



YORK REGION DISTRICT SCHOOL BOARD

Procedure #NP324.0, French Immersion

Application

The *French Immersion* procedure addresses processes and requirements for the York Region District School Board elementary and secondary French Immersion programs.

Stakeholder Groups with Responsibilities under this Policy

- Director of Education
- Superintendents of Schools
- Public Affairs and Communications Services
- Planning and Property Development Services
- Curriculum and Instructional Services
- Student Services
- Human Resources Services
- Principals
- Teachers
- Parents/guardians
- Students

Relationship to Board priorities

The French as a Second Language (FSL) Review completed in June 2012 recommended that the French Immersion procedure be reviewed to reflect changes made to the French Immersion program and to ensure consistency across schools.

Document History and Previous Versions

Approved May 2007

Replaces Standing Memo S63, Late Entry of Students into French Immersion Programs

Replaces Standing Memo S64, Placement of Grade 8 French Immersion Graduates in Secondary Core French Courses

Working Document October 1, 2013

Revised May 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Procedure #NP 324.0

French Immersion

Document Integration Project Format

This procedure outlines processes and requirements for the York Region District School Board elementary and secondary French Immersion programs.

Application of Procedure

French Immersion (FI) is an optional program in which students receive their instruction in French for a variety of subjects from a teacher who speaks the language fluently. The program is designed for children whose first language is not French. Parents/guardians do not need to have knowledge of the French language or culture. Communication with parents/guardians is in English including, but not limited to, report cards, newsletters and parent-teacher interviews.

In York Region public schools, the FI program begins in Grade 1, is based on the [Ontario Curriculum](#) and operates similarly to the program in English classrooms with instruction provided in French.

Participation in the FI program reflects the diversity of the student population. Appropriate accommodations are made for students with special education needs, as outlined in the [Board Special Education Plan](#) as it relates to FI.

Definitions

Delayed Entry Student

A delayed entry student is a Grade 1 student who enters the French Immersion program after the last Friday of September and before the last Friday of November. Students will not be accepted in the program after the last Friday in November of their Grade 1 year.

Elementary French Immersion Program

The elementary French Immersion program is available to students beginning in Grade 1. French is the language of instruction in Grades 1, 2 and 3 for all subjects.

In Grades 4-8, the 1,500 minutes of instructional time are shared between French and English as outlined below:

Subject	Minutes per Week
French	300
Science and Social Studies (French)	300
Math (English)	300
English	300

The remaining 300 minutes will be allocated to Health, Physical Education and the Arts. Of these, a minimum of 150 minutes per week will be taught in French.

The expectation is that each student will receive the following number of hours of instruction in the French language by the end of each grade:

- Grade 1 – 930 hours
- Grade 2 – 930 hours
- Grade 3 – 930 hours
- Grade 4 – 465 hours
- Grade 5 – 465 hours
- Grade 6 – 465 hours
- Grade 7 – 465 hours
- Grade 8 – 465 hours

By the end of Grade 8, students should receive a total of 5,115 hours of instruction in the French language.

Registration Processes

Grade 1 French Immersion registration begins the day after the information meeting and closes in mid-February.

Students must register to attend the French Immersion school within their boundary area. The following registration requirements apply to the following groups.

- 1) For Kindergarten students currently attending their home school in the YRDSB, the following information must be provided to the French Immersion school;
 - the short version of the Office Index Card signed by the home school principal, and
 - proof of residency as outlined in [Policy and Procedure #163.0, School Admission](#).
- 2) For other students who may qualify as resident pupils, non-resident students or other students,, including those who have moved into a different boundary area within York Region, the full registration process applies, as outlined in [Policy and Procedure #163.0, School Admission](#).

Students wishing to attend a French Immersion school outside of their boundary area must apply for a transfer as outlined in [Policy and Procedure #108.0, Student Accommodation – Attendance Areas and Student Transfers](#).

Late Registration

A late registration, applicable only to students in Grade 1, is one submitted after the registration closing date and before the last Friday of September.

Secondary French Immersion Program

Each secondary school must offer the following courses in French:

- four required language courses (FIF);
- Grade 9 Geography;
- Grade 10 History;
- Grade 10 Civics and Careers; and
- At least three other courses taught in the French language (excluding third languages since the language of instruction should be the third language).

Secondary school students must accumulate at least 10 French Immersion credits to qualify for the French Immersion Certificate upon graduation. The principal may approve a change to this requirement for individual students in extenuating circumstances.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *French Immersion* procedure

Superintendents of Schools shall:

- review French Immersion attendance areas and determine program locations in accordance with [Policy and Procedure #108.0, Student Accommodation – Attendance Areas and Student Transfers](#); and
- provide leadership and support principals, as required, in implementing the *French Immersion* procedure.

Public Affairs and Communications Services shall:

- select and communicate the dates of information sessions and the French Immersion registration period, in consultation with other service departments, as appropriate.

Planning and Property Development Services shall:

- support superintendents of schools in reviewing and determining French Immersion program locations and boundaries.

Curriculum and Instructional Services shall

- provide leadership and support the high-quality implementation of the [elementary](#) and [secondary](#) Ontario French Immersion Curriculum.

Student Services shall:

- provide leadership and support to schools in implementing appropriate supports for students with special education needs

Human Resource Services shall:

- ensure that selection processes for French Immersion (FI) teaching staff are aligned with legislation and all applicable Board policies and procedures;
- ensure that FI teachers hold additional qualifications to teach in French as a Second Language programs in English schools, and where teachers do not have additional qualifications in French, apply to the Ministry of Education for a Temporary Letter of Approval; and
- administer language assessments for FI teacher candidates.

Principals shall:

- adhere to the Board's French Immersion (FI) Program ensuring integrity and consistency are maintained across the system;
- ensure that French is the language of instruction in all subjects taught in French;
- adhere to the Board's protocol for hiring FI teaching staff;
- *in elementary schools*;
 - support the FI registration process,
 - host an information night for parents/guardians interested in enrolling their child(ren) in the FI program and share the following,
 - upcoming space accommodations if applicable, and
 - the registration process,

- *for late registrations,*
 - advise parents/guardians that students may be required to overflow due to staffing or accommodation considerations, and
 - consider admission to the program on a first come, first served basis,
- *for delayed entry students,*
 - consider, in consultation with parents/guardians whether enrolment in the FI program is in the best interest of the student,
 - monitor the student during the first six weeks, as required, with the classroom teacher and/or the special education resource teacher to ensure the student is progressing appropriately, and
 - ensure parents/guardians are informed of the child's performance at regular intervals,
- determine for Grades 4 to 8 which of Health and Physical Education and/or the Arts subjects will be taught in French and which in English, meeting program requirements and ensuring consistency within the school including, but not limited to,
 - not changing the subject language mid-year, and
 - not offering one subject in both languages,
- ensure FI-qualified staff teach all French subjects,
- avoid having one teacher teach both French and English to the same class,
- *for students entering the Board from a different Board's FI program or returning to FI after an extended absence, consider whether FI is an appropriate choice for the student by;*
 - ensuring that the Student Record of Accumulated Instruction in French over their previous schooling includes at least 70 per cent of the total accumulated by YRDSB students in the grade they are entering,
 - reviewing other relevant information, including student report cards,
 - recommending a curriculum-based assessment, as appropriate,
 - communicating the final decision about student's participation in FI to parents/guardians, and
 - consulting with the superintendent of schools, as required,
- for English language learners (ELLs) entering Grade 1, update the English as a Second Language (ESL) information in Trillium, as outlined in the Entering English as a Second Language/English Literacy Development Data document,
- *for English language learners (ELL) in Grades 4 to 8,*
 - for subjects taught in English, ensure teachers determine the students' level of English language proficiency and communicate this information to the principal,
 - ensure that the student's level of English language proficiency is [noted in Trillium](#) as outlined in the Entering English as a Second Language/English Literacy Development Data document, and
 - support the implementation of Board and Ministry policies and procedures for programming, and for tracking of ELLs' language proficiency; and
- *in secondary schools;*
 - ensure the most appropriate Core French placement for students who graduate from the Grade 8 FI program but do not continue with FI in secondary school,
 - ensure that all required courses and a variety of other courses are available to students enrolled in the FI program in order to satisfy the requirements of the French Immersion Certificate, and
 - ensure that students who have obtained at least 10 FI credits receive the French Immersion Certificate upon graduation.

Teachers shall:

- recognize that the French Immersion (FI) program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures apply;
- adhere to the [Board Special Education Plan](#) as it relates to FI;
- use French as the language of instruction for subjects taught in French;
- ensure students use French at all times in subjects taught in French;
- foster, model and encourage the use of French outside the classroom;
- for delayed entry students, inform parents/guardians of the child's performance at regular intervals; and
- for English language learners (ELLs) in Grades 4 to 8 for subjects taught in English;
 - determine the level of English language proficiency and communicate this information to the principal,
 - provide the necessary program adaptations for ELLs as they acquire English proficiency, and
 - monitor the ELLs' level of English proficiency on an ongoing basis.

Parent(s)/guardian(s) shall:

- register their children for French Immersion (FI) by;
 - for Kindergarten students in the Board, providing the child's Student Index Card signed by the current principal to the FI school,
 - for students new to the Board, providing completed registration package as outlined in [Policy and Procedure #163.0, School Admission](#), and
 - presenting the appropriate documentation at the FI school to register;
- understand that students who register late may be overflowed to another site due to staffing issues or accommodation;
- understand that delayed entry students will need additional support at home to catch up on missed learning;
- understand that students who have not been in FI will not be accepted in the program after the last Friday in November of their Grade 1 year;
- communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with school staff;
- understand that learning materials will be in French including, but not limited to, homework assignments, assessment criteria and learning goals; and
- understand that school boundaries are subject to review and may change.

Students shall:

- use French at all times in subjects taught in French.

Department

Curriculum and Instructional Services

Procedure History

Approved May 2007

Replaces Standing Memo S63, Late Entry of Students into French Immersion Programs

Replaces Standing Memo S64, Placement of Grade 8 French Immersion Graduates in Secondary Core French Courses

Working Document October 2013

Revised May 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term "parents" refers to both biological/adoptive parents and guardians in all Board policies and procedures.