

POLICIES AND PROCEDURES
SCHOOL DISTRICT NO. 75 (MISSION)

Adopted: 2000 03 14

Amended: 2004 10 19

French Immersion Program

Policy

The Board will provide an early French Immersion Program that begins in kindergarten and continues through to grade 12.

X-Ref:
Catchment Areas, Cross Boundary Applications and Programs of Choice Policy #3003
Transportation Services Policy #7006

French Immersion Program

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| Procedures and Regulations |
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1. Guidelines

- 1.1. East / West catchment areas for the K-7 early French Immersion program are as follows:
 - a. East Boundary – Mission Central Elementary is the neighbourhood school: – Edwin S. Richards (minus the Southwest corner of the current boundary), Ferndale, Hatzic Elementary, Hillside, Mission Central, Deroche, Dewdney, Durieu, Windebank.
 - b. West Boundary – Christine Morrison Elementary is the neighbourhood school: - Albert McMahon, Cherry Hill, Christine Morrison, Fraserview, West Heights, Silverdale, Stave Falls and the Southwest corner of the current Edwin S. Richards catchment area.
- 1.2. The two elementary French Immersion Schools belong to the Mission Secondary family of schools and elementary French Immersion students transition to Mission Secondary for grades 8-12 French Immersion.

2. Program Goals

- 2.1. To develop in students the ability to communicate effectively both orally and in writing in the French language so that they will be able to access educational, vocational and social opportunities in their second language.
- 2.2. To concurrently meet all Ministry and School Board curricular expectations in all areas of programming including English Language Arts.
- 2.3. To cultivate an appreciation and understanding of the values, customs and language of Francophone people, particularly those in Canada.
- 2.4. To develop a respect for multi-lingualism and multi-culturalism in the school community and in society.

3. Program Organization

3.1. Elementary:

The percentage of instruction in French at the elementary level will be 100% until the English language arts curriculum is introduced in grade 3. The percentage of instruction in French will then be approximately 80% to the end of grade 7.

3.2. Secondary:

- a. The long term goal is to offer a program that consists of courses from a variety of disciplines to ensure that students develop a comprehensive vocabulary. Those courses should comprise at least 50% of any student's program.
- b. Students in the French Immersion Program will be required to take all courses offered in any one level (until such time as the program is large enough to offer options in the French strand) in order to graduate with a French Immersion Dogwood diploma.

4. Program Articulation and Continuity
 - 4.1. Program continuity will be assured for all students who begin French Immersion in kindergarten in this district.
 - 4.2. The district will make every effort to place students who transfer to this district from other French Immersion programs and register in French Immersion before September 30th in an age-appropriate French Immersion classroom in the district and will make every effort to accommodate students in French Immersion programs who transfer in after this date.
5. Program Entry
 - 5.1. Admission to the Early Immersion program is at the kindergarten level. Every effort will be made to place any student who is registered for French Immersion kindergarten before September 30th in French Immersion kindergarten. Students may enter the program at the grade 1 level where space is available.
 - 5.2. Entry at other levels will be considered only if the student is adequately proficient in French and if there is space. Adequate proficiency will be determined by a district committee of at least 3 teachers and/or administrators.
 - a. Adequate proficiency is defined in Ministry Policy #96-12 as follows:

“...sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.”
6. Staffing
 - 6.1. The district will endeavor to hire French Immersion teachers:
 - a. who have native or native-like fluency;
 - b. who have the ability to communicate in English orally and in writing;
 - c. whose training and/or experience relates to the French Immersion program;
 - d. whose education and/or experience have prepared them to teacher at the appropriate level and/or subject.
 - 6.2. Teachers of the English component in French Immersion classes will possess the necessary education and/or experience to teach English in any non-Immersion classroom.
 - 6.3. In hiring administrators for dual track schools, the district will endeavor to seek candidates who are functionally bilingual. It is highly desirable to have at least one bilingual administrator in every dual track school.
 - 6.4. In hiring teacher librarians for dual track schools, the district will endeavor to seek candidates who are bilingual.
 - 6.5. In hiring subject specialists for dual track schools, the district will endeavor to seek candidates who are functionally bilingual.
7. Parental Involvement
 - 7.1. Parents of elementary and secondary students will be consulted where decisions are to be made regarding changes in the organization and programming of French Immersion.
8. Transportation

- 8.1. Transportation Services will be provided in accordance with the Transportation Services Policy #7006
9. Learning Assistance
 - 9.1. Learning Assistance services will be available in French to meet the needs of students in the French Immersion program. The amount of time allotted for learning assistance will be in keeping with the time allotment in the regular English program.
10. Special Education programs
 - 10.1. Every effort will be made to provide French Immersion students, who qualify as students with special needs according to district guidelines, with the same services in French that they would receive if they were in the non-Immersion program.