

Date of Issue	February 2021
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Subject	FRENCH AS A SECOND LANGUAGE: FRENCH IMMERSION
References	APM A7000 – School Attendance Areas APM A1225 – Transportation of Students - Courtesy Riders on Commuter and Program Transportation Policy 2410 – Transportation of Students Policy 4115 – French as a Second Language: Extended French Policy 4116 – French as a Second Language: French Immersion The Ontario Curriculum: French As A Second Language Core French 4-8/ Extended French Grades 4-8/ French Immersion Grades 1-8, 2013 (Revised) The Ontario Curriculum, Grades 9 to 12: French as A Second Language – Core French, Extended French and French Immersion, 2014 (Revised) A Framework for French as a Second Language in Ontario Schools Kindergarten to Grade 12, 2013 Including Students with Special Education Needs in French as a Second Language Programs, 2015 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013 Welcoming English Language Learners into French as a Second Language Programs, 2016
Contact	Student Services – Program Department

1. Purpose

The Simcoe County District School Board (SCDSB) acknowledges the value of additional language learning to support student achievement and learner pathways. The SCDSB is committed to increasing student confidence, proficiency and achievement in French as a Second Language (FSL) by offering a variety of learning opportunities to students in French. This Administrative Procedures Memorandum (APM) is intended to set out parameters for the French Immersion (FI) program.

2. Definitions

The elementary FI program is an optional additional language learning program which develops students' listening, speaking, reading and writing skills in the French language. In FI, French is taught as a subject itself and also serves as the language of instruction in other subjects. FI programs must provide a minimum of 3,800 hours of accumulated instruction in French by the end of Grade 8. In the SCDSB, students enter the program at Grade 1 and acquire up to 5,820 hours of French language instruction by the end of Grade 8. All elementary students in FI will receive a minimum of 50 percent of total French instructional time at every grade level of the program.

- 2.1 The secondary FI program requires students to accumulate 10 credits in French; four FSL credits, and six additional credits in which French is the language of instruction.
- 2.2 Late entry occurs when a student does not begin the FI program in September of their Grade 1 year.
- 2.3 Available space is defined as one or more available student seats in a particular FI class or grade based on SCDSB staffing and class size provisions, and the terms of any relevant legislation and/or collective agreement.
- 2.4 The Common European Framework of Reference (CEFR) provides a common basis to define language proficiency. It describes the skills and knowledge that language learners need to communicate effectively through understanding (listening and reading), speaking (production and interaction) and writing.
- 2.5 The Diplôme d'études en langue française (DELFF) is an examination set by the French Ministry of National Education that certifies a student's French language abilities.

3. FI Program Promotion

- 3.1 Elementary FI school sites will host an information evening for parents/guardians of Year 2 Kindergarten students who are considering entry into the Grade 1 FI program. These information sessions will be scheduled and posted on the SCDSB website (<http://scdsb.on.ca>) at the beginning of each school year.
- 3.2 Principals (or designates) at all elementary schools shall:
 - 3.2.1 share information about the SCDSB FI program, including the specific timelines related to the Grade 1 student application and admission process, with the parents/guardians of all Year 2 Kindergarten students; and,
 - 3.2.2 promote the FI information night(s) relevant to their school community.

4. FI Program Eligibility and Application Process: Year 2 Kindergarten Students

- 4.1 All Year 2 Kindergarten students, both internal and external to the SCDSB, are eligible for admission to Grade 1 FI during the online application process.
- 4.2 It is the expectation that students apply to attend the FI site designated for their home school. Attendance areas and designated FI sites may change in accordance with the board policies and procedures.
- 4.3 Siblings of students currently enrolled in FI will not be granted priority placement privileges into the program.
- 4.4 The dates of the FI program online application, including the application deadline, will be posted on the SCDSB website (<http://scdsb.on.ca>) at the beginning of each school year.

- 4.5 Families of Year 2 Kindergarten students seeking entry to the program are expected to complete and submit an online application form on the SCDSB website (<http://scdsb.on.ca>) by the posted deadline. Computer access and assistance with the online application will be made available to parents/guardians in all SCDSB schools. All applications will be dated, time-stamped and confirmed by email response upon submission.
- 4.6 Applications will be processed for admission in the order determined by a digitally randomized lottery system up to the FI school site's total seat allocation. All applications will be added to the FI section of the student management system in the order determined by lottery.
- 4.7 After the FI program online application closes, families of Year 2 Kindergarten students who missed the online application deadline, may apply directly to the FI school site that is designated based on their residential address.
- 4.8 Once schools have access to the FI information in the student management system, any applications received by the school after the online application closed, will then be added in the order they were received.

5. FI Program Admission: Grade 1

- 5.1 Each FI school site will be allocated a total number of student seats, up to the maximum of two Grade 1 classes. The number of allocated student seats will be determined based on:
 - 5.1.1 SCDSB staffing and class size provisions;
 - 5.1.2 the terms of the collective agreement; and,
 - 5.1.3 the number of FI program applications received.
- 5.2 By March 31, principals of FI school sites will receive notification that the FI information in the student management system is available for them to view the admission status, accepted or waitlisted, of all applicants.
- 5.3 By March 31, principals of all designated feeder schools will receive an electronic list of students who have been offered acceptance into the FI school site.
- 5.4 The FI school site principal (or designate) will:
 - 5.4.1 use the student management system to generate and issue:
 - 5.4.1.1 acceptance letters with an enclosure that details transportation and centralized community bus stops, where applicable; and,
 - 5.4.1.2 waitlist letters.
 - 5.4.2 work with the designated feeder school to pre-register each student in the student management system, after parents/guardians have confirmed acceptance of a seat in the FI program;
 - 5.4.3 offer acceptance into the FI program to the next student on the waitlist if a parent/guardian fails to confirm their student's acceptance by the deadline outlined in the acceptance letter;
 - 5.4.4 adhere to the provisions in the annual SCDSB Capital Plan with regards to FI schools closed to out-of-attendance-area students and will follow APM A7000 – School Attendance Areas, when considering the admission of a student whose residential address makes them out-of-attendance-area to the school; and,

- 5.4.5 host an orientation session in May or June for admitted students and their parents/guardians.

6. FI Program Eligibility: Late Entry

- 6.1 All students, both internal and external to the SCDSB, are eligible for late entry to the FI program if there is available space, and on a case-by-case basis. The potential for success based on each individual student's strengths, needs, interests and aspirations will be considered.
- 6.2 In all circumstances where late entry is being considered, the principal (or designate) of the FI school site shall meet with the family and the student prior to entry to review the FI program in detail and to explain program expectations.
- 6.3 The principal (or designate) will adhere to the provisions in the annual SCDSB Capital Plan with regards to FI schools closed to out-of-attendance-area students and will follow APM A7000 – School Attendance Areas, when considering the admission of a student whose residential address makes them out-of-attendance-area to the school.
- 6.4 The decision regarding late entry to the SCDSB FI program will be communicated in writing to the parent/guardian by the principal of the designated FI site.

7. Program Delivery: Elementary

- 7.1 By the end of Grade 8, FI students will acquire up to 5,820 hours of French language instruction. The percentage of French language instruction differs by grade as follows:
 - 7.1.1 Grades 1 and 2 – up to 100 percent with a minimum 83 percent;
 - 7.1.2 Grades 3 and 4 – up to 83 percent. Students receive a minimum of 50 minutes per day of instruction in English;
 - 7.1.3 Grades 5 and 6 – up to 67 percent. Students receive a minimum of 100 minutes per day of instruction in English; and,
 - 7.1.4 Grades 7 and 8 – 50 percent. Students receive 150 minutes per day of instruction in English.
- 7.2 As a result of the difference in the percentage of French language instruction by grade, FI school site principals (or designates) will make an effort to avoid the following split grade classes; Grade 2/3, Grade 4/5, and Grade 6/7.
- 7.3 In situations where FI schools cannot avoid the split grade classes outlined in item 7.2, an additional 50 minutes of instruction in English may be delivered.
- 7.4 Once English language instruction is introduced in Grade 3, FI school sites will deliver instruction in the language outlined below.

Recommended Language of Instruction by Grade and Subject

	Grades 3 and 4	Grades 5 and 6	Grades 7 and 8
French	<ul style="list-style-type: none"> • Language, French • Mathematics • Science and Technology • Social Studies • Health and Physical Education • Arts 	<ul style="list-style-type: none"> • Language, French • Science and Technology • Social Studies • Health and Physical Education • Arts 	<ul style="list-style-type: none"> • Language, French • History • Geography
English	<ul style="list-style-type: none"> • Language, English 	<ul style="list-style-type: none"> • Language, English • Mathematics 	<ul style="list-style-type: none"> • Language, English • Mathematics • Science and Technology • Health and Physical Education • Arts

8. Program Delivery: Secondary

- 8.1 For each course in the FI program, the percentage of French language instruction shall be 100 percent.
- 8.2 Secondary FI school sites will offer at least 10 FI courses as follows:
- 8.2.1 Grades 9 and 10 – one FSL course in each grade and a minimum of five additional courses by the end of Grade 10; and,
- 8.2.2 Grades 11 and 12 – one FSL course in each grade and a minimum of one additional course by the end of Grade 12.
- 8.3 Where possible, the courses offered in addition to the required FSL courses will be chosen from compulsory credit courses.
- 8.4 In order to offer all 10 courses, schools may need to combine courses (i.e. course types or grades). Course combinations are expected to comply to the terms of the Ontario Secondary School Teachers Federation (OSSTF) Collective Agreement.

9. Instruction, Assessment and Reporting: Elementary

- 9.1 In addition to the Ontario Curriculum document for each subject, FI teachers will use the CEFR as a tool to plan for instruction and assessment and to document student progress related to French language communication skills including their ability to; understand (listen and read), speak (produce and interact), and write.
- 9.2 Oral language lays the foundation for the reading and writing skills. As such, instruction and assessment in Grade 1 FI classes will emphasize listening and speaking.

- 9.3 In Grade 1, to reflect the emphasis on oral language development, FI teachers will use the following expectations when reporting:
- 9.3.1 Progress Report – progress indicators and comments written in English shall be provided only for listening and speaking strands;
 - 9.3.2 Term 1 Report Card – grades and comments written in English shall be provided only for listening and speaking strands; and,
 - 9.3.3 Term 2 Report Card – grades and comments written in English shall be provided for all strands (e.g. listening, speaking, reading and writing).
- 9.4 In Grades 2 to 8, FI teachers will report in English on all French language strands (e.g. listening, speaking, reading and writing) for the Progress Report, as well as the Term 1 and 2 Report Card.
- 9.5 FI students will participate in provincial assessments as follows:
- 9.5.1 Grade 3 students will be exempted from the Education Quality and Accountability Office (EQAO) Assessment of Reading and Writing, Primary Division, but will participate in the EQAO Assessment of Mathematics for FI, Primary Division.
 - 9.5.2 Grade 6 students will participate in all portions of the EQAO Junior Assessment of Reading, Writing and Mathematics.
 - 9.5.3 Exemptions and accommodations will be made consistent with the EQAO Administration and Accommodation Guide.
- 9.6 Special education support, if needed, will be provided in English, unless support in French is available at the school.

10. Instruction, Assessment and Evaluation: Secondary

- 10.1 In addition to the Ontario Curriculum document for each course, FI teachers will use the CEFR as a tool to plan for instruction and assessment and to document student progress related to French language communication skills including their ability to; understand (listen and read), speak (produce and interact), and write.
- 10.2 Grade 12 FI students who are currently taking or have completed their Grade 12 FSL course will be encouraged to apply to challenge the DELF. Application instructions will be provided to all teachers of Grade 12 FI courses.
- 10.3 Special education support, if needed, will be provided in English, unless support in French is available at the school.

11. Program Demission

- 11.1 Parents/guardians, or a student who is 18 years of age or older, may request demission from the FI program at any time.
- 11.2 Prior to considering a school-initiated demission from the FI program, the FI teacher shall:
- 11.2.1 engage in and document ongoing communication with the parents/guardians, or a student who is 18 years of age or older, about the student's progress;
 - 11.2.2 collect assessment data related to the acquisition of both oral and written French language skills to identify strengths and needs;

- 11.2.3 use the principles of Universal Design for Learning in combination with differentiated instruction to focus on and respond to the student's strengths and needs; and,
- 11.2.4 engage with the school support team to plan and implement tiered interventions to improve progress.
- 11.3 The school support team, in coordination with the classroom teacher, shall document preventions and interventions taken to support improved student progress.
- 11.4 Any demission initiated by the FI school requires consultation with parents/guardians, or a student who is 18 years of age or older, and their written consent.
- 11.5 Students who are demitted from the FI program are expected to return to their home school. The student may apply for an out-of-attendance-area for the remainder of the school year. Refer to APM A7000 – School Attendance Areas for process.

12. Transportation

Transportation is available to students enrolled in the FI program, in accordance with Policy 2410 – Transportation of Students, and APM A1225 – Transportation of students - Courtesy Riders on Commuter and Program Transportation.

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