

**DATE:** May 22, 2012

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** Supporting Second Languages Across the District

**ORIGINATOR:** Tanni Parker, Assistant Superintendent, Student Learning Services

**RESOURCE  
STAFF:** Janice Aubry, Valérie Leclair, Corrie Ziegler

**REFERENCES:** [Board Policy HA.BP Student Programs](#)  
[Board Policy HGAF.BP Second Language Education](#)

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### ISSUE

Information update regarding district second language programming and supports.

### BACKGROUND

In 2006, the Board of Trustees established a requirement for all students in Grades 4 to 9 to study a language in addition to English. In 2008, the administration established the Institute for Innovation in Second Language Education (IISLE) and the Languages Centre at Woodcroft to provide enhanced supports.

### CURRENT SITUATION

- Edmonton Public School Board (EPSB) has a long history of innovative, quality programming and supports for second language education, and offers the most comprehensive Kindergarten to Grade 12 second language programming in Canada.
- Extensive research well-supported over decades, including a study recently conducted in the District, indicates that second language learning has many benefits for students, such as:
  - strengthening first language literacy, English Language Arts achievement and achievement on other standardized tests;
  - increasing skills such as creativity, divergent thinking, mathematical skills, listening skills, and other verbal/nonverbal skills;
  - increasing the economic and career potential of students;
  - increasing the social potential and local/global citizenship development of students;
  - increasing cultural sensitivity and the development of cross-cultural skills; and
  - strengthening students' self-identity and their connections to their heritage and family.
- Language Alternative Programs (e.g. French Immersion and Bilingual Programs) have been provided by the District for over 30 years.
- The District second language requirement (Board Policy HGAF.BP Second Language Education) is in its final year of implementation. All students in Grades 4 through 9 study a language in addition to English.
- Over 43,000 district students are currently studying a language in addition to English (Appendix I).
- The District possesses one of the most comprehensive sets of policy and regulations in Canada. These govern how languages will be offered which ensures quality learning and standards of language instruction.

- The District delivers programs for 12 languages in addition to English (official, international, Aboriginal and signed languages) through 33 course sequences and program streams. In the District, students access language programming (Appendix I, II and III) through:
  - immersion (French) programs: up to 100 per cent of learning takes place in French;
  - bilingual programs: up to 50 per cent of learning takes place in the target language;
  - French as a Second Language/international language and culture courses: at least 150 minutes of learning per week takes place in the target language in K-9, 125 hours per course in high school; and
  - Cree Extended Program: was proposed to offer the Cree language for 30 to 50 per cent of the day. That program is still working toward this target.
- Within these programs, three Spanish bilingual program schools have International Spanish Academies designations from the Ministry of Education, Culture and Sport of Spain; 12 Chinese bilingual program schools and two Chinese language and culture program schools have Confucius Classroom designations from the Office of Chinese Language Council International (HANBAN) of the Government of the People's Republic of China.
- Edmonton Public Schools is recognized provincially, nationally and internationally for its high quality second language programs, its quality teacher and leadership training, and its expertise in second language assessment. Significant awards, honours and recognition have been achieved.
- Through local, provincial, national and international partnerships (Appendix V) district educators have access to enhanced resources to support the literacy and the cultural development of students and to expand the professional learning opportunities of staff. For example, numerous visiting authors, poets, musicians, second language experts, etc. are provided to EPSB at no cost to the District through partnerships with foreign governments and foreign government agencies.
- The Languages Centre at Woodcroft was established to house the many supports available to district staff, students and stakeholders, including the Confucius Institute in Edmonton, the French Resource Centre, the Aboriginal Learning Resource Centre, the Spanish Resource Centre, the Technologies Playground, and the International and Signed Languages Resource Centre.
- Several visiting staff members work at the Languages Centre at Woodcroft.
- Extensive opportunities are available for students to receive international certification for their language proficiency for six languages (Appendix VI). In 2010-2011, 1650 students received international language proficiency certification.
- Staff language proficiency assessments are conducted annually through IISLE, in collaboration with Human Resources. In 2010-2011, 135 assessments were conducted for 10 languages.
- A key area of support targeted for further development in 2011-2014 is in the area of strengthening the inclusive education supports available for teachers and students to ensure success for all students second language programming.

**KEY POINTS**

- The second language requirement is in its final year of new implementation; all Grades 4 to 9 students now study a language in addition to English, with few exceptions.
- A wide range of supports are provided to district second language programs through IISLE in Support for Staff and Students and through the partnerships it facilitates.

- Edmonton Public Schools is recognized provincially, nationally and internationally for its high quality second language programs, and its quality teacher and leadership training.
- The District maintains numerous partnerships, centres and institutes that strengthen second language learning for students and support for teachers.

**ATTACHMENTS & APPENDICES**

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**APPENDIX I**

**2011-2012 ENROLMENTS BY LANGUAGE**

<b>Language</b>	<b>Program Type</b>	<b>Total # of Students</b>
Arabic	<ul style="list-style-type: none"> <li>• Bilingual</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 1,030</li> <li>• 253</li> </ul>
American Sign Language	<ul style="list-style-type: none"> <li>• Bilingual/Bicultural</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 67</li> <li>• 100</li> </ul>
Chinese (Mandarin)	<ul style="list-style-type: none"> <li>• Confucius Classrooms (Bilingual)</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 1,927</li> <li>• 531</li> </ul>
Cree	<ul style="list-style-type: none"> <li>• Extended Cree Alternative Program</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 39</li> <li>• 492</li> </ul>
French	<ul style="list-style-type: none"> <li>• French as a Second Language</li> <li>• French Immersion (Early and Late)</li> </ul>	<ul style="list-style-type: none"> <li>• 29,814</li> <li>• 3,170</li> </ul>
German	<ul style="list-style-type: none"> <li>• Bilingual</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 588</li> <li>• 433</li> </ul>
Hebrew	<ul style="list-style-type: none"> <li>• Bilingual</li> </ul>	<ul style="list-style-type: none"> <li>• 137</li> </ul>
Japanese	<ul style="list-style-type: none"> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 451</li> </ul>
Latin	<ul style="list-style-type: none"> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 27</li> </ul>
Punjabi	<ul style="list-style-type: none"> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 180</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• International Spanish Academies (Bilingual)</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 300</li> <li>• 3,624</li> </ul>
Ukrainian	<ul style="list-style-type: none"> <li>• Bilingual</li> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• 106</li> <li>• 24</li> </ul>
<b>TOTAL</b>		<b>43,155</b>

**DESCRIPTIONS OF LANGUAGE PROGRAMS****French Immersion Program**

This program is referred to as an early immersion program and/or a full immersion program, delivered in EPSB from Kindergarten to Grade 12. At Edmonton Public Schools, French Immersion students receive 100% of their instruction in French in Kindergarten, Grade 1 and part of Grade 2, at which time students then begin formal English Language Arts instruction. French is the language of instruction in many subjects throughout a student's schooling in the French Immersion program.

**Late French Immersion**

Late French Immersion begins in Grade 7. Students enrolled in Late French Immersion at Edmonton Public Schools receive instruction in French for required subjects, such as French Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, and other selected complementary courses.

**French as a Second Language Courses**

French as a Second Language (FSL) is a course sequence in which French is taught as a subject (e.g. in models such as one period each day, or several periods a week). FSL generally begins in Grade 4, but may begin in Grades 1 or 10. Students in these programs can continue to study French through Grade 12. In Edmonton Public Schools, students enrolled in FSL programs receive 150 minutes or more of instruction per week in Grades 1 to 9, 125 hours per course in high school, and attend an FSL class at least three days per week.

**Language & Culture Courses**

These course sequences are intended for students who are beginning their study of the target language in Grades K/1, 4, 7 or 10. In a Language and Culture course the target language is taught as a subject (e.g. in models such as one period each day, or several periods a week - totalling 150 minutes per week). The District offers these courses in ten languages: Arabic, ASL, Chinese, Cree, German, Japanese, Latin, Punjabi, Spanish, and Ukrainian. In an Extended Program (currently only available for Cree), students receive some subject area instruction in the target language as well as the approved language and culture curriculum.

**Bilingual Programs**

These are Kindergarten to Grade 12 partial immersion programs. In Kindergarten to Grade 6, up to 50% of the curriculum is taught in the target language (such as the provincial Math curriculum) and 50% of the school day is delivered in English. Less target language time is delivered in Grades 7 to 12. The District offers bilingual programs in seven languages: Arabic, ASL, Chinese, German, Hebrew, Spanish and Ukrainian.

## 2011-2012 COURSE SEQUENCES

Language	Course Sequences
American Sign Language	<ul style="list-style-type: none"> <li>ASL (American Sign Language) Language Arts, Kindergarten to Grade 12</li> <li>ASL (American Sign Language) Language and Deaf Culture, Nine-Year Program (Grades 4-12)</li> <li>ASL (American Sign Language) Language and Deaf Culture, Three-Year Program (15/25/35)</li> </ul>
Arabic	<ul style="list-style-type: none"> <li>Arabic Language Arts, Kindergarten to Grade 12</li> <li>Arabic Language and Culture, Twelve-Year (Kindergarten- Grade 12)</li> <li>Arabic Language and Culture, Six-Year (Grades 7-12)</li> </ul>
Chinese (Mandarin)	<ul style="list-style-type: none"> <li>Chinese Language and Culture, Three Year Program (10/20/30)*</li> <li>Chinese Language and Culture, Six Year Program (Grade 7 to Grade 12)*</li> <li>Chinese Language Arts, Kindergarten to Grade 12*</li> </ul>
Cree	<ul style="list-style-type: none"> <li>Cree Language and Culture, Kindergarten to Grade 12</li> <li>Cree Language and Culture, Three Year Program (10/20/30)</li> <li>Cree Language and Culture, Six Year Program (Grades 7 to Grade 12)*</li> </ul>
French	<ul style="list-style-type: none"> <li>French Immersion, Kindergarten to Grade 12</li> <li>Late French Immersion (Grades 7 to Grade 12)</li> <li>French as a Second Language, Nine-Year Program (Grades 4 to Grade 12)</li> <li>French as a Second Language, Twelve-Year (Kindergarten/Grades 1 to Grade 12)</li> <li>French as a Second Language, Three-Year Program (10/20/30)</li> </ul>
German	<ul style="list-style-type: none"> <li>German Language Arts, Kindergarten to Grade 12*</li> <li>German Language and Culture, Six-Year Program (Grades 4 to Grade 12)*</li> <li>German Language and Culture, Three-Year Program (10/20/30)*</li> </ul>
Hebrew	<ul style="list-style-type: none"> <li>Hebrew Language Arts, Kindergarten to Grade 9</li> </ul>
Japanese	<ul style="list-style-type: none"> <li>Japanese Language and Culture, Three-Year Program (10/20/30)*</li> <li>Japanese Language and Culture, Six-Year Program (Grades 7 to Grade 12)*</li> </ul>
Latin	<ul style="list-style-type: none"> <li>Latin Language and Culture, Three-Year Program, (10/20/30)*</li> </ul>
Punjabi	<ul style="list-style-type: none"> <li>Punjabi Language and Culture Program, Twelve Year (Kindergarten to Grade 12)</li> <li>Punjabi Language and Culture, Six-Year Program (Grades 7 to Grade 12)</li> <li>Punjabi Language and Culture, Three-Year Program (10/20/30)*</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>Spanish Language Arts Program, Kindergarten to Grade 12*</li> <li>Spanish Language and Culture, Six Year Program (Grade 7 to Grade 12)*</li> <li>Spanish Language and Culture, Nine Year Program (Grades 4 to Grade 12)</li> <li>Spanish Language and Culture Three-Year Program (10/20/30)*</li> </ul>
Ukrainian	<ul style="list-style-type: none"> <li>Ukrainian Language Arts Program (Kindergarten to Grade 12)*</li> <li>Ukrainian Language and Culture Program, Three Year Program (10/20/30)*</li> </ul>

\*These programs of study were either sold or developed under contract to Alberta Education

## HIGHLIGHTS OF ACHIEVEMENTS AND ACCOMPLISHMENTS

The following are highlights of the accomplishments and developments in second language education at Edmonton Public Schools (EPSB):

- EPSB has received public recognition from national and international leaders for quality programming. Some examples include:
  - The Commissioner of Official Languages' Annual Report 2007 2008 states "One of the more striking examples outside the federal government is Edmonton Public Schools, whose approach to language teaching is one of the most comprehensive in the country. It has produced terrific results and has attracted attention from other boards across the country... It is a model for the country...".
  - Graham Fraser, Federal Commissioner of Official Languages, stated in the Winnipeg Free Press "One of the things that I've learned that's impressed me is what's been done by the Edmonton Public Schools in terms of investing in quality immersion education. Edmonton has developed, bar none, the best immersion system in the country. And they've expanded it to relationships with the Spanish government, the Chinese government, so they've taken what they've learned from French immersion to develop skill in other language teaching. Very impressive," (Sept. 29, 2010).
  - Senator Claudette Tardif stated at a national second language conference on May 29 2009, that "Edmonton is at the forefront of promoting second-language learning in the newly opened Institute for Innovation in Second language Education at Edmonton Public Schools, providing international language accreditation, training and support of teachers and administrators, access to resources and research information, and various services to promote second-language learning".
  - Representatives of the Government of the Comunidad de Madrid of Spain have consistently praised the month-long teacher training program provided by EPSB to their teachers as the best that they receive of all of their providers in the world, and the program that has long-term impact on their programs.
- The Confucius Institute in Edmonton received a prestigious award, the Confucius Institute of the Year Award, in December 2011. The award recognized the work of the CIE in supporting and promoting Chinese language and culture education in schools, universities and for the general public.
- EPSB was granted the prestigious accreditation as an Associated Centre of Instituto Cervantes, which is the only one in North America and the only one in the world housed within a public school district. This accreditation is a mark of effective, quality teaching of Spanish.
- The Spanish Resource Centre is one of three in Canada, the only one in western Canada, and the only Spanish Resource Centre in Canada that is in partnership with a school district.
- Alberta Education has contracted EPSB as developers or has purchased dozens of curricula and resources for provincial use.
- Other school districts in the province, country and world have purchased or acquired the District's second language curricula and resources, including the District's Staff Language Proficiency Assessment process and materials.
- For three years, EPSB provided the only Canadian representative to the European Centre for Modern Languages Project, "European Language Portfolios in Whole School Implementation", funded through Heritage Canada. EPSB was again recently requested by the University of Ottawa on behalf of Heritage Canada to provide expertise to the next two-year project at the European Centre for Modern Languages of the Council of Europe, again anticipated to be funded by Heritage Canada. The new project will focus on the development of on-line learning materials for teachers to support the development of

student intercultural skills in their second language programs. This official project is entitled “Learning through Languages: promoting inclusive, plurilingual and intercultural education”.

- IISLE is a national leader in second language assessment. EPSB was the first district in Canada to pilot the Common European Framework of Reference, the European Language Portfolio and to implement international language examinations for several languages in basic education. IISLE developed the first Languages Passport in Canada, and provides this passport to schools across Canada. IISLE has provided consultant support and training sessions for teachers, school districts and Ministries of Education across Canada in this area.
- EPSB’s IISLE provides instructors to the University of Alberta to deliver second language pedagogy courses to pre-service second language teachers, and provides instructors to the University of Lethbridge for graduate-level second language pedagogy courses.
- The Embassy of France in Ottawa has invited IISLE to host the next national meeting for DELF Centres across Canada. These meetings have only been held in Ottawa since their inception; however, the Embassy wishes to highlight EPSB’s expertise, leadership and facility as a model for others.
- For the past seven years, IISLE has delivered the largest and most-attended second language conference for teachers in administrators in Alberta. This conference, called the Second Languages Matter! Best Practices Day, annually features district teachers and administrators sharing their expertise.
- At the invitation of and hosted by the Embassy of France in Ottawa, one EPSB French Immersion teacher and an IISLE consultant provided their expertise as the only Canadians serving on a worldwide working group in Paris (May 8 to 10, 2012) to review all technology-based resources in the world for use in French Immersion programs, and to make recommendations to the Government of France as to what resources should be developed to support these programs.



**DISTRICT PARTNERS SUPPORTING SECOND LANGUAGE EDUCATION**

1. A broad-based agreement with the Office of Chinese Language Council International (HANBAN) of the People's Republic of China was signed in 2007 to enable the establishment of the Confucius Institute in Edmonton. This agreement targets numerous areas for collaboration and a wide range of excellent supports.
2. A Memorandum of Understanding with L'Academie de Rouen in France was signed in December 2008. This Memorandum has been implemented mainly through school twinning activities.
3. An agreement with Alliance Française was established in March 2009. The goal of this collaboration is to encourage and support the teaching and learning of French language and culture, through enhanced educational opportunities for students and professional growth opportunities for educators.
4. Instituto Cervantes of the Government of Spain granted the District a DELE Testing Centre. This agreement enables EPSB to provide DELE testing and certification to students, staff and the general public on behalf of the Instituto Cervantes.
5. The Instituto Cervantes accredited EPSB as an Associated Centre of the Instituto Cervantes in February 2009. This recognizes EPSB as providers of quality Spanish language services and provides access to specialized resources, cultural activities, etc.
6. An official Spanish Resource Centre was granted from the Ministry of Education of Spain in May 2009, in collaboration with EPSB and the University of Alberta. As a result, EPSB now hosts and distributes a large collection of Spanish literature, cultural resources and language teaching and learning resources, in print, digital and multimedia formats.
7. A Memorandum of Understanding was signed in October 2008 with the Central Agency for German Schools Abroad (ZfA), and the Goethe Institut. This facilitates cooperation in many areas, including professional development, cultural activities, resource acquisition and resource donations.
8. A partnership agreement with the Canadian Association of Second Language Teachers (CASLT) was signed in September 2008.
9. Service agreements with the Comunidad de Madrid facilitated the delivery of four-week summer training programs for Spanish-English bilingual program teachers from Madrid, Spain for the past four years.
10. A partnership agreement between Edmonton Public Schools and Lviv Oblast in Ukraine was signed in October, 2007. This agreement facilitates school twinning and exchanges and provides students with access to the Ukrainian Exam for Foreign Students at the Ivan Franko University of Lviv.
11. A partnership with the Languages Research Centre, University of Calgary was signed on May 16, 2011. This facilitates cooperation in the area of research and teacher professional development.
12. The Ministry of Education, Sport and Culture of the Government of Spain provides designations to EPSB's Spanish bilingual programs as International Spanish Academies.
13. A partnership with the Principality of Asturias was signed in August, 2010. This partnership was established to strengthen the teaching and learning of Spanish language and culture through school twinings, and student and teacher interactions.

## APPENDIX VI

### INTERNATIONAL EXAMINATIONS AND CERTIFICATION OF SECOND LANGUAGE PROFICIENCY

In addition to International Baccalaureate and Advanced Placement examinations in second languages, the District also enables students and staff to obtain internationally-recognized certification for their language proficiency in six languages. International language proficiency certification:

- enables students to be assessed on the same international language standards as candidates around the world;
- encourages and provides standards to help students and teachers to set goals for second language learning;
- certifies second language achievements in reading, writing and oral interaction in real world situations;
- opens doors for students to continue their studies at foreign universities and in a wide variety of Canadian universities; and
- provides documentation of language proficiency for students to work in many places, such as North America, South America, Europe, Japan, China and Africa.

The following table includes the examinations delivered to Edmonton Public Schools students in 2010-2011, with a total of 1650 successful certifications:

<b>LANGUAGE</b>	<b>EXAM</b>	<b>SOURCE</b>	<b>APPLICABLE GRADES</b>	<b># OF STUDENTS CERTIFIED</b>
Chinese	Youth Chinese Test (YCT)	Hanban, China	3 – 9	1140
Chinese	Hanyu Shuiping Kaoshi (HSK)	Hanban, China	7 – 12	
French	Diplôme d'études en langue française (DELF)  Diplôme approfondi de langue française (DALF – C1 and C2)	Centre international d'études pédagogiques (CIEP), France	5 – 12	330
German	Deutsches Sprachdiplom	Central Agency for Schools Abroad, Germany	6 – 12	130
Japanese	Japanese Language Proficiency Test (JLPT)	Japan Foundation, Japan	11 – 12	17
Spanish	Diplomas de Español como Lengua Extranjera (DELE)	Instituto Cervantes, Spain	6 – 12	33

**DESCRIPTION OF  
THE INSTITUTE FOR INNOVATION IN SECOND LANGUAGE EDUCATION (IISLE)**

The *Institute for Innovation in Second Language Education (IISLE)* is one-of-a-kind in North America as a centre for excellence for languages inside of a large school jurisdiction. IISLE supports second language educators, parents, students and stakeholders by providing a range of supports for second language learning.

IISLE has as its purpose:

- to promote and develop excellence in all aspects of second language education across a wide range of official, international, aboriginal, and signed languages;
- to provide services and expertise to support second language teaching and learning and the development of exemplary global citizens.

It is IISLE's goal that students of district second language programs leave their schooling having achieved targeted levels of language proficiency in at least one language in addition to English as measured, where available, by recognized international standards and language proficiency certification.

IISLE's services include:

- support for teachers of languages other than English (in-servicing, new and beginning teacher support, Leadership in Languages courses, conferences, literacy supports, inclusive education supports, etc.);
- provision of opportunities for students and teachers to engage with other cultures using their second language (identifying student resources, promoting international school twinnings, facilitating and/or arranging for language and cultural experiences/events, etc.);
- international examinations and certifications for students and staff;
- staff language proficiency assessments;
- the facilitation of international, national and provincial agreements in support of second language teaching and learning;
- cultural events and experiences;
- curriculum, resource and assessment development;
- the collection and dissemination of information and research;
- second language program promotion; and
- facilitation of resource centres, the Technologies Playground and support for other human resources, such as visiting staff.

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# Edmonton Public Schools Board Policies and Regulations

CODE: HA.BP

TOPIC: Student Programs

EFFECTIVE DATE: 30-01-2001

ISSUE DATE: 01-02-2001

REVIEW DATE: 01-2008

The board believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The board believes that program implementation should provide continuity and flexibility for student learning.

## A. PROGRAMS AND COURSES

1. The board reserves to itself the authority to approve the establishment of new programs, locally developed courses, the optional implementation of provincial courses, and the deletion of programs and courses. The board shall be informed of all new mandatory course offerings.
2. When considering the addition or expansion of programs and locally developed courses, the administration shall address factors such as:
  - rationale for program or course, including a description of unique features
  - degree of demand
  - availability of staff and instructional resources
  - impact on financial and human resources, and facilities
  - impact on current course and program offerings
  - consistency with sound educational theory and practice
  - consistency with board policies and administrative regulations
  - consistency with the *School Act*, Alberta Learning's policies and its Mission and Mandate for Education
3. When considering the deletion or consolidation of programs and locally developed courses, the administration shall address factors such as:
  - degree of demand
  - student achievement
  - impact on financial and human resources, and facilities
  - availability of staff and resources

## B. ALTERNATIVE PROGRAMS

The board, as advocate of choice, will consider alternative programs which emphasize a particular language, culture, religion, subject-matter, or uses a particular teaching philosophy. Such programs will be offered only in designated district centres.

1. Language and Culture

- a. The board supports the continued offering of French Immersion and Awasis and of the following bilingual programs: American Sign Language, Arabic, Chinese (Mandarin), German, Hebrew, and Ukrainian.
- b. The board will consider the provision of language courses for students who wish to acquire or maintain proficiency in languages other than Canada's official languages.

2. Subject Matter

The board supports the continued offering of the following alternatives: Academic Alternative, Arts Core, Edmonton Public Professional School of Ballet, and International Baccalaureate.

3. Teaching Philosophy

The board supports the continued offering of the following alternatives: Caraway, Cogito, International Baccalaureate Middle Years Program, Logos, Nellie McClung, Sports Alternative, Summit, and the Traditional School.

4. Religion

- . Any religious instruction, religious exercises, or alternative programs based on religion shall be:
  - i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation
  - ii. based on a general faith such as Christianity, Judaism, or Islam, rather than emphasizing or promoting a particular denomination or division of a given faith.
- a. The board allows schools to conduct religious exercises of a non-denominational or non-proselytizing nature that are acceptable to parents.

C. SPECIAL EDUCATION PROGRAMS

1. The board is committed to providing programs and services which make it possible for exceptional students to receive an education appropriate to their abilities and needs. Changes to the curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to address the needs of exceptional students.
2. The board supports the concept of providing educational programs for students with special needs in both neighbourhood schools and in district centres. The neighbourhood school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered.

District centres provide alternate program options.

3. Parents and students shall be provided with information about the program options available.

#### D. OUTREACH PROGRAMS/TRANSITION PROGRAMS

Recognizing that not all students are successful in traditional school settings, the board will provide senior high outreach programs and junior high transition programs. These programs are located in non-traditional school settings, and provide opportunities for students to develop the skills and knowledge required to make the transition back to more traditional school settings. Students may complete their schooling in non-traditional settings.

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Reference(s):

[School Act](#) Sections 10, 11, 21, 47 and 50(1)

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# Edmonton Public Schools Board Policies and Regulations

CODE: HGAF.BP

EFFECTIVE DATE: 18-04-2006

TOPIC: Second Language Education

ISSUE DATE: 19-04-2006

REVIEW DATE: 04-2013

Appreciating the benefits of second language learning for first language development, as well as other developmental, scholastic, economic and cultural benefits, 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 courses in schools choosing to offer French as a second language (FSL) and in school sites designated for 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 courses at schools where demand permits courses to be offered and Bilingual language programs (K-12) at designated sites.

### **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, at schools choosing to offer such courses.

### **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 the student.

Reference(s):

[HA.BP](#) - Student Programs

[HGAF.AR](#) - French Language Programs

[HGAG.AR](#) - International and Aboriginal Language Programs and Courses

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