



BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i> French Immersion	<i>Administrative Procedure Number</i> 310
<i>Directional Policy</i> Student Achievement and Well-Being – 300	

Title of Administrative Procedure:

French Immersion

Date Approved:

October 5, 2021

Projected Review Date:

September 2026

Directional Policy Alignment:

Student Achievement and Well-Being

This administrative procedure articulates a system-wide procedure to support evidence-based instructional practices that enhance opportunities for student achievement in the French Immersion program.

Alignment with Multi-Year Strategic Plan:

The French Immersion Administrative Procedure supports our vision for achieving excellence in Catholic Education by ensuring the Board has clearly outlined the procedures for the French Immersion program in accordance with the Ministry of Education and Board policy and Directives

The Peterborough, Victoria Northumberland and Clarington Catholic District School Board is committed to implementing [A Framework for French as a Second Language in Ontario Schools: Kindergarten to Grade 12 \(2013\)](#). The vision of this framework is that all students will have the opportunity to succeed in French as a Second Language programs in Ontario through increase confidence, proficiency and achievement.

This Administrative procedure aligns with the Board’s multi-year strategic plan, specifically as an expression of its mission to “achieve excellence in instruction and assessment to enable all students to become reflective, self-directive, lifelong learners

and to enable all students to realize their God-given potential.” It allows students to *engage in learning that supports them =to become effective communication in both of Canada’s official languages.*

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.1 SCHOOL/CLASS ORGANIZATION

- a. The French Immersion program may be offered in either a dual track or an Immersion Centre school model.
- b. The Determination of a dual track or an Immersion Centre program delivery model in a French Immersion site will be decided by senior administration based on a system accommodating factors.
- c. In the event class organization falls below current pupil –teacher ratio levels, in alignment with current Ministry of Education numbers over a period of two years, the principal must consult with the appropriate superintendent of schools to discuss the continued viability of a French Immersion program.

1.2 KINDERGARTEN REGISTRATION PROCEDURES

- a. The Board jurisdiction will be divided into attendance areas for French Immersion. The process for admission will be offered at the same time as that of the English program.
- b. Advertising for French Immersion will be established as required.
- c. Prior to registration, all parents of children in Kindergarten, year 1, or entering kindergarten, year 2 will receive:
 - Information on the French immersion program.
 - An announcement of any information meetings.
 - Details of the registration procedures.
- d. French Immersion Kindergarten parent information meetings will be scheduled by the principals and the consultants for French as a Second Language.

1.3 LATE ENTRY INTO FRENCH IMMERSION

Late entry to the French Immersion may be considered on a case by case basis. Principals are to consult the PVNC Guide to [Late Entry in French Immersion](#) for guidance in this process.

1.4 PROGRAM

a. The following program parameters will be established:

i. ELEMENTARY SCHOOLS

The French Immersion program at PVNCCDSB has been established in accordance with researched best practices. The percentages of French instruction listed below endeavor to provide students with rich exposure to and practice with the French language in the program.

Kindergarten and Grade 1:

85 percent of instruction will be in French and 15 percent of instruction will be in English where Religious and Family Life Education, and Integrated Arts (music and drama) are taught in English, and all other subject areas are taught in French.

Grade 2 and 3:

75 percent of instruction will be in French and 25 percent of instruction will be in English where Religious and Family Life Education, Integrated Arts (music and drama), and English Language Arts are taught in English, and all other subject areas are taught in French.

Grades 4, 5, 6, 7, and 8:

50 percent of instruction will be in French and 50 percent of instruction will be in English where Religious and Family Life Education, English Language Arts, Integrated Arts (music and drama), and Mathematics are taught in English, and all other subject areas are taught in French.

In certain circumstances, principals may need to modify the percentages listed above. In Kindergarten to Grade 3 classrooms, any modifications to these percentages must be made in consultation with the FSL

superintendent and the FOS superintendent. Percentage of French instruction must never fall below 50%.

The hours of French instruction at each grade level in Elementary French Immersion programs are as follows:

Kindergarten Year 1	795	Grade 4	468
Kindergarten Year 2	795	Grade 5	468
Grade 1	795	Grade 6	468
Grade 2	701	Grade 7	468
Grade 3	701	Grade 8	468
Total Elementary French Hours in the FI Program			6127

PVNCCDSB follows the guidelines of The Ontario Curriculum: French as a Second Language - French Immersion Grades 1 to 8 (2013), which states: “For subjects other than FSL that are taught in French in the 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.”

i. SECONDARY SCHOOLS

The French Immersion program in PVNCCDSB Secondary Schools will be run in accordance with the policy in The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014) which states:

“Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction.” PVNCCDSB Secondary Schools will grant a certificate in French Immersion if the student fulfils these requirements.

PVNCCDSB follows the guidelines of The Ontario Curriculum Grades 9 to 12: French as a Second Language (2014), which states: “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.”

When possible, the Board will provide an opportunity for students enrolled in the FIF 4U, FIF 4O, FSF 4U, or FSF 4O courses to challenge the Diplôme d'études en langue française (DELFF) examination. The board will ensure that an equitable distribution of spots for the DELFF are shared between all secondary schools.

- b. The Board will provide job-embedded professional learning opportunities for staff who work with students in the French Immersion program.

1.5 RESOURCES

Adequate resources material for French immersion will be acquired for schools in consultation with appropriate school and Education Centre staff.

1.6 SUPPORTING ALL STUDENTS TO SUCCEED IN FRENCH IMMERSION

One of the guiding principles of the Ministry of Education's A Framework for FSL (2013) is that French as a Second Language programs are for all students. In accordance with this, PVNCCDSB will offer an equitable and inclusive French Immersion program where students are given every opportunity to succeed.

- a. In cases where students have identified accommodations and modifications as a part of their Individual Education Plan (IEP), teachers will be supported to implement the appropriate accommodations and modifications to meet student's learning needs.
- b. All students in French Immersion benefit from instructional approaches such as Common European Framework of Reference (CEFR), Deep Inquiry Learning, principles of Universal Design for Learning and Differentiated Instruction. Teachers, special education resource teachers and principals will collaborate in

order to ensure student needs in relation to attention, learning style, behavior and other sensitivities are met effectively.

- c. When a student experiences learning challenges in the French Immersion program, the student should be brought to the School Resource Team (SRT). In this way, each student's needs can be assessed and discussed on an individual basis. Through the SRT process, all aspects that affect the child's learning and achievement should be considered including academic strengths and weaknesses, student motivation and attitude toward French, medical considerations such as hearing and vision, and other mitigating circumstances. In this way a plan shall be put in place that best supports the individual student's needs.
- d. After careful implementation of the above strategies and approaches, parents, together with administrators and teachers may, in the best interests of the child, consider transferring a child out of the French Immersion program. As a part of this conversation, the principal shall outline all considerations that impact on this decision including the procedure of the child returning to their regular home school as defined by the Board's boundaries.

Responsibilities:

The Board of Trustees is responsible for:

- Reviewing this Administrative Procedure to ensure its alignment with the Student Achievement and Well-Being Directional Policy.
- Reviewing this Administrative Procedure as part of the regular policy review cycle.

The Director of Education is responsible for:

- Designating resources for ensuring the implementation of and compliance with the French Immersion Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting a French Immersion program that is based on research and best practice around second language learning, which fosters collaboration to support the French Immersion Administrative Procedure and the Student Achievement and Well-Being Policy for inclusive curriculum instruction and assessment.

- Supporting implementation of the French Immersion Administrative Procedure.
- Providing leadership and job-embedded professional development opportunities.
- Review existing and potentially new French Immersion programs based on enrolment and interest.

Superintendents are responsible for:

- Building capacity to ensure the use of effective, evidence-based strategies in French Immersion schools and classrooms.
- Using school and system data to inform directions in professional learning and Catholic board improvement planning.
- Promoting a culture of student achievement in French Immersion.
- Supporting principals in discussions about the appropriate placement of students in the French Immersion program.

Principals and Vice-Principals are responsible for:

- Supporting implementation of the French Immersion Administrative Procedure.
- Providing leadership and professional development opportunities to ensure the use of effective, evidence-based instructional practice in French Immersion, such as the Common European Framework of Reference (CEFR) to guide planning and assessment.
- Supporting school staff in the use of effective, evidence-based instructional practice in second language learning, such as the CEFR to guide planning and assessment.
- Using data (e.g. DELF results, diagnostic assessments, progress on established continuum such as CEFR charts) to inform the Catholic School Improvement Plan for Student Achievement and Well-Being (CSIPSAW).
- Promoting a culture of student achievement in French Immersion.
- Supporting a school climate that maximizes all students' abilities to access curriculum in order to achieve at learning a second language.

Staff are responsible for:

- Implementing effective evidence-based French as a second language instructional practice, such as the CEFR to guide planning and assessment in accordance with Ministry and Board guidelines, policy and procedures.

- Engaging in professional learning in order to support student achievement and well-being.
- Exercising professional judgement in adapting and refining instructional practice, based on relevant assessment data and the needs of their students.
- Using French as the language of instruction and of communication in the French Immersion classroom.
- Fulfilling their critical role in supporting students on an Individual Education Plan (IEP) as outlined in the Ontario Ministry of Education IEP Guidelines (2004).
- Encouraging and honouring student voice in the development of authentic and relevant French language learning experience.
- Promoting a culture of student achievement in French Immersion.
- Supporting a classroom climate that maximizes students' ability to be calm, alert and ready for learning.

Students are responsible for:

- Engaging in all learning experiences.
- Using French as the language of learning and of communication in the French Immersion classroom and during French school activities.
- Articulating what they are expected to learn and be able to do.
- Monitoring and assessing their learning using a variety of tools including the descriptors for the Common European Framework of Reference.
- Setting specific improvement goals, based on peer and teacher feedback.
- Demonstrating achievement of curriculum expectations.
- Developing learning skills and work habits that support lifelong second language learning.

Parents are responsible for:

- Engaging with teachers, their children, and school administration to support achievement and well-being in the French Immersion program.

Progress Indicators:

- Data, including Grade 12 DELF scores, will demonstrate increased student achievement and proficiency in French.
- Increased retention of students, including those with IEPs and identified learning needs, in French programs will increase at all grade levels.
- The percentage of students studying in FSL programs to Grade 12 will increase.

- Increased opportunities for students to engage in authentic French learning beyond the school and, where possible, in collaboration with community partners.
- Increased opportunities for parents to become informed partners in their children's French education.

Definitions:

Common European Framework of Reference (CEFR) - The CEFR is a tool developed, researched and validated by the Council of Europe. It provides a common basis to define language proficiency. It offers tools for teachers and students to track and recognize progress in learning a language. It describes the skills and knowledge that language learners need to communicate effectively through understanding (listening and reading), speaking (production and interaction) and writing. The approach is action-oriented with a focus on what skills the learner needs to do real-life tasks with specific goals. (-Canadian Parents for French)

Diplôme d'études en langue française (DELF) - An official international certification awarded by the French Ministry of Education indicating the level of proficiency of candidates from outside France in the French language. (-destinationdelf.ca)

French Immersion program - French must be the language of instruction for a *minimum* of 50 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. At the secondary level, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. (-Ontario FSL Curriculum)

French as a Second Language programs – Students in Ontario are required to learn French as a part of their educational program. There are three programs that offer students the opportunity to learn French: Core French, Extended French and French Immersion.

References:

A Framework for French as a Second Language in Ontario Schools
<http://edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>

Catholic Board Improvement Plan for Student Achievement and Well-Being.
<https://www.pvnccdsb.on.ca/wp-content/uploads/2019/11/CBIPSAW-2019-2020.pdf>

Common European Framework of Reference for Languages (CEFR).
<https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Diplôme d'études en langue française (DELF). <https://delf-dalf.ambafrance-ca.org/>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

Including Students with Special Needs in French as a Second Language Programs: A guide for Ontario Schools.
<http://www.edu.gov.on.ca/eng/amenagement/includingFLS2015.pdf>

Learning for All K-12, 2013
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

Ontario Catholic School Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

Ontario Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/>

Transforming FSL (An Ontario repository of pedagogical research and tools for French as a Second Language). <https://transformingfsl.ca/en/home/>