

<b>ADMINISTRATIVE PROCEDURES</b>	
<i>Administrative Procedure Section</i> <b>STUDENTS</b>	<i>Policy Number</i> <b>821</b>
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## **ADMINISTRATIVE PROCEDURE TITLE**

French Immersion

### **1.0 ADMINISTRATIVE PROCEDURE**

#### **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 according to system accommodation circumstances.
- (c) In the event class organization falls below current P.T.R. levels (24.5) over a period of two years, the principal must consult with the appropriate superintendent of schools and Administrative Council regarding the future 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:
  - (i) information on the French Immersion program;
  - (ii) an announcement of any information meetings;
  - (iii) details of the registration procedures.

- (d) French Immersion kindergarten parent information meetings will be scheduled by principals and the consultant for French as a Second Language.

### 1.3 LATE ENTRY INTO FRENCH IMMERSION

- (a) When a parent/guardian wishes consideration for late entry, a request must be made to the community school principal.
- (b) The principal will discuss the request with the parent/guardian.
- (c) If the request still holds, the principal will inform the appropriate French Immersion school principal and provide whatever information is deemed necessary.
- (d) The principal of the French Immersion school will describe the following procedure to the parents/guardians:

The following requirements will be taken into consideration when a request is made for late entry into the French Immersion program:

- (i) the child has been exposed to the French Language (e.g. summer camp, immersed in a French setting, French language experiences, Core French);
  - (ii) the child demonstrates academic proficiency especially in Language Arts;
  - (iii) the child has successfully completed assessments in French in the areas of reading, writing, and oral communication.
- (e) The principal of the French Immersion school will arrange a meeting involving the parents/guardians, principal, teacher, and French consultant, and proceed with the necessary assessment process to determine whether or not the student can benefit from the program.

### 1.4 PROGRAM

- (a) The following program parameters will be established:
  - (i) ELEMENTARY SCHOOLS

#### 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:

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

Grades 3, 4, and 5:

70 percent of instruction will be in French and 30 percent of instruction will be in English where Religious and Family Life Education, English Language Arts, and integrated Arts (music and drama) are taught in English, and all other subject areas are taught in French.

Grades 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, and integrated Arts (music and drama), Mathematics are taught in English, and all other subject areas are taught in French.

(ii) SECONDARY SCHOOLS

As stated in the document Ministry of Education and Training 2000 - The Ontario Curriculum Grades 11 and 12: French as a Second Language - Core Extended, and Immersion French.

- (b) The Board will provide centralized support for French Immersion staff.

1.5 RESOURCES

- (a) Adequate resource materials for French Immersion will be acquired for schools by the school principal, in consultation with appropriate school and Education Centre staff.

## 1.6 TRANSFERRING A CHILD OUT OF FRENCH IMMERSION

Parents, administrators, and teachers may consider transferring a child out of the French Immersion program when the child is experiencing difficulties.

Before choosing to transfer a child out of French Immersion, parents, administrators, and teachers will consider the following:

- (a) Have the child's hearing and vision checked. Sometimes, placing the child closer to the front of the classroom or obtaining glasses can remedy problems in achievement, behaviour, or attention. A previous hearing loss (i.e. tubes in ears at a young age or frequent ear infections that resulted in hearing loss) can have long-lasting effects and possibly delay language acquisition.
- (b) Consider bringing the Special Education Resource Teacher (S.E.R.T.) into the French Immersion classroom during an English period if you do not have access to a French-speaking S.E.R.T., so that the French Immersion teacher can work one-on-one with the student in French for the purpose of assessment.
- (c) Pursue short-term resource withdrawal in order to better assess and/or remedy the problem. Sometimes, as in English, students require intensive one-on-one instruction. Informal or formal assessment can be done at this time along with some language specific remediation.
- (d) Speak to the Special Education Resource Teacher about identifying potential difficulties in the areas of auditory processing or auditory memory. Research has shown that children with these types of learning exceptionalities will have difficulty learning language. Learning a second language will then be extra challenging for such a child if he or she hears French only at school. The French Immersion program may not be the best option for this child.
- (e) Assess the child's self-esteem. Is the child aware of the difficulties he or she is having in the French Immersion classroom? Is his or her self-concept positive despite the difficulties he or she is having? Would a transfer out of the French Immersion program be taken by the child to be a failure that would impact on his or her self-concept in a negative way?
- (f) Assess the child's coping strategies. Does the child have a clear understanding of his or her personal challenges? Does the child have strategies in place to deal with or circumvent his or her difficulties (i.e. working with a friend; using dictionaries, spell

checkers, and other resources; doing extra work or study at home independently)? Students identified with learning exceptionalities can and do experience success in a French Immersion program. Deciding whether or not to transfer out of French Immersion should be done on an individual basis. There is no one rule to suit every case.

- (g) Is the child happy in a French Immersion classroom? Does the child like French?
- (h) Talk to the Special Education Resource Teacher if the child exhibits signs of attention problems or hyperactivity. The parents may wish to pursue the discussion with a pediatrician.
- (i) Sometimes a transfer out of the French Immersion program necessitates a move to another school (when the French Immersion school is not the child's home school). How might this move affect the child? Does the child already have siblings in the French Immersion program?
- (j) If the language spoken at home is a language other than English or French, the child may experience a longer period of "interference" among the three languages he or she is learning. This does not necessarily mean that the child should transfer out of French Immersion. It may mean that there is a delay in French language acquisition. Research has shown that children who are learning French as a third language often do as well as or better than children who are learning French as a second language. However, it may take longer for the child for whom French is a third language to work out the interference.
- (k) Decide, as a group—parents, teacher, and administrator—if the potential benefits to be gained by transferring out of the French Immersion program outweigh the potential problems. Such problems may include leaving friends, changing schools, experiencing feelings of failure or low self-esteem, continuing to cope with a learning difficulty in an English classroom, or catching up in English skills.

The basic question to be asked when considering a transfer out of French Immersion is, "Is French the source of the problem?" If the answer is yes, then transferring out of the program may be the solution. If the answer is no (for example, the source of the problem is social, behavioural, attitudinal), then transferring out of the French Immersion program will probably not solve the problem.

Parents must be made aware that a transfer out of the French Immersion program will not usually result in an instant solution for their child in any case. The child will still have challenges to cope with in an English class. For some children and parents, coping with the challenges in English is preferable to coping in two languages. For other children and parents, adaptations within the French Immersion program are the best solution. Each case must be evaluated individually according to each child's unique abilities and needs.

If the decision is made to transfer a student from the French Immersion program to the English program, a transition plan will be developed by the principal(s) and staff of the school(s) involved to ensure a smooth transition for the student.

## **2.0 TERMS AND DEFINITIONS**

### **2.1 FRENCH IMMERSION**

French Immersion programs must provide a minimum of 3,800 hours of instruction in French by the end of grade 8. French must be the language of instruction for a minimum of 50 percent of the total instructional time at every grade level of the program. (Ministry of Education, 2001)

### **2.2 LATE IMMERSION (EXTENDED FRENCH)**

Late Immersion is now recognized as Extended French by the Ministry of Education. Extended French programs must provide a minimum of 1,260 hours of instructional time in French by the end of grade 8. French must be the language of instruction for a minimum of 25 percent of instructional time in French at each grade level. (Ministry of Education, 2001)

### **2.3 LATE ENTRY**

Late entry into French Immersion is when a child enters the French Immersion program in our Board at a grade level other than kindergarten, year 1.

### **2.4 DUAL TRACK SCHOOL**

A Dual Track School is a school which houses both the French Immersion program and the regular English program.

**3.0 REFERENCES/RELATED DOCUMENTS**

Ministry of Education and Training 2000 - The Ontario Curriculum Grades 11 and 12: French as a Second Language - Core Extended, and Immersion French

**4.0 RELATED ADMINISTRATIVE PROCEDURES****5.0 RELATED FORMS**

The Elementary Student Registration Form # Reg. 1

**6.0 ADMINISTRATIVE PROCEDURE REVIEW DATE**

May 2018

**7.0 APPROVED BY BOARD**

May 28, 2013

**8.0 EFFECTIVE DATE**

May 28, 2013

**9.0 REVIEW BY**

Learning Support Services

**10.0 LAST REVISION DATE**

May 28, 2013