

**TRI-COUNTY REGIONAL CENTRE FOR EDUCATION  
POLICY and PROCEDURES**

<b>Title</b>	<b>Effective Date</b>	<b>Revision Date</b>	<b>No. of Pages</b>
<b>No. 404 ENHANCED FRENCH PROGRAMS</b>		February 27, 2001 November 5, 2013	8

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**It is the policy of the Tri-County Regional Centre for Education to provide enhanced French programs as may be appropriate and in accordance with Department of Education Public School Programs.**

<b>PROCEDURE</b> under Policy No. <b>404</b>
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**A: FRENCH IMMERSION**

French Immersion is a program of study that is taught in the second language. The program is intended for students whose first language is not French. It is designed to allow students to acquire the second language through the teaching of subject material in French, from the beginning of the program until the end of their schooling.

Upon completion of the entire French Immersion program (Grade 12), students should be functionally bilingual. The general goals of French Immersion programs are the following:

- i) Provide students the opportunity to acquire functional proficiency in oral communication, reading and written French, which will permit them to communicate on both a personal and professional level.
- ii) Strive to ensure a normal development of oral and written English. iii) Strive to ensure the acquisition of necessary skills and knowledge in all subject areas.
- iv) Gain an appreciation and use of another language and culture while continuing to develop their own cultural identity.

**B: PROGRAMS**

**Early Immersion:**

- (a) All subjects are taught via the French language in Grades Primary, One, and Two, with the exception of some specialist subjects. (Formal English instruction is not introduced until Grade Three.)
- (b) In Grades Three, Four, Five and Six, all students receive a minimum of 75% French instruction and 25% English instruction.
- (c) In Grades Seven, Eight and Nine, a minimum 70% of the student’s program will be instructed in French.



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- (d) In Grades Ten, Eleven and Twelve, students must complete nine high school credits in French. Français Immersion 10, Français Immersion 11 and Français Immersion 12 are required to be a part of the 9 credits. Students must take Français Immersion 10 in their grade 10 school year, Français Immersion 11 in their grade 11 school year and Français Immersion 12 in their grade 12 school year.

**B: Late Immersion:**

- (a) In Grades Seven, Eight and Nine, a minimum of 70% of the student's program will be instructed in French.
- (b) In Grades Ten, Eleven and Twelve, students must complete nine high school credits in French. Français Immersion 10, Français Immersion 11 and Français Immersion 12 are required to be a part of the 9 credits. Students must take Français Immersion 10 in their grade 10 school year, Français Immersion 11 in their grade 11 school year and Français Immersion 12 in their grade 12 school year.

Courses to be offered in Grades Seven, Eight and Nine are noted in the Provincial French Second Language Programs Policy.

**C: French Immersion Certificate:**

A French Immersion Certificate from the Nova Scotia Department of Education will be awarded to students who meet the criteria as outlined in the Public School Program. The Public School Program states that 50% of the number of high school academic credits required for graduation must be instructed in French to qualify for an immersion certificate. Students must successfully complete the French Immersion language arts course in their grade 10, 11 and 12 year. For example, students cannot complete Français Immersion 12 in their grade 11 school year.

**D: Curriculum:**

The curriculum used in the Enhanced French Programs follows the guidelines and foundation documents as approved by the Nova Scotia Department of Education. (For further information, please consult Curriculum Guides and Public School Program.)

**E: Registration Procedure:**

Advertisements will be placed on the TCRSB Tri-County Regional Centre for Education website, and/or the local newspapers, and/or local radio station. Information will also be sent to parents via students. This will appear during the month of February of each school year. It is the responsibility of the school principal to ensure this is carried out. (See sections F a) and b), G a) and b) for detailed information.)

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**F: Orientation Program:**

**a) Early French Immersion**

- (i) An information session will be held for all interested parents/guardians.
- (ii) The principal must ensure that an information session will be held for parent(s)/guardian(s) interested in enrolling their child in the program. Persons cognizant of the program will provide information. These individuals may include the following: immersion teachers, parents of students enrolled in the immersion program, students enrolled in the immersion program, the principal of the school where the immersion program is housed, the Coordinator of French Second Language (FSL) Programs or designate. (One of the following must be present: the principal, or the Coordinator of FSL Programs or designate.)
- (iii) Parents/Guardians interested in enrolling their children must be present at the orientation meeting. (Should a parent or guardian not be able to attend the orientation meeting, they are asked to contact the school to inform the principal that they are appointing an alternate individual to represent them.)
- (iv) Parents/Guardians or designate representing the student will be asked to sign an orientation registration sheet. Names on the orientation registration sheet will be cross referenced during the first come first served program registration. Person(s) chairing the orientation session must insure all students represented at the orientation session are on the sign up sheet. (Tri-County Regional Centre for Education Orientation Registration Sheets are available at Tri-County Regional Centre for Education office.)
- (v) Person(s) chairing the orientation session must inform parents/guardians or designate of the first come first served selection process. Important information to be shared:

Insure parents are aware that the actual class selection is determined by first come, first served.

Only those parents/guardians or designate of students represented at the orientation meeting are eligible to participate in the actual first come first served program registration.

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Time, date and location of the actual first come first served program registration must be clearly stated.

Time of entrance into the school, location of door to be used as well as the time of the actual registration must be clearly stated.

All other pertinent information an individual principal feels is important regarding the first come first served registration process at the school.

- (vi) Parents/guardians will be given an opportunity to visit an Early French Immersion class during the regular school day, should it be requested.

**F: Orientation Program:****b) Late French Immersion**

- (i) Elementary school principals in consultation with the principal of the receiving school must ensure that Grade Six students are visited by students who are enrolled in the program in order to ensure Grade Six students have an understanding of the program and all it entails. (Their principal, their teacher, the Coordinator of FSL Programs or all three persons will accompany Immersion students.)
- (ii) Subsequent to the classroom visits in item F b)(i), the principal must ensure that an information session will be held for parents/guardians interested in enrolling their children in the program. Persons cognizant of the program will provide information. These individuals may include the following: immersion teachers, parents of students enrolled in the immersion program, students enrolled in the immersion program, the principal of the school where the immersion program is housed, the Coordinator of French Second Language (FSL) Programs or designate. (One of the following **must** be present: the principal, or the Coordinator of FSL Programs or designate.)
- (iii) Parents/Guardians interested in enrolling their children must be present at the orientation meeting. (Should a parent or guardian not be able to attend the orientation meeting, they are asked to contact the school to inform the principal that they are appointing an alternate individual to represent them.)
- (iv) Parents/Guardians or designate representing the student will be asked to sign an Orientation Registration Sheet. Names on the Orientation Registration Sheet will be cross referenced during the first come first served program registration. Person(s) chairing the orientation session must insure all students represented at the orientation session are on the sign up sheet. (Tri-County Regional Centre for Education Orientation Registration Sheets are available at Tri-County Regional Centre for Education office.)

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- (v) Person(s) chairing the orientation session must inform parents/guardians or designate of the first come first served selection process. Important information to be shared:

Insure parents are aware that the actual class selection is determined by first come, first serve.

Only those parents/guardians or designate of students represented at the orientation meeting are eligible to participate in the actual first come first served program registration.

Time, date and location of the actual first come first served program registration must be clearly stated.

Time of entrance into the school, location of door to be used as well as the time of the actual registration must be clearly stated.

All other pertinent information an individual principal feels is important regarding the first come first served registration process at the school.

- (vi) Parent/guardians will be given an opportunity to visit a Late French Immersion class during the regular school day, should it be requested.

**G: Selection Process:**

**a) Early French Immersion**

- (i) In order to facilitate the school planning process for the following school year, parents/guardians who have made the decision to enroll their children in an Enhanced French program are asked to participate in a first come first served selection process on a date set by the principal of the school where the program is housed. This can be no later than second Friday of April of each school year. (This date does not apply to new programs that could possibly be implemented in any given school year.)
- (iii) In cases where the total registration immediately following the above deadline date G a).(i) warrants the Tri-County Regional Centre for Education's consideration of implementing a second class at the particular entry point of the program, or that the class numbers are such that additional students can be added without causing undue stress on the particular class, the deadline date may be extended.
- (iii) In cases where the total registration immediately following the above deadline date G a)(i) is deemed sufficient for a class, the deadline date may not be extended. Maximum class



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size will be set at twenty-eight students. A first come first served process will be used to establish the class and the waiting list. Efforts will be made to accommodate Immersion students entering our system from another jurisdiction.

- (iv) In cases where students may enter the program beyond the above mentioned deadline date G a) (i), parents/guardians who did not attend the orientation sessions are asked to meet with the principal of the school where the program is housed and the Coordinator of FSL

Programs to ensure they have an understanding of what the program entails.

- (v) In cases where similar entry-level programs exist in the same geographic area, the student will attend their neighborhood school. (For transfer application see policy No. 750)

- (vi) In cases where students on a waiting list at a given school cannot access the program due to maximum class size, the student may attend a neighboring school offering a similar program should places be available at this school. (Refer to I (i) regarding transportation.)

**G: Selection Process:**

**b) Late French Immersion**

- (i) In order to facilitate the school planning process for the following school year, parents/guardians who have made the decision to enroll their children in an Enhanced French program are asked to participate in a first come first served selection process on a date set by the principal of the school where the program is housed. This can be no later than second Friday of April of each school year. (This date does not apply to new programs that could possibly be implemented in any given school year.)
- (ii) In cases where the total registration immediately following the above deadline date G b) (i) warrants the Tri-County Regional Centre for Education's consideration of implementing a second class at the particular entry point of the program, or that the class numbers are such that additional students can be added without causing undue stress on the particular class, the deadline date may be extended.
- (iii) In cases where the total registration immediately following the above deadline date G b).(i) is deemed sufficient for a class, the deadline date may not be extended. Maximum class size will be set at thirty students. A first come first served selection process will be used to establish the class and the waiting list.
- (iv) Following the deadline date as set in G b)(1) the Grade Six Classroom teachers and the Grade Six French teacher(s) will review the list of students who have enrolled in the program. Teachers will inform the Coordinator of FSL Programs of students who may be at risk if placed in an Enhanced



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French Program. (The information forwarded to the Coordinator of FSL Programs by the school must clearly identify why the student may be at risk through supportive documentation.)

- (v) The Coordinator of FSL Programs will contact the parents/guardians of the students referred to in G b) (iv) above to discuss the concerns. Final decision will rest with the parents/guardians.
- (vi) In cases where students may enter the program beyond the above mentioned deadline date G b) (i), parents/guardians who did not attend the orientation sessions are asked to meet with the principal of the school where the program is housed and the Coordinator of FSL Programs to ensure they have an understanding of what the program entails.

**H. General Operational Guidelines:**

- (i) Students enrolled in an Early French Immersion Program at the elementary level who wish to continue their Immersion programming at the junior high level must register in a program designed for the Early French Immersion student. Applications to Late French Immersion by students previously enrolled in Early French Immersion who did not complete Early French Immersion grade P through 6 will be reviewed by administration of the school in consultation with Tri-County Regional Centre for Education staff on a case-by-case basis.
- (ii) Immersion courses are designed for students whose first language is English. Students who transfer from the CSAP (Conseil Scolaire Acadian Provincial), who wish to participate in an Immersion program offered by the Tri-County Regional Centre for Education will have their request reviewed by administration of the school. Refusal to accommodate the student can be appealed to the Tri-County Regional Centre for Education, with the Tri-County Regional Centre for Education's decision being final.
- (iii) Students enrolled in French Immersion are expected to remain in the program for the duration of the year. A decision to withdraw within the first year of the program should not be done without serious consideration. It is not uncommon for students to experience frustration in the early stages. It takes up to three months (or longer for some students) to overcome the initial language barrier, after which time students feel more comfortable and usually remain in the program. The Tri-County Regional Centre for Education recommends strongly that students not be allowed to transfer out of the immersion program during the regular school year. However, individual cases will be considered, at which time a meeting with parents/guardians, teachers and the principal will take place to arrive at a decision that is in the best interest of the student.



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- (iv) Students entering Enhanced French Programs must do so at the designated entry point. More specifically, Grade Primary for Early Immersion and Grade Seven for Late French Immersion. On a case-by-case basis, entry into an Immersion program may be permitted at a time other than the designated entry points. Each case will be evaluated and monitored carefully.
- (v) The promotion policy for Immersion programs is the same as regular programs, as outlined in the Tri-County Regional Centre for Education's evaluation policy.

**I** **Access to Enhanced French Programs:**

- (i) In the case of students being accepted into Enhanced French Programs necessitating their attendance at a school other than their neighborhood school, parents/guardians will assume responsibility for transportation to and from school. Should seating space be available on regularly scheduled modes of transportation provided by the Tri-County Regional Centre for Education, students will be allowed to access this service.
- (ii) Students enrolled in an Enhanced French Program moving from one part of the region to another, or students enrolled in an Enhanced French Program moving into the region from areas outside of the Tri-County Regional Centre for Education's jurisdiction, will be accommodated into our immersion program in a school offering the program in the vicinity where they have moved when space is available.