



FRENCH PROGRAMMING

GOVERNANCE POLICY

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1.0 PRINCIPLES

1.1. The South Shore Regional Centre for Education (SSRCE) 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 SSRCE 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 SSRCE 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. Nova Scotia Department of Education and Early Childhood Development (EECD) Student Assessment Policy.
- 2.1.2. Nova Scotia Department of Education and Early Childhood Development (EECD) French Language Services Policy.
- 2.1.3. Nova Scotia Department of Education and Early Childhood Development Public School Program.

3.0 AUTHORIZATION

3.1. The Regional Executive Director is authorized to issue procedures in support of this policy.

FRENCH PROGRAMMING

ADMINISTRATIVE PROCEDURES

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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, the Time to Learn document requires that Core French be scheduled in 50-60-minute blocks every other day. It is expected that all Core French teachers will implement the neurolinguistic approach to literacy 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 SSRCE 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 SSRCE 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 SSRCE 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 and support programs 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 SSRCE 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 85-100% 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 4-6, 70-80% of the instruction is in French; in grades 7-9, 70-75% of the instruction is in French. In Grades 10-12, students are required to take 9 credits to obtain their French immersion certificate.

The SSRCE currently offers this program at Bluenose Academy and Bridgewater Elementary School.

2.4.2. Middle French Immersion is a program where instruction in French begins in grade 4. This program is being replaced by Early Immersion. Therefore, students are no longer being accepted into the Middle Immersion Program. For students who are currently in Middle Immersion, it is expected that 70% of the curriculum will be instructed in French from grades 4 to 9, as this change is made. 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.

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, including French Language Arts at each grade level.

The SSRCE 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 SSRCE 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 PROFICIENCIES

3.1 The following table outlines the minimum French proficiency levels required to teach French Second Language Programming in the SSRCE:

FSL PROGRAM	Oral Proficiency	Written Proficiency	DELF/DALF
Core French non-specialist Gr 4-6 (1 class per day)	Intermediate Plus	Intermediate	B1
Core French Specialist Gr 4-6	Advanced	Intermediate	B1

Core French Gr 7-12	Advanced	Advanced	B1/B2
Intensive French	Advanced	Advanced	B2
Integrated French Gr 7-12	Advanced	Advanced	B2
All Immersion Programs	Advanced Plus/Superior	Superior	B2/C1

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 SSRCE 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 SSRCE, 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 understand program details and the registration process.
- 5.4. The organization and promotion/advertisement 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 SSRCE 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. In cases where the total registration immediately following the registration deadline requires a second class at the entry grade, the deadline may be extended.
- 6.2. In cases where the total registration immediately following the registration deadline is deemed sufficient for one class, the deadline will not be extended.
- 6.3. 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 Regional Executive Director to ensure these administrative procedures are followed.

APPENDIX "A"

South Shore Centre for Education Enhanced French Program

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 Centre for Education 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 _____.