

Administrative Procedures Manual	Administrative Procedure 213
	French Immersion Programs
	APPROVED: September 2013
Page 1 of 3	AMENDED/REVIEWED: September 2019, January 2015, August 2016
LEGAL REFERENCE:	Section 3, 11, 17, 18, 19, 52, 53, 59, 196, 197, 222 Education Act Section 23, Canadian Charter of Rights and Freedom Funding Manual for School Authorities Guide to Education ECS to Grade 12

Background

The Division is committed to offering an early French Immersion program, beginning in E.C.S. or Grade 1 and extending through Grade 12 as well as a Late Entry Immersion program beginning in Grade 5, as an alternative program in the Division.

The major goals of the program are to produce plurilingual students at the end of Grade 12. French Immersion students remaining in the program until Grade 12 will be able:

- To participate easily and willingly in conversations in French.
- To communicate in French for both personal and professional needs.
- To pursue their post secondary education in French and/or employment where French is a requirement for work.
- To gain an understanding and appreciation of Francophone cultures.

Procedures

1. The Division’s French Immersion programs may function in either a single or dual-track school setting. When possible, the Division will work to locate French Immersion programs in a single-track setting.
2. The active involvement, support and input of the parents are essential to the success of the program.
3. Entry to the program is to be determined by the following criteria:
 - 3.1 In E.C.S., and Grade 1 the program will be open to all resident and non-resident students.
 - 3.2 In Grades 3 to 12, the program will be open to all students who have previously been enrolled in a French Immersion program, or to students whose home language is French.
 - 3.3 English speaking students who have not been enrolled in a Grade 1 French Immersion program may be admitted into the program in Grade 2 on a case by case basis. It will be determined whether the child is a suitable candidate for French Immersion following an interview with the school Principal.
4. The French Immersion program is to be funded at a level equivalent to other school programs wherein the language of instruction is English.
5. French Immersion classes are to be subject to the same evaluation policies and procedures used in other classes of the same grade in the Division, with the exception of Grades 1 and 2.
6. In Grades 1 and 2, there shall be no evaluation of English Language Arts due to the amount of instructional time in French.

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Research and experience have shown that immersion students' proficiency in the French language is highly proportional to the time devoted to instruction in French.

- 6.1 E.C.S., Grade 1 and 2, students shall receive from ninety to one hundred percent (90% to 100%) of their instruction in French.
- 6.2 No English Language Arts will be taught in E.C.S., Grade 1 or Grade 2.
- 6.3 English Language Arts will be introduced in Grade 3, and from that point to the end of Grade 9, students shall receive a minimum of sixty-five percent (65%) instruction in French.
- 6.4 In Grades 10 to 12 students will have the opportunity to receive a minimum standard percentage of instruction in French as informed through Alberta Education suggested minimum of 40% of opportunities by the end of Grade 12. The number of courses offered will be determined by the number of students enrolling in classes.

7. Late Entry Immersion

- 7.1 The entry point for Late Entry Immersion shall be September of Grade 5.
- 7.2 To comply with Ministry regulations, a minimum of 70% of classroom instruction must be conducted in French with a maximum of 30% of classroom instruction conducted in English. A minimum of 20% must be dedicated to the instruction of English Language Arts.
- 7.3 Classroom instruction in English shall include English Language Arts and any subjects not mentioned in 7.2. The total percentage of classroom instruction in English shall not exceed 30% and is dependent upon the qualifications of school staff, resources, school organization, etc.

8. Transportation

- 8.1 Transportation will be provided for students enrolled in French Immersion and Late Entry Immersion programs in accordance with the Grande Prairie Public Transportation Procedures.

9. Re-entry to French Immersion

Where a student has withdrawn from a French Immersion program and wishes to re-enter the program in a subsequent school year, the Principal:

- 9.1 Shall meet with the student and parents to determine suitability for re-entry. An overview of program expectations and an outline of the implications to the student's academic and personal growth will be provided to the family.
- 9.2 Shall arrange to have a blank DELF exam administered to the student wishing to re-

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enter in Grades 5, 9, 11 to establish a benchmark of French proficiency before granting re-entry to the program.

10. Exiting French Immersion programs

When a family chooses to withdraw a student from the French Immersion Program, the Principal:

- 10.1 Shall arrange for a [French Immersion Program Exit Interview \(Form 213-1\)](#) with the student/family.
- 10.2 Shall provide a written copy of the procedure necessary for re-entry to the program.
- 10.3 Shall document in PowerSchool the primary reason for exiting the program using the following codes:

- EPD – English program within Division
- EPOD – English program out of Division
- FIPAD – French Immersion program in another Division
- CT – county transportation not provided

11. Teacher Qualifications

- 11.1 Teachers of French Immersion/Late Entry Immersion require strong French proficiency skills. The Principal or designate will assess the overall proficiency levels of potential candidates. A school administrator will be a member of all interview panels, where possible. Support documents ([AP 213 Appendix A - Staffing for Specialized Second Language Teaching Positions](#)), interview questions and a checklist for language proficiency) are available through consultation with the Director of Human Resources.