

SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: Board of School Trustees
FROM: Anne Cooper, Superintendent of Schools
DATE: March 11th, 2008
INFORMATION: French Immersion Enrolment



There is interest in having Early French Immersion in our community so that our students are afforded the opportunities to them upon graduation that require bilingualism. In September of 2006, subsequent to parent requests, the District began a review of the potential implementation of Early French Immersion.

In terms of French program offerings in Canada, there are four key types of programming. I will review them here for those who are not familiar with French program options. The current parent group is interested in the last listed program option (French Immersion/Early Immersion).

Core (or basic) French: French is the object of instruction. It is taught as a subject for about 20 to 40 minutes each day. This is the most common French Second Language program in the country.

Currently the provincial curriculum prescribes French in Grades 5 – 8 and French is provided at each of our elementary schools, Grades 5 – 7. In addition, French is provided to students K – 4 at Mountain View Elementary School.

Extended French: A type of core French program in which additional exposure to French is provided. For example, French will be the language of instruction for an additional subject such as social studies.

Intensive French: A relatively new core French program where half of one school year is dedicated to intensive French instruction (up to 75% of the day spent learning French), and the other half is spent on the regular English (compacted) curriculum.

French Immersion: French is the language of instruction for a large portion of the subjects taught in class, as opposed to being the object of instruction.

There are generally three types of French Immersion programs in Canada.

Age of first French instruction

| Immersion type | Age of first French instruction |
|-------------------|---------------------------------|
| Early | 5- 6 years |
| Delayed or middle | 9-10 years |
| Late | 11-14 years |

Early immersion begins in kindergarten or grade 1, while delayed immersion does not begin until the middle years of elementary school, and late immersion after that.

An important difference between early and delayed or late-immersion programs is that training in second-language literacy precedes training in first-language literacy in early immersion.

In French immersion, all classes are taught in French, usually for the first three years of the program. English-language arts classes are introduced in the fourth year, followed by a gradual increase in English instruction for other subjects.

Enrolment Implications/Attrition

Attrition in French Immersion programs exist at all grade levels at elementary and are particularly high after grade 8. We understand that attrition rates tend to be lower in self-contained French-immersion schools and are high among students with learning disabilities.

Subsequent to a year-long canvas of parents who were interested in enrolling their child in French Immersion, we have now established, to the best of our ability, a cohort group for 2008 of 19 students and a cohort for 2009 of 17 students.

2008/2009

The chart below summarizes the impact of beginning French Immersion in Kindergarten in Mountain View Elementary School in year 1 with a total Kindergarten population of 72 projected students. In the first year, attrition is not a factor and all 19 Kindergarten students would be registered at Mountain View Elementary School. This would include two students from the Arrow Heights Elementary School catchment area, three students from the Columbia Park Elementary School catchment area and two students from the Mount Begbie Elementary School catchment area. This would also include three students who do not wish French Immersion to be placed at Mount Begbie Elementary School (or another elementary school based on parent wishes).

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 98 | 103 | 80 | 94 | 106 | 3 | 484 |
| AHE | 13 | 10 | 16 | 22 | 20 | 22 | 26 | 21 | | | | | | 0 | 150 |
| CPE | 24 | 24 | 28 | 28 | 25 | 29 | 36 | 34 | | | | | | | 228 |
| MBE | 16 | 20 | 15 | 10 | 14 | 18 | 6 | 19 | | | | | | | 118 |
| MVE - English | - | 20 | 20 | 13 | 14 | 13 | 12 | 23 | | | | | | | 115 |
| MVE - French | 19 | - | - | - | - | - | - | - | | | | | | | 19 |
| Total for Year | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 98 | 103 | 80 | 94 | 106 | 3 | |

2009/2010

For 2009/2010, the cohort of 17 will enter Kindergarten. An attrition rate of 5% in grades 1 to 6 is used for the movement of Kindergarten students into Grade 1 this year. Of interest, any French Immersion student(s) who we would anticipate leaving French Immersion at this point would be required to move to another elementary school prior to a school consolidation.

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 97 | 98 | 103 | 80 | 94 | 3 | 475 |
| AHE | 13 | 13 | 10 | 16 | 22 | 20 | 22 | 26 | | | | | | | 142 |
| CPE | 24 | 24 | 24 | 28 | 28 | 25 | 29 | 36 | | | | | | | 218 |
| MBE | 16 | 16 | 20 | 15 | 10 | 14 | 18 | 6 | | | | | | | 115 |
| MVE - English | - | 1 | 20 | 20 | 13 | 14 | 13 | 12 | | | | | | | 93 |
| MVE - French | 17 | 18 | - | - | - | - | - | - | | | | | | | 35 |
| Total for Year | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 98 | 103 | 80 | 94 | 3 | |

2010/2011

In 2010/2011, perhaps the last year prior to consolidating the two downtown schools, we have again forecasted attrition for Grade 2 and anticipated a Kindergarten enrolment of 15 students. The school Kindergarten enrolments represent the proportionate enrolment for the upcoming 2008/2009 Kindergarten intake. The same impact exists for any student leaving French Immersion prior to a school consolidation – they would be relocated to another elementary school.

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 80 | 97 | 98 | 103 | 80 | 3 | 461 |
| AHE | 13 | 13 | 13 | 10 | 16 | 22 | 20 | 22 | | | | | | | 129 |
| CPE | 24 | 24 | 24 | 24 | 28 | 28 | 25 | 29 | | | | | | | 206 |
| MBE | 16 | 16 | 16 | 20 | 15 | 10 | 14 | 18 | | | | | | | 125 |
| MVE - English | - | 1 | 2 | 20 | 20 | 13 | 14 | 13 | | | | | | | 83 |
| MVE - French | 15 | 16 | 17 | - | - | - | - | - | | | | | | | 48 |
| Total for Year | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 98 | 103 | 80 | 3 | |

2011/2012

Anticipating that we would have now combined the school populations at Mount Begbie Elementary School and Mountain View Elementary School, the chart below describes the French Immersion and English grade cohorts. Students who withdraw from French Immersion now remain within the school. It is at this year that combined classes would be likely organized for grades 1/2 and 2/3.

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 82 | 80 | 97 | 98 | 103 | 3 | 463 |
| AHE | 13 | 13 | 13 | 13 | 10 | 16 | 22 | 20 | | | | | | | 120 |
| CPE | 24 | 24 | 24 | 24 | 24 | 28 | 28 | 25 | | | | | | | 201 |
| NEW - English | 16 | 17 | 18 | 19 | 40 | 35 | 23 | 28 | | | | | | | 73 |
| NEW - French | 15 | 14 | 15 | 16 | - | - | - | - | | | | | | | 60 |
| Total for Year | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 98 | 103 | 3 | |

2012/2013, 2013/2014, 2014/2015, 2015/2016

For the balance of the elementary program, we have forecasted attrition taking effect at each of the grade levels at the rate of 5%, generating grade cohorts in Grades 5 – 7 of between 10 and 14 students in French Immersion. Class organizations in 2015/2016 would consist of primary combined classes for all French Immersion programming. Should attrition be higher, three way combined classes could be a consideration. In terms of other schools, the school most affected by French Immersion terms of overall enrolment would be Arrow Heights Elementary School, who will see their school population be less than 100 FTE in this period of time.

2012/2013

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 73 | 82 | 80 | 97 | 98 | 3 | 433 |
| AHE | 13 | 13 | 13 | 13 | 13 | 10 | 16 | 22 | | | | | | | 113 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 28 | 28 | | | | | | | 200 |
| New - English | 16 | 17 | 18 | 19 | 20 | 40 | 35 | 23 | | | | | | | 188 |
| New - French | 15 | 14 | 13 | 14 | 15 | - | - | - | | | | | | | 71 |
| Total for Year | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 98 | 3 | 1,005 |

2013/2014

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 73 | 73 | 82 | 80 | 97 | 3 | 408 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 10 | 16 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 28 | | | | | | | 196 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 40 | 35 | | | | | | | 186 |
| New - French | 15 | 14 | 13 | 12 | 13 | 14 | - | - | | | | | | | 81 |
| Total for Year | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 97 | 3 | 975 |

2014/2015

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 79 | 73 | 73 | 82 | 80 | 3 | 390 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 10 | | | | | | | 101 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 40 | | | | | | | 173 |
| New - French | 15 | 14 | 13 | 12 | 11 | 12 | 13 | - | | | | | | | 90 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 80 | 3 | 946 |

2015/2016

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS | | | | | | | | | 74 | 79 | 73 | 73 | 82 | 3 | 384 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | 156 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 11 | 12 | | | | | | | 98 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 82 | 3 | 934 |

2016/2017, 2017/2018, 2018/2019, 2019/2020, 2020/2021

In 2016/2017, the initial cohort of students will enter Revelstoke Secondary School. The school would need to accommodate a projected 11 students being provided instruction in French in the 4 subject areas of French, Science, Math and Social Studies. In the subsequent year, a Grade 8 and 9 enrollment of 19 students would need instruction for each of the four subject areas. In this first year, an enrolment of 72 would normally generate three classes in the core divisions of approximately 24 students each but a possible organization would require one extra division because of the proportionate numbers in English and French.

2016/2017

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|------------|
| RSS - English | | | | | | | | | 61 | 74 | 79 | 73 | 73 | 3 | 363 |
| RSS - French | | | | | | | | | 11 | - | - | - | - | | 11 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 21 | 23 | | | | | | | 155 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 10 | 10 | | | | | | | 95 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 73 | 3 | 920 |

2017/2018

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|----------|------------|
| RSS - English | | | | | | | | | 61 | 62 | 74 | 79 | 73 | 3 | 352 |
| RSS - French | | | | | | | | | 9 | 10 | - | - | - | | 19 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 21 | 22 | | | | | | | 154 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 10 | 9 | | | | | | | 94 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 73 | 3 | 915 |

We could reasonably predict that the year the first French Immersion students would be graduating the cohort would be 7 students. I believe that this is a generous projection based on the initial cohort of 19. Other districts' attrition rates are higher than we have projected. While a conservative approach leaves room for anticipated new enrolments in French Immersion over the grades, it does not address our general enrollment decline of 3-6 percent annually throughout the district. The biggest question of course is the number of students who will be leaving our community because of family relocations.

The French Immersion population would likely be a maximum of 34 students when Revelstoke Secondary School offers its full complement of French Immersion programming. The French Immersion students could be receiving the majority of their immersion programming in three way combined classes.

2018/2019

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|----------|------------|
| RSS - English | | | | | | | | | 60 | 62 | 63 | 74 | 79 | 3 | 341 |
| RSS - French | | | | | | | | | 8 | 8 | 9 | - | - | | 25 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 21 | 22 | | | | | | | 154 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 10 | 9 | | | | | | | 94 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 79 | 3 | 910 |


2019/2020

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|----------|------------|
| RSS - English | | | | | | | | | 60 | 61 | 63 | 64 | 74 | 3 | 325 |
| RSS - French | | | | | | | | | 8 | 7 | 7 | 8 | - | | 30 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 21 | 22 | | | | | | | 154 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 10 | 9 | | | | | | | 94 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 74 | 3 | 899 |

2020/2021

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>12</u> | Sec Ungr | Head Count |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|---------------|
| RSS - English | | | | | | | | | 60 | 61 | 62 | 64 | 65 | 3 | 315 |
| RSS - French | | | | | | | | | 8 | 7 | 6 | 6 | 7 | | 34 |
| AHE | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | | | | | | 104 |
| CPE | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | | | | | | | 192 |
| New - English | 16 | 17 | 18 | 19 | 20 | 21 | 21 | 22 | | | | | | | 154 |
| New - French | 15 | 14 | 13 | 12 | 11 | 10 | 10 | 9 | | | | | | | 94 |
| Total for Year | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 68 | 70 | 72 | 3 | 893 |

The work plan for this project is listed below.



**School District 19 (Revelstoke)
French Immersion
Work Plan**

Major Tasks

1. Program Viability/Sustainability
 - 1.1 Determine initial intake cohort
 - 1.2 Assess program sustainability K – 12 with attrition factored in
2. Survey of other Districts
3. Implications for Other Elementary Schools
 - 3.1 Enrolment
 - 3.2 Organization implementation

...potential program implementation assessed at this point.
4. Staffing Implications
 - 4.1 Qualified teachers over time
 - 4.2 Principal (Supervision/Evaluation)
 - 4.3 Support Staff (Educational Assistants)
 - 4.4 T.O.C's
5. Program/Services Considerations
 - 5.1 Learning Assistance
 - 5.2 Music/Band
 - 5.3 Psychoeducational assessments
 - 5.4 Resource Teacher
 - 5.5 Library
 - 5.6 Class size and composition implications
 - 5.7 Transportation implications
6. Budget Implications
 - 6.1 New revenue
 - 6.2 Expenditure projections
7. Alternatives
 - 7.1 Entry in Grade 1 for 2002 birth children

As of January 15th, 2007

Our deliberations regarding French Immersion were designed to consist of two stages. Some work has been done on a number of the areas in the second stage of the work plan but at this point I feel that we need to give serious deliberation to the size of our cohort group and the sustainability of an Early French Immersion program.

Attached are the Ministry of Education French Immersion Program Guidelines. The Ministry highlights that the major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. The policy certainly refers to students continuing to receive instruction so, that by the end of Grade 12, proficiency is achieved in both languages. I believe that the approach that we need to take is one that considers the sustainability of the program for a minimum of 13 years for our students to achieve the goals of the program. The Ministry Policy states that it is important that, once having established a program, school districts should be committed to the program in every respect.

French Immersion Program

PROVINCE OF BRITISH COLUMBIA • MINISTRY OF EDUCATION, SKILLS AND TRAINING

The purposes of this policy circular are to:

1. provide information on the Ministry's goals and objectives for the consistent application of French Immersion programming in the education community;
2. emphasize the two official entry points for French Immersion; and
3. ensure that students in French Immersion programs are aware of the requirements that must be met to graduate with both a French and English Dogwood Certificate.

This circular replaces number 38, issued in July, 1987, called French Immersion Programs.

Relevant Legislation

- *School Act S. 5 (3)*
- *Graduation Requirements Order*
- *Educational Program Guide Order*
- *Required Areas of Study in an Educational Program Order*

Introduction

The Ministry recognizes that French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

Policy and Program Objectives

It is the policy of the Ministry to support the establishment of French Immersion programs within the public school system. French Immersion programs parallel the regular English program in structure and content (see *Required Areas of Study Order*). The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in

English and French. For the purpose of this policy, bilingualism is defined as oral fluency and literacy in both languages.

Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that by the end of Grade 12 proficiency is achieved in both languages.

School districts are encouraged to offer French Immersion programs. Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program.

In order to ensure the delivery of effective French Immersion programs, school districts should develop policies and regulations that are consistent with Ministry policy. French Immersion is a separate program where instruction is offered in the French language for second language learners. It is not intended to be combined with Programme cadre de français which is a program for first language learners.

Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is

no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

Guidelines

Languages of Instruction

French Immersion programs shall consist of instruction in English and French.

Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Curriculum and resources are provided by the Ministry for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

These programs are differentiated according to point of entry and are as follows:

| <u>Program</u> | <u>Entry Points</u> | <u>Grades</u> |
|----------------|---------------------|---------------|
| Early FI | K (and 1) | K-12 |
| Late FI | 6 | 6-12 |

Therefore, if a school district offers Early Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as 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.

Content

The content of French Immersion programs shall parallel that of the regular curriculum as set out in the applicable *Required Areas of Study Order* using the guide listed in the *Educational Program Guide Order*.

Transportation

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by it levying fees to parents of French Immersion students.

Learning Resources and Pupil Services

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

Financial Support

French Immersion programs receive the same provincial funding as regular programs and are also eligible for federal funding. Federal funds are to be used for resources, socio-cultural activities, teacher in-service training and, in the case of small programs, for libraries and learning assistance.

For information on finance, please refer to the current edition of the *French Funding Guide: Federally and Provincially Funded Programs*.

Teaching Personnel

Language Requirements

In addition to regular certification requirements, teachers in immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Secondary Teaching Requirements

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Administrators

The administrators of immersion schools should be functionally bilingual; this should be a consideration when districts are seeking new administrators. Whether or not they are bilingual, at the very least, administrators should be knowledgeable about, and supportive of, the immersion program.

Early French Immersion

Description

The Early Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1) and, upon graduation from the program in Grade 12, should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the workplace.

Proportion of French to English Instruction

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English: the following chart shows the recommended time allocations:

| <u>Grade</u> | <u>% of French Instruction</u> | <u>% of English Instruction</u> |
|--------------|--------------------------------|---------------------------------|
| K-(2 or 3) | 100 | 0 |
| (3 or) 4-7 | 80 | 20 |
| 8-10 | 50 - 75 | 25 - 50 |
| 11-12 | no less than 25 | no more than 75 |

Primarily for funding purposes, as of September, 1996, the federal standard of 25 per cent minimum instruction in French will be required provincially. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.

Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

French Immersion – Secondary

To achieve the goals of this program, students should continue in French Immersion through Grade 12.

Where possible, districts should provide some choice of subjects offered in French at the secondary level.

In order to graduate from the French Immersion program, students must satisfy the Language Arts graduation requirements in both English and French. The courses which meet the Language Arts requirements for French Immersion are listed in the *Graduation Requirements Policy Circular*.

Students fulfilling the requirements of the French Immersion program will be awarded a British Columbia Certificate of Graduation, in French and in English.

Late French Immersion

Description

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. Students normally enter Late Immersion in Grade 6 and, upon graduation from the program in Grade 12, should be able to participate easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

Proportion of French to English Instruction

In Late French Immersion programs, it is recommended that the first year be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

Late French Immersion in the Secondary School

For grades 8-12, see the French Immersion Secondary section of this policy circular.

For further information, please contact:

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