The organization and advertising of these meetings will be the responsibility of the school principals, in conjunction with the Coordinator of French Second Language Programs. Information concerning these meetings will be posted on the school's website, the SSRSB website, and will also be sent directly to the parents/guardians of all students in classes feeding into these programs.

6.0 SELECTION PROCESS FOR ENHANCED FRENCH PROGRAMS

- 6.1. Each student intending to enroll in an enhanced French program must complete, independently, in class, the Student Interest Questionnaire (Appendix "A"). The completed questionnaire must be submitted to the student's classroom teacher prior to submitting an application (Appendix "B").
- 6.2. The French teacher(s) of students preparing to enter an enhanced French program and the French teacher(s) of the host school's enhanced French program will review the student questionnaires and inform the principal and/or the Coordinator of French Second Language Programs of students who may be at risk of not achieving success if placed in an enhanced French program. Any forwarded information must clearly identify why the student may be at risk through supportive documentation.
- 6.3. Parents/Guardians of students identified as being at risk will be contacted by school personnel to discuss specific concerns. This process will be completed prior to the Orientation Meeting, as it may also support early identification to the school's core planning team to help such students meet with as much success as possible in an enhanced French program.
- 6.4. In cases where the total registration immediately following the registration deadline requires a second class at the entry grade, the deadline may be extended.

- 6.5. In cases where the total registration immediately following the registration deadline is deemed sufficient for one class, the deadline will not be extended.

- 6.6. In cases where students may enter the program after the deadline, parents/guardians who did not attend the Orientation Meeting are asked to meet with the principal of the school where the program is housed and the Coordinator of French Second Language Programs, to ensure they have an understanding of what the programs entail.

7.0 RESPONSIBILITIES

- 7.1. It shall be the responsibility of the Superintendent to ensure these administrative procedures are followed.

Appendix "A"

South Shore Regional School Board Student Interest Questionnaire

Please check one: French Immersion Intensive French Integrated French

Name of Student: _____ Grade: _____ School: _____

Please answer questions 1 to 15 by checking one box, using the following scale:

1 – Never 2 – Rarely 3 – Sometimes 4 – Usually 5 – Always

	1	2	3	4	5
1. I like learning French	<input type="checkbox"/>				
2. I am excited to go into an enhanced French program	<input type="checkbox"/>				
3. I enjoy learning new words	<input type="checkbox"/>				
4. I work well on my own	<input type="checkbox"/>				
5. I hand in my assignments on time	<input type="checkbox"/>				
6. I work hard on projects	<input type="checkbox"/>				
7. I enjoy reading	<input type="checkbox"/>				
8. I enjoy writing stories	<input type="checkbox"/>				
9. I like to participate in class discussions	<input type="checkbox"/>				
10. I try to be organized	<input type="checkbox"/>				
11. I try my best	<input type="checkbox"/>				
12. I understand instructions given to me in French by the French teacher	<input type="checkbox"/>				
13. I like a challenge	<input type="checkbox"/>				

Please answer questions 14 and 15 by checking Yes or No:

14. My parents told me to go into an enhanced French program. YES NO

15. It was my idea/choice to go into an enhanced French program. YES NO

16. On the next page, please explain why you wish to participate in a French Immersion or Integrated French Program. (Teachers are to ensure this page is attached to the Student Interest Questionnaire.)

Appendix "B"

**South Shore Regional School Board
Enhanced French Program Application**

Name of Student: _____ Grade: _____

School: _____ Home Room _____ Teacher: _____

_____ Parent(s)/Guardian(s): _____

_____ Mailing Address: _____

_____ Postal Code: _____ Phone: (h) _____

_____ (w) _____ (c) _____

I, _____, wish to apply to the _____
program beginning in grade _____ at _____ (school name)
next September. I understand that:

- a. it is recommended that my parent(s)/guardian(s) and I make a minimum three-year commitment to the program; and
- b. transportation is not the responsibility of the South Shore Regional School Board and that my parent(s)/guardian(s) and I are responsible for arranging my transport to and from school because I reside outside the catchment area of the school where the program is being offered.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Please return to the school office by _____.