

EDMONTON PUBLIC SCHOOLS

September 14, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Policy and Administrative Regulations for Second Language Instruction

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

STAFF: Angele Aubin, Karen Bardy, Joanne Bergos, Jenise Bidulock, Randy Billey, Don Blackwell, Bob Boruszcak, Christiane Campbell, Gloria Chalmers, Patti Christensen, Paula Croft, Les Duxbury, John Edey, Sandy Forster, David Fraser, Phillip Grehan, Pamela Hall, Louise Heggerud, Melody Kostiuik, Veda Lastiwka, Wally Lazaruk, Valerie Leclair, Mark Liguori, Wendy Malanchen, Betty Matwichuk, Robert Mazzotta, Deanne Patsula, Sylvianne Perry, Lori Price-Wagner, Sandy Sawchuk, Dale Skoreyko, Marie Tauber, Terry Terlesky, Wendy Thurber Gratton, Judy Welsh, Carol Wolanski

RECOMMENDATION

1. That the new proposed Board Policy HGAF.BP Second Language Education (Appendix I) be approved.
2. That the current HGAF.BP Second Language Education (Appendix II) be rescinded.

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Given that second languages are to be mandated from grades four to nine by Alberta Learning, and given that Edmonton Public Schools is a large deliverer of second language programming, policy supported by administrative regulations are required to ensure consistency of delivery and to facilitate excellent student achievement in second languages in all schools.

The policy which is recommended, has been the subject of extensive consultation, research and review for over two years and has also been reviewed by the Policy and Planning Committee. In addition to internal input, as reflected in the resource staff, extensive input has been obtained from external sources including:

- Canadian Parents for French
- French Language Services (Alberta Learning)
- Department of International Languages (Alberta Learning)
- Office of the Commissioner of Official Languages
- Department of Modern Languages (University of Alberta)
- Francophone Association of Alberta
- Chamber Economique d' Alberta
- Alliance Francaise
- Department of Canadian Heritage
- Canadian Association of Second Language Teachers
- Faculté Saint Jean

Also attached are the supportive Administrative Regulations and Guidelines for Implementation, developed in consultation with aforementioned individuals and organizations.

The study leading to the development of the French Language Renewal project completed in 2001-2002 involved extensive surveys and interviews with students, parents and teachers. This information was also considered in the development of the attached policy and regulations.

There has been considerable interest from other jurisdictions and from Alberta Learning in the regulations.

SW:dh

Appendix I: Proposed Policy HGAF.BP Second Language Education

Appendix II: Current Policy HGAF.BP Second Language Education

Attachment I: Proposed ____AR International and Aboriginal Language Programs and Courses

Attachment II: Proposed ____AR French Language Programs

Attachment III: Guidelines and Implementation Procedures for Bilingual, International and Aboriginal Language Programs and Courses

Attachment IV: Guidelines and Implementation Procedures for French Language Instruction

**Edmonton Public Schools
Board Policies and Regulations**

CODE: HGAF.BP
TOPIC: Second Language Education

EFFECTIVE DATE: **DRAFT**
ISSUE DATE:
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Policy:

In accordance with the Provincial Language Requirement, Edmonton Public School students shall study a second language (in addition to English) in grades four to nine, beginning in grade four in September 2006.

Edmonton Public Schools shall support and encourage students to continue to build proficiency in a second language through the end of grade twelve.

Types of Second Language Education:

French Language:

Given that French is an official language of Canada, and is important in international, economic, political, diplomatic and cultural exchange, all Edmonton Public School District students shall have access to French language programming in schools identified as offering French as a second language (FSL) programs and in designated school sites through French Immersion (FIM) programming.

International Languages:

Given that international languages are an important asset in international, economic, political, diplomatic and cultural exchange, Edmonton Public School District students shall have access to International Language and Culture programming as second language courses and in designated sites, through Bilingual Programs (K-12).

Aboriginal Languages:

Given that aboriginal languages are an important part of Canadian heritage, and given that aboriginal languages are a growing part of the cultural and economic mosaic of the nation, Edmonton Public School District students shall have access to Aboriginal Language and Culture programming, as a second language course.

Special Needs Students:

If a student is coded as moderate or severe special needs, and in the opinion of the principal the student is unable to learn a second language, then the principal may exempt student, in accordance with the requirements by the Minister of Learning.

References:

- [HA.BP](#) Student Programs
 - ____.AR French Language Programs
 - ____.AR International Language Programs
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Edmonton Public Schools Board Policies and Regulations

CODE: HGAF.BP
TOPIC: French Language Education

EFFECTIVE DATE: 11-03-2003
ISSUE DATE: 12-03-2003
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Given that French is an official language of Canada, and is important in international, economic, political, diplomatic and cultural exchange, all Edmonton Public School District students will have access to French language programming in schools that offer French as a second language (FSL) programs and in designated school sites through French Immersion (FIM) programming.

Reference(s):
[HA.BP](#) - Student Programs

CODE: AR
TOPIC: International and Aboriginal
Language Programs and Courses

EFFECTIVE DATE: **DRAFT**
ISSUE DATE:
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A. INTERNATIONAL AND ABORIGINAL LANGUAGE PROGRAMS AND COURSES:

The Edmonton Public School District offers two types of International and Aboriginal language education.

Bilingual Programs

Edmonton Public Schools provides bilingual programming for students in the following languages: Spanish, Ukrainian, German, Arabic, Hebrew, Mandarin, and ASL (American Sign Language).

The term bilingual programming is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, Language Arts is taught using both languages of instruction.

Second Language and Culture Courses

Second language and culture courses in Edmonton Public Schools currently exist for the following languages: Arabic, Mandarin, Ukrainian, Spanish, Cree, German, Japanese, Latin and Punjabi.

International Language and Bilingual students must not be combined in the same classroom for instruction in the target language.

B. ENTRY POINTS:

Bilingual Programs

The entry points for students beginning a bilingual program is Kindergarten or Grade One. Exceptional circumstances may be considered at the discretion of the receiving teacher and principal.

Extensions to a Bilingual Program

If the Board has approved a Bilingual program for Kindergarten to Grade six, but has identified, due to the outstanding circumstances, that the secondary program will be only an "Extension of a Bilingual program", then only the Language Arts course in the target language is required to be taught.

Second Language and Culture Courses

The primary entry points for students beginning the study of second language and cultural courses will be Grade Four, Grade Seven or Grade 10. Some elementary schools may begin in Kindergarten or in Grade One. Some senior high schools may offer courses for students beginning second language and cultural courses **if the numbers warrant** and in accordance with district regulations. Grade 7 entry points for specific languages will be at school sites, and implemented in consultation with Planning, Curriculum, Programs and Curriculum.

C. INSTRUCTIONAL TIME

Bilingual Programs

To successfully complete the learning outcomes of a **bilingual program**, students should have access to the following percentage of instructional time in the target language:

| Grade Level | Percentage of Time |
|---------------------------|---------------------------|
| Kindergarten to Grade Six | 40% - 50% |
| Grade Seven to Grade Nine | 30% - 50% |
| Grade 10 to Grade 12 | at least 20% |

It is strongly recommended that, wherever possible, **the portion of the day allocated to instruction in the target language be uninterrupted and undivided by English instructional time.** Blocking of instructional time to maintain a strong linguistic environment is recommended.

Extension of a Bilingual Program

For programs identified as an extension of a Bilingual program, only the target Language Arts course needs to be taught. This however will be timetabled for a minimum of 225 minutes/week, 150 hours/year in order for the Bilingual Language Arts outcomes to be met. This time drops to 125 hours/year in high school.

Second Language and Culture Programs

To successfully complete the learning outcomes of a **second language and culture course**, by September 2005, students at the elementary and junior high school levels will receive at least **150 minutes** of instruction per week, and that instruction shall occur a minimum of three days per week, but preferably daily, and will be timetabled as a core subject.

In the second language and cultural courses, students should receive at least 945 hours of instruction from Grades Four to 12 and 660 hours of instruction from Grades Seven to 12.

D. CURRICULUM

The district's international language programs shall implement the programs of study that are prescribed by Alberta Learning or approved by the district under the authority of the *School Act*. **Only sites designated as bilingual sites may offer Language Arts courses in the target language.**

E. LANGUAGE OF INSTRUCTION

The target language will be the language of instruction in the bilingual and second language classroom.

F. LEARNING RESOURCES

The schools offering bilingual programs and second language courses will ensure that students have access to the basic learning resources authorized by Alberta Learning and/or authorized by the district or principal.

G. CERTIFICATES

The district (as of June 2005) shall award a certificate at the end of Grade 12 to those students who successfully complete a Grade 12 Bilingual program, and for students who successfully complete grade 12 language and culture courses.

The district shall provide opportunity for students who wish to receive internationally recognized diplomas in specific languages. Students shall pay the cost of these optional assessments (where applicable):

- German: Sprach Diploma
- Spanish: DELE
- Mandarin: H.K.S Hanyu Shuiping Kaoshi (Chinese Proficiency Test)
- Japanese (Government of Japan)

H. COURSE CHALLENGE

The district shall administer the course challenge provision in accordance to the procedures outlined in the *Guide to Education: ECS to Grade 12*.

Students who wish to challenge a course will need to demonstrate evidence of readiness for the challenge: e.g., samples of student work recommended by a teacher. The process will be in accordance with the district's International Language Challenge procedure. Challenge students shall not be eligible to receive the district certificate.

I. SPECIAL NEEDS

Special needs students may be exempted from the language requirement in accordance with regulations established by the Minister.

J. STUDENT TRANSPORTATION SERVICES

Transportation for students in bilingual programs shall be provided in accordance with Board policy. See Student Transportation Services Policy (EEA.BP) and Regulations (EEA.AR).

REFERENCES:

HA.BP – Student Programs

IB.AR – Student Placement

HGAF.BP

Guidelines and Implementation Procedures for Bilingual, International and Aboriginal Language Programs and Courses.

CODE: AR
TOPIC: French Language Programs

EFFECTIVE DATE: DRAFT
ISSUE DATE:
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A. TYPES OF FRENCH LANGUAGE PROGRAMS

The Edmonton Public School District shall offer three types of French language programs:

Early French Immersion

The Early French immersion program begins in Kindergarten or Grade 1 and continues to Grade 12. In this program, French is the language of instruction for required subjects such as mathematics, science, social studies, physical education, health and selected complementary courses.

Late French Immersion

The late French immersion program begins in Grade 7 and continues to Grade 12. In this program, French is the language of instruction for required subjects such as mathematics, science, social studies, physical education, health and selected complementary courses.

French as a Second Language

The French as a second language (FSL) program begins primarily in Grade 4 and continues to Grade 12. In some schools, FSL is offered beginning in Grade 1 and Grade 10. In this program, French is taught as a subject to develop communication skills in French and an understanding and an appreciation of the cultures of French-speaking peoples.

Refer to Section 5 on Instructional Time.

The French immersion and FSL programs shall be implemented in accordance with the *French Language Programs Guidelines and Implementation Procedures*.

- **French Immersion courses may only be offered at designated French Immersion sites.**
- **French Immersion students and French Second Language students must not be combined in the same classroom for French instruction.**

B. PROGRAM ENTRY POINTS

The entry points for students beginning the continuing French immersion program shall be Kindergarten or Grade 1.

The entry point for students beginning the late French immersion program shall be Grade 7.

The entry points for students beginning the study of FSL shall be Grade 4 or Grade 10 (where numbers warrant). Some elementary schools may begin FSL in Kindergarten or in Grade 1.

C. INSTRUCTIONAL TIME

Early French Immersion

To successfully complete the learning outcomes of the early French immersion program, students should have access to:

- at least 75 per cent of the instructional time in French at the elementary school level;
- at least 60 per cent of the instructional time in French at the junior high level; and
- at least 37.5 per cent of the instructional time in French at the senior high school level.

This regulation should be phased in by the 2006-2007 school year at the senior high school level. In the Early Immersion program, students should receive at least 7,000 hours of instruction in French from Grades 1 to 12.

Late French Immersion

To successfully complete the learning outcomes of the late French immersion program, students should have access to:

- at least 70 per cent of the instructional time in French at the junior high school level; and
- at least 37.5 per cent of the instructional time in French at the senior high school level.

In the late immersion program, students should receive at least 3,000 hours of instruction in Grades 7 to 12 in French.

French as a Second Language

To successfully complete the learning outcomes of the FSL program, by September 2005, students at the elementary and junior high school levels will receive at least 150 minutes of instruction per week, and that instruction shall occur at least three days per week.

In the FSL program, students should receive approximately 945 hours of instruction from Grades 4 to 12.

D. CURRICULUM

The district's French language programs shall implement the programs of study that are prescribed by Alberta Learning or approved by the district under the authority of the *School Act*.

E. LANGUAGE OF INSTRUCTION

Schools with continuing French immersion programs shall offer all instruction in French in Kindergarten, Grade 1 and part of Grade 2. Schools will introduce English language arts in Grade 2 after Christmas.

In French immersion programs, teachers shall use French as the language of instruction and the language of communication in the classroom.

F. SENIOR HIGH SCHOOL FRENCH IMMERSION

The district's senior high school immersion program shall offer at least 15 credits in French in each of Grades 10, 11 and 12.

G. LEARNING RESOURCES

The schools offering French immersion and FSL programs shall ensure that program students have access to the basic learning resources authorized by Alberta Learning and/or authorized by the district or principal.

H. ASSESSMENT

District Immersion students will write annually a French version of the "Highest Level of Achievement Test" (HLAT) at the Grades 2, 3, 4, 5, 6, 7, 8 and 9 levels.

French immersion students will not write the English version of the HLAT at the Grade 1 level.

The district shall provide common assessment tools for assessing French language proficiency of students in FSL at the Grades 9 and 12 levels commencing September 2005.

The district shall provide common assessment tools for assessing French language proficiency of students in FSL at the Grade 6 level commencing September 2006.

I. SPECIAL NEEDS SERVICES

Students in the French immersion program with special needs shall have access to special needs programs and services as provided by their school or by the designated district school site.

J. FRENCH LANGUAGE CERTIFICATES

The district shall award a certificate at the end of Grade 12 to all students who successfully complete the requirements of the French immersion and French as a second language programs commencing June 2005.

The district shall provide access for students in Grade 12 French courses or programs to sit for the Public Service of Canada French Language Assessment.

K. COURSE CHALLENGE

The district will administer the course challenge provision in accordance to the procedures outlined in the *Guide to Education: ECS to Grade 12*.

Students who wish to challenge a course must demonstrate evidence of readiness for the challenge: e.g., samples of student work, recommendation from a teacher. The process shall be in accordance with the district's French Language Challenge procedure.

L. SPECIAL NEEDS

Students in the French immersion program with special needs shall have access to special needs programs and services as provided by their school or by the designated district school site.

M. STUDENT TRANSPORTATION SERVICES

Transportation shall be provided in accordance with Board policy. See Student Transportation Services Policy (EEA.BP) and Regulations (EEA.AR)

References:

HA.BP – Student Programs

HGAF.BP – French Language Education

IB.AR – Student Placement

Appendix I - Guidelines and Implementation Procedure for French Language Instruction

Appendix II – Descriptors of French Language Proficiency

**GUIDELINES AND IMPLEMENTATION PROCEDURES FOR BILINGUAL,
INTERNATIONAL AND ABORIGINAL LANGUAGE PROGRAMS AND COURSES**

1. GOALS OF THE BILINGUAL, INTERNATIONAL AND ABORIGINAL PROGRAMS AND COURSES

The goal of bilingual programs is to help students successfully complete the Alberta curriculum requirements and develop a high level of proficiency in the target language by the end of Grade 12. An understanding and appreciation of the target culture is emphasized. Students who successfully complete the requirements of bilingual programs will be able to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

The goal of the language and cultural programs is to help students successfully complete the Alberta curriculum requirements and develop an intermediate level of proficiency by the end of Grade 12. An understanding of the culture is emphasized.

Students will achieve the following level of proficiency based on the guidelines of the Public Service Commission of Canada and The American Council on the Teaching of Foreign Languages.

Bilingual

Kindergarten to Grade 12 – Advanced Level of Proficiency

Second Language

3-Year Program (10/20/30) – Beginning Level of Proficiency

6-Year Program (Grades 7-12) – Intermediate Level of Proficiency

9-Year Program (Grades 4-12) –Intermediate Plus Level

2. THE EXPANSION OF NEW SITES FOR BILINGUAL PROGRAMS SHALL BE BASED ON SEVERAL CONSIDERATIONS

- community support - commitment to enroll in the program;
- availability of space;
- accessibility to safe transportation routes;
- location of elementary, junior high and senior high school sites within short distances of one another;
- centralized location of the senior high school site(s);
- equitable distribution across the district;
- organizational model: single track, dual track, triple track;
- costs of program and facilities; and
- availability of staff to provide instruction in a sufficient number.

3. LANGUAGE OF INSTRUCTION

Teachers should use the target language as the language of instruction in Bilingual, International and Aboriginal language programs and courses. The target language should also be the language of communication in the classroom.

Bilingual Program:

Subject area content in courses such as language arts, social studies, mathematics, science, physical education, music, health and art should be available in the target language as part of regular classroom instruction at elementary and junior high up to a maximum of 50% of the school day.

4. STAFF QUALIFICATIONS

All second language teachers shall possess appropriate language proficiency in the target language and knowledge and skills in second language acquisition and second language pedagogy. It is important that all language teachers know and understand the target language cultures in Canada and in other countries in the world. It is expected that the teacher will demonstrate good proficiency in English, as determined by Personnel Recruitment and Staffing.

A second language teacher teaching in a bilingual program should possess an advanced to superior level of proficiency in the target language.

In addition, second language teachers are expected to possess the appropriate knowledge and skills in the content areas they are instructing.

A teacher of a language and culture course should possess at least an intermediate level of proficiency in the target language if the teacher is instructing beginning level classes, and an advanced level of proficiency in the target language if the teacher is instructing Intermediate level classes.

In schools offering a bilingual program, the district supports the assignment of personnel with fluency in both the second language and English to administration, librarian and support staff positions.

The administrators and support personnel in schools offering second language courses and bilingual programs will be knowledgeable about and supportive of the programs.

5. LANGUAGE PROFICIENCY ASSESSMENT TOOL

The *Language Proficiency Assessment Tool* will be used to assess the language proficiency (listening, speaking, reading and writing) of teachers or support staff candidates for all second language programs offered in Edmonton Public Schools.

The assessment results may be used:

- by a staff member for any purpose, including developing a professional development plan;
- by a principal or supervisor for the purpose of supervising or assessing a staff member's proficiency; or
- by Personnel Recruitment and Staffing in order to determine suitability or qualifications for:
 - employment with Edmonton Public Schools,
 - positions for which a staff member has made application, or
 - assignments for which a staff member is being considered.

6. RESPONSIBILITIES OF DISTRICT SCHOOLS

District junior high schools shall implement bilingual programs or second language courses that are articulated with similar language programs and courses in both feeder elementary schools and in receiving senior high schools.

Program articulation shall include the implementation of grade level outcomes that help students to progress in their learning of the target language from one grade to the next. This articulation will enable students to experience a similar program at a given grade level in district schools and a smooth and logical transition from elementary to junior high to senior high school bilingual programs or second language course.

7. CLASSES OF COMBINED GRADES: SECOND LANGUAGE OR BILINGUAL

Schools may offer either second language or bilingual programs through the establishment of classes of combined grades if the number of students enrolled is not sufficient to offer a single grade class.

Combined grades may consist of students within one classroom from two sequential grades, for example, Grades 4/5, Grades 7/8 or other combination.

Teachers may need to implement differentiated instructional time, grouping and co-operative teaching for students who are learning at different levels of proficiency.

8. ORGANIZATIONAL MODELS FOR SECOND LANGUAGE COURSES AND BILINGUAL PROGRAMS

Single Track School

A single track school offers a single program which may be French Immersion, a bilingual or other program of choice.

Dual Track School

A dual track school offers both a bilingual and English program, two bilingual programs, or a bilingual and another program of choice within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in both the target language and English. Some support services may be provided in the target language.

Triple Track School

A triple track school in this district offers a French immersion, a bilingual and English program, or other program of choice, within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in either of the target languages and English. Some support services may be provided in French and/or the target language.

9. BILINGUAL CERTIFICATE

By June 2005, the district shall award a certificate to all students who have successfully completed the requirements of the Grade 12 bilingual program.

10. SECOND LANGUAGE CERTIFICATE

The district shall award a “Second Language Certificate” to all district students who have successfully completed the requirements of the second language program through regular classroom instruction, and demonstrate they meet pre-established standards of proficiency in the given second language. The certificate will indicate which second language program the student has completed: nine-year or six-year. This will commence by June 2005.

11. PROFESSIONAL DEVELOPMENT

The district encourages bilingual and second language teachers to engage in professional development which includes second language pedagogy and language proficiency enhancement.

The district shall organize professional development programs for second language teachers in both language proficiency and second language pedagogy, providing teachers with opportunities for growth in these areas.

The district shall implement an ongoing orientation program for all new administrators to provide information on delivering second language courses and/or bilingual programs in their schools.

12. LANGUAGE CONSORTIA (Ukrainian, Spanish, Mandarin)

The district shall support language programs and courses through active participation in provincial language consortia. This will provide economies to all participating districts and will serve to promote the particular language and enhance professional development opportunities and in particular support smaller language programs. The district will encourage staff to take part in activities sponsored by these consortia.

13. MARKETING AND PROMOTION

The district will prepare a marketing plan and marketing materials for both the bilingual programs and second language courses.

The marketing plan and materials will emphasize the importance of learning a second language and culture, and highlight the development of thinking skills and cultural understanding as well as study, exchange and job opportunities.

The messages will be delivered through information meetings, websites, information packages, articles, posters, media announcements, presentations to parents and educators, and displays.

14. PARTICIPATION IN COMMUNITIES

The district shall facilitate arrangements for district students to have direct contacts with target language communities in Alberta and in other provinces/countries.

These opportunities will include school twinning, e-mail correspondence, short-term and long-term exchanges, visits, study opportunities, participation in special events and work experience where possible.

15. PARENTS

The district will support and seek input from the parent groups for each respective language. The district will explore the possibility of forming second language parent advisory committees to support schools, second language programs and culture courses.

REFERENCES:

HA.BP – Student Programs

HGAF.BP – Language Education

GUIDELINES AND IMPLEMENTATIONS PROCEDURE FOR FRENCH LANGUAGE INSTRUCTION

1. GOALS OF THE FRENCH LANGUAGE PROGRAMS:

The Edmonton Public School District students will meet provincial program expectations and will be able to demonstrate their knowledge and skills on nationally and internationally recognized proficiency guidelines such as those of the Public Service Commission of Canada and ACTFL.

Early French Immersion

The goal of the early French immersion program is to help students successfully complete the Alberta curriculum requirements and develop an Advanced Plus level of proficiency in French by the end of Grade 12. An understanding and appreciation of francophone cultures will also be emphasized.

Late French Immersion

The goal of the late French immersion program is to help students successfully complete the Alberta curriculum requirements and develop an Advanced level of proficiency in French by the end of Grade 12. An understanding and appreciation of francophone cultures will also be emphasized.

Students who successfully complete the requirements of the French immersion programs will be able to communicate, undertake post-secondary studies and pursue employment opportunities in both English and French.

French as a Second Language

The goal of the FSL program is to have students successfully complete the Alberta curriculum requirements and develop an Intermediate level of proficiency by the end of Grade 12. An understanding and appreciation of francophone cultures will also be emphasized.

See descriptors of French language proficiency in Appendix II.

2. THE SELECTION OF NEW SITES FOR FRENCH IMMERSION PROGRAMS WILL BE BASED ON SEVERAL CONSIDERATIONS:

- community support - commitment to enroll in the program;
- availability of space;
- accessibility to safe transportation routes;
- location of elementary, junior high and senior high school sites within short distances of one another;
- centralized location of the senior high school site(s);
- equitable distribution across the district;
- organizational model: single track immersion school, immersion centre, dual track, triple track;
- costs of program and facilities; and
- availability of staff to provide instruction in a sufficient number of subjects in French.

3. LANGUAGE OF INSTRUCTION:

French as a Second Language

Teachers should use French as the language of instruction. French should also be the language of communication in the classroom.

French Immersion

Courses such as French language arts, social studies, mathematics, science, physical education, Career and Life Management and Career and Technology Studies should be available in French as part of regular classroom instruction at junior high, sufficient to provide 70% of instructional time in French.

All French immersion students will be expected to complete at least 45 credits in French as part of regular classroom instruction by the end of Grade 12. This will be phased in for Grade 10 students by the 2006-2007 school year. (This is expected when there is a minimum Grade 10 enrolment of 50 students at a given site.)

4. STAFF QUALIFICATIONS:

All French language teachers are expected to possess appropriate language proficiency in French and knowledge and skills in second language acquisition and second language pedagogy. It is important that all French language teachers know and understand francophone cultures in Canada and in other countries in the world.

A French immersion teacher is expected to possess an advanced level of proficiency in French if the teacher is instructing intermediate level classes and a superior level of proficiency in French if the teacher is instructing advanced level classes. The teacher should have proficiency in both official languages. An exception may be made with approval of the principal and superintendent.

French immersion teachers are expected to possess the appropriate knowledge and skills in the content areas they are instructing.

An FSL teacher in the district is expected to possess at least an intermediate level of proficiency in French if the teacher is instructing beginning level classes and an advanced level of proficiency in French if the teacher is instructing Intermediate level classes.

In schools offering a French immersion program, the district supports the assignment of personnel with fluency in both French and English to administration, librarian and support staff positions.

The administrators and support personnel in schools offering the French immersion and FSL programs should be knowledgeable about and supportive of the programs.

5. LANGUAGE PROFICIENCY ASSESSMENT TOOL:

The *Language Proficiency Assessment Tool* will be used to assess the French language proficiency (listening, speaking, reading and writing) of teacher or support staff candidates for all French language programs offered in the Edmonton Public Schools.

The assessment results may be used:

- by a staff member for any purpose, including developing a professional development plan;

- by a principal or supervisor for the purpose of supervising or evaluating a staff member's performance; or
- by Personnel Recruitment and Staffing in order to determine suitability or qualifications for:
 - employment with Edmonton Public Schools,
 - positions for which a staff member has made application, or
 - assignments for which a staff member is being considered.

6. RESPONSIBILITIES OF DISTRICT SCHOOLS:

District junior high schools, offering French, will implement an FSL program that is articulated with FSL programs in both feeder elementary schools and in receiving senior high schools.

District elementary schools offering FSL beginning in Grade 4 or Grade 1 will articulate their programs with FSL programs in receiving junior high schools.

Program articulation will include the implementation of grade level outcomes that help students to progress in their learning of French from one grade to the next. This articulation will enable students to experience a similar FSL learning program at a given grade level in district schools and a smooth and logical transition from elementary to junior high to senior high school FSL programs.

7. CLASSES OF COMBINED GRADES:

Schools may offer either FSL or French immersion program through the establishment of classes of combined grades if the number of students enrolled is not sufficient to offer a single grade class. FSL and FIM students must not be combined in the same classroom.

Combined grades may consist of students within one classroom from two sequential grades, for example, Grades 4/5, Grades 7/8 or other combination.

Teachers may need to implement differentiated instructional time, grouping and co-operative teaching for students who are learning at different levels of proficiency.

8. ORGANIZATIONAL MODELS FOR FRENCH IMMERSION PROGRAMS:

The district will consider the following models for organizing a French immersion program:

Single Track Immersion School

The single track immersion school is a school that offers only the French immersion program. Administrative, teaching and support staff are fluent in French and English. French is the primary language of administration and communication with students and teachers. French is the language used for offering support services.

Immersion Centre

An immersion centre offers the French immersion program within a building that also provides an English language program. The centre's immersion program has its own administration and facilities. Administrative, teaching and support staff are fluent in French and English. French is the primary language of administration and communication with students, teachers and support staff. French is the language used for offering support services.

Dual Track School

A dual track school offers both a French immersion and English program within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in both French and English. Some support services may be provided in French.

Triple Track School

A triple track school in this district offers a French immersion, an Ukrainian Bilingual (or other language) and an English program within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in both French and English or in both Ukrainian (or other language) and English. Some support services may be provided in French and/or Ukrainian (or other language).

9. FRENCH IMMERSION CERTIFICATE:

The district will award a “French Immersion Certificate” to all students who have successfully completed the requirements of the continuing French immersion and late immersion programs (e.g. 45 credits in subjects taught in French as a regular part of classroom instruction). The certificate will identify the immersion program completed by the student, her or his level of French language proficiency as assessed by the district in the second semester of the Grade 12 year and the number of credits completed. This will commence by June 2005.

10. FRENCH AS A SECOND LANGUAGE CERTIFICATE:

The district will award a “French as a Second Language Certificate” to all district students who have successfully completed the requirements of the FSL program through regular classroom instruction. The certificate will indicate which FSL program the student has completed (nine-year, six-year,...), her or his level of language proficiency in French as assessed by the district in the second semester of the Grade 12 year and the number of credits completed (see Attachment 2). Students who challenge high school courses will not be eligible for this certificate. This will commence by June 2005. The district will facilitate the writing of the DELF exam for students interested in acquiring international recognition. The student would bear the cost of DELF testing.

11. PROFESSIONAL DEVELOPMENT:

The district encourages French language program teachers to engage in life-long professional development.

The district will organize professional development programs for French immersion and FSL teachers in both language proficiency and second language pedagogy.

The district will implement an orientation program for all administrators newly appointed to a French immersion program.

12. MARKETING AND PROMOTION:

The district will prepare and maintain a marketing plan and marketing materials for both the French immersion and FSL programs.

The marketing plan and materials will emphasize the importance of French as a national and world language and highlight the development of thinking skills and cultural understanding as well as study, exchange and job opportunities in French.

The messages will be delivered through information meetings, websites, information packages, articles, posters, media announcements, presentations to parents and educators, and displays.

13. PARTICIPATION IN FRANCOPHONE COMMUNITIES:

The district will facilitate arrangements for district French immersion and FSL students to have direct contacts with francophone communities in Edmonton, in Alberta, in Quebec and in other countries.

These opportunities will include school twinning, e-mail correspondence, short-term and long-term exchanges, visits, study opportunities, work experience placements, job shadowing and participation in special events.

14. PARENTS:

The district will support and regularly seek input from the Edmonton Chapter of Canadian Parents for French via regular meetings with the Canadian Parents for French advisory body.

15. ANNUAL CELEBRATION OF DISTRICT ACHIEVEMENT IN FRENCH:

The district in partnership with schools will celebrate the achievement of French immersion and FSL students through the Gala des arts oratoire et dramatique.

16. PROPOSED COURSES IN A REVISED FRENCH AS A SECOND LANGUAGE PROGRAM:

The following two course sequences are proposed for implementation beginning in 2005-2006 based on the required instructional time of 150 minutes per week in Grades 1-9:

Nine-Year Sequential Program: Grades 4 to 12

Grade 4 French

Grade 5 French

Grade 6 French

Grade 7 Continuing French

Grade 8 Continuing French

Grade 9 Continuing French

Grade 10 French 10N*

Grade 11 French 20N

Grade 12 French 30N

* N= Nine

Six-Year Sequential Program: Grades 7 to 12

Grade 7 Beginning French

Grade 8 Beginning French

Grade 9 Beginning French

Grade 10 French 10S*

Grade 11 French 20S

Grade 12 French 30S

*S = Six