

EDMONTON PUBLIC SCHOOLS

September 16, 2003

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Update on French Language Renewal Project

ORIGINATOR: Bob Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

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INFORMATION

In June 2002, the Edmonton Public School District commenced a three-year initiative called the French Language Renewal Project. The purpose of this project is to implement the recommendations of a comprehensive program review of the district's French immersion and FSL programs that was completed in February 2002.

The French Language Renewal Project has several goals:

- The district will increase student enrolments in French language programs. The district's goal is to increase the student enrolment in French immersion and in FSL programs by 100% in five years: to 4,000 students in French immersion and to 27,500 students in FSL programs.
- The French immersion and FSL programs will produce distinguished student results. The district's goal is to help students develop levels of French language proficiency that meet national proficiency levels such as those developed by the Public Service Commission of Canada.
- The district will increase student contact with francophone communities. These opportunities will include school twinning, e-mail correspondence, short-term and long-term exchanges, visits, work experience placements and participation in special events.
- The district will form partnerships with school jurisdictions and agencies interested in enhancing French language programs.

This report reviews the achievements of the project in the first year, 2002-2003 (Appendix I). The report also outlines the goals of the second year of the project, 2003-2004 (Appendix II). The work for year two has been designed with strategies, results and measures for each of the project objectives (Appendix III). Significant support and encouragement for the renewal project has been forthcoming from Alberta Learning.

To complement the board policy HGAF.BP French Language Education, approved earlier this year supporting French language programming, a set of administrative regulations have been

devised, based upon input from student, parent, teacher and administrative focus groups (Appendix IV). These will be further supported by a set of guidelines and French language implementation procedures (Appendix V). A parallel set of regulations and guidelines will be established to support all international language courses and programs in the district. In this way the district will be prepared for the 2006 language mandate.

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- Appendix I: French Language Renewal: Year One Results
- Appendix II: French Language Renewal: Year Two Goals
- Appendix III: Specific Project Objectives, Strategies, Results and Measures
- Appendix IV: (____.AR; Administrative Regulations for French Language Implementation
- Appendix V: Guidelines and Implementation Procedures for French Language Instruction
- Appendix VI: Descriptors of French Language Proficiency

FRENCH LANGUAGE RENEWAL: YEAR ONE RESULTS

A. Partnerships

- The district formed a broad-based French Language Programs Advisory Committee that met three times to advise the district on French language program renewal. The **Advisory Committee** includes representatives from Edmonton Public Schools Central Services and district schools, Alberta Learning, Canadian Parents for French, Department of Canadian Heritage, Association canadienne-française de l'Alberta, Office of the Commissioner of Official Languages, Alliance française, Faculté Saint-Jean, University of Alberta, Grant MacEwan College, and La Chambre économique de l'Alberta.
- The district collaborated with the francophone school board Conseil scolaire Centre-Nord in the joint marketing of French immersion and francophone education in Edmonton.
- The district partnered with the Edmonton Catholic Schools, Elk Island Catholic and St. Albert Protestant school districts to pilot the Public Service Commission of Canada second language evaluation tests in French.

B. Policy

- The district developed and approved a new French language policy. Administrative Regulations will be developed by June 2003, along with Implementation Guidelines and Procedures. This policy development was based on consultations with parents, students, teachers, administrators and the French Language Programs Advisory Committee.

C. Learner Assessment

- The district entered into an agreement with the Public Service Commission of Canada (PSC) to pilot the PSC second language evaluation tests in the three skills of reading, writing and oral interaction. The Edmonton Catholic Schools, Elk Island Catholic and St. Albert Protestant school districts accepted the district's invitation to participate in a joint pilot project. A total of 100 students from these four districts will write the reading and writing tests and 40 students will participate in the oral interaction test in June 2003. The purpose of this pilot will be to determine the suitability of the PSC second language evaluation tests for graduating Grade 12 students in French immersion programs.
- The district developed Highest Level of Achievement Tests (HLAT) in French for French immersion students.

D. Student Recognition

- The Commissioner of Official Languages in Canada approved the piloting of a student recognition certificate of achievement this spring for district Grade 12 students in French immersion.

- An awards ceremony attended by the Honorable Ann McClelland and the vice president of the Public Service Commission as well as many senior Alberta Learning staff was held on September 10, at which time certificates from the Commissioner of Official Languages were presented for the first time in Canada.

E. Late French Immersion

- A Late French Immersion program has been planned and will start operation at Dickensfield and McKernan Schools in September 2003.

F. French as a Second Language

- The district prepared grade-level learning outcomes for the FSL program and is currently piloting the learning outcomes in selected schools.

G. Contact with Francophone Communities

- The district developed a collection of French language activities to increase student contact with the francophone community in the Edmonton region.

H. Classroom Support and Professional Development

- The district improved classroom support for teachers by appointing one full-time consultant for French immersion and one full-time consultant for French as a second language for the duration of the project.
- The district contracted the Faculté Saint-Jean, University of Alberta to design and to offer a French language development course for district teachers.
- The district has developed a web site to support French language instruction, and provided updated information on curriculum, resources, francophone activities for students and teachers and professional development opportunities.

I. Learning Resources

- The district formed committees of teachers to identify and to select quality learning resources for French immersion and FSL programs.

J. Marketing

- The district developed a marketing strategy and marketing materials to increase student enrolments in the district's French language programs. The district is sharing the developed marketing materials with interested school districts.

FRENCH LANGUAGE RENEWAL: YEAR TWO GOALS

The goals of the French Renewal Project for year two, are categorized into three general areas: District Level Goals, Provincial Level Goals and National Level Goals. Targets achieved in each of these three categories will benefit district students directly, but the existence of targets that have provincial and national significance enables the district to more readily access funding and expertise to realize objectives.

A. DISTRICT LEVEL

Partnerships

- The district will continue with a broad-based French Language Programs Advisory Committee to advise the district on French language program renewal.

Policy

- The district will assist schools in preparing to implement the French language policies, Administrative Regulations and Implementation Guidelines, as they are phased in by September 2005 (the end date for the three year renewal project).

Learner Assessment

- The Public Service Commission will analyze, interpret and report on the results of the pilot assessment project to determine the appropriateness of the Public Service Commission of Canada second language evaluation tests for graduating Grade 12 French immersion students.
- The district will design and pilot common district wide assessment tools for FSL at the Grades 9 and 12 levels.

Student and Staff Recognition

- The district will continue a recognition program for students and establish a recognition program for teachers, administrators and other staff in the French immersion and FSL programs.

French Immersion

- The district will promote and implement the late French immersion program.
- The district will investigate and enhance programs and services for students with special needs in the French immersion program.

French as a Second Language (Core French)

- The district will form families of schools to implement an articulated FSL program from Grade 4 to Grade 12.

Learning Resources

- The district will identify and select French language resources and support documents that require development, adaptation and/or translation.

Classroom Support and Professional Development

- The district will continue enhanced classroom support for teachers with one full-time consultant for French immersion and one full-time consultant for French as a second language for the duration of the project.
- The district will design and implement a plan to enhance French language professional development opportunities for teachers.

Marketing

The district will implement Year 2 of a three-year marketing strategy.

- The district will continually update the new French language programs website and share program information with school districts, agencies and interested individuals.

Contact with Francophone Communities

- The district will implement the French language activities identified to increase student contact and interaction with the francophone community in the Edmonton region.

B. PROVINCIAL LEVEL

Information Sessions

- The district will organize information sessions for representatives of school districts interested in various dimensions of the French Language Renewal Project. These dimensions include policy development, marketing strategy and materials, assessment, professional development, partnerships, francophone community activities and programming.
- The district will share marketing materials and French language activities, developed with federal funding, with interested school districts in Alberta.

Partnerships

- The district will establish concrete partnerships and inter-jurisdictional projects with school districts and agencies interested in enhancing French language programs for students.

C. NATIONAL LEVEL

Learner Assessment

- The district will arrange to adapt the Public Service Commission of Canada second language evaluation tests for use by graduating Grade 12 French immersion students across Canada.

Marketing Materials

- The district will develop marketing materials for use by school districts across Canada to promote French immersion and Core French programs.

Contact with Francophone Communities

- The district will develop a francophone language and culture kit for schools, a video on French language and culture and a website on francophone history.

APPENDIX III

SPECIFIC PROJECT OBJECTIVES, STRATEGIES, RESULTS AND MEASURES

The project objectives, strategies, results and measures are summarized below:

Project Outcomes, Strategies, Results and Measures for 2003-2004				
	Project Objectives	Strategies	Results	Measures
A. District Level				
1.	To improve implementation of French immersion and FSL Programs	Orient school personnel and parents about the new French language policies, regulations and implementation guidelines	Improved implementation of French immersion and FSL programs Increased student enrolment in French language programs Improved student achievement	Student enrolment in French language programs Student achievement on tests Student, parent, principal and teacher satisfaction with French immersion and FSL programs
2.	To promote and implement the late French immersion program	Develop and adapt appropriate curriculum and learning resources for the junior high school late French immersion program	Effective late French immersion programming in Grade 7 Increased student enrolments in French immersion programs	Student enrolment in the late immersion program Student achievement results Student, parent, principal and teacher satisfaction with late French immersion program

	Project Objectives	Strategies	Results	Measures
3.	To form families of schools to implement an articulated FSL program from Grade 4 to Grade 12	Plan with principals and FSL teachers of proposed family schools and coordinate the implementation of an articulated FSL program	Improved student achievement in French Increased student enrolments in French programs Articulated programs from Grades 4 to 12	Student achievement on tests Student enrolments in schools Principal and teacher reports on program articulation activities
4.	To identify French language resources and support documents that require development, adaptation and/or translation	Use committees of French immersion and FSL teachers to identify existing resources and to determine resource needs	Availability of effective learning resources in French immersion and FSL programs Improved student achievement in French	Student achievement on tests Student and teacher satisfaction with available resources in French
5.	To design and to implement a French language professional development plan for teachers	Identify and/or develop French language development courses to an appropriate service provider	Improved teacher language competency and knowledge and skills in second language pedagogy	Student and parent satisfaction with quality of teachers Principal and teacher reports and service provider report
6.	To implement Year 2 of a three-year marketing strategy	Continue to promote the benefits of French language learning to students, parents and teachers through print and non-print materials Provide ongoing access for parents of preschool children (2-4 years old) to specific and targeted information about French immersion	Increased enrolments in French immersion and FSL programs Availability of quality marketing materials	Number of students in French immersion and FSL programs Public satisfaction with marketing materials

	Project Objectives	Strategies	Results	Measures
7.	To increase student contact and interaction with francophone communities	Implement the French language activities identified	Increased student interest in French language programs Better student understanding and appreciation of the francophone community in Alberta, in Quebec, in other parts of Canada and in other countries	Student interest in learning French Student understanding of francophone communities as measured in a survey
8.	To establish a recognition program for students, teachers, administrators and other staff in the French immersion and FSL programs	Review existing approaches to recognize students, teachers, administrators and other staff	Approval and implementation of a recognition program	Principal, teacher, student and parent satisfaction with recognition program
9.	To investigate and enhance programs and services for students with special needs in the French immersion program	Review existing programs and services for students with special needs	Effective services for students with special needs Enhanced student success in French immersion	Student test results Principal, teacher, student and parent satisfaction with renewed special needs program
10.	To design and pilot common district assessment tools in FSL at the Grades 9 and 12 levels	Develop common district assessments in FSL at the Grades 9 and 12 levels.	Pilot assessments are completed and piloted	Student achievement on pilot tests Teacher and student satisfaction with tests
11.	To continually update French language programs website	Update website on a monthly basis	Quality information available on the website	User satisfaction with website

	Project Objectives	Strategies	Results	Measures
12.	To provide enhanced classroom support for teachers through two full-time consultants, assisting with curriculum implementation.	Continue with two full-time consultants, one for FIM and one for FSL	Enhanced classroom support	Principal and teacher satisfaction with services Improved teacher language competency and knowledge and skills in second language pedagogy
B. Provincial Level				
13.	To organize information sessions for representatives of school authorities interested in various dimensions of the French Language Renewal Project	Plan two information sessions for school jurisdictions, one in May 2003 and one in January 2004	Sharing of information and resources with school authorities in Alberta	School jurisdiction satisfaction with materials and information shared
14.	To share district marketing materials and French language activities with interested school districts in Alberta	Publicize the availability of district marketing materials and make copies available for distribution	Sharing of marketing materials with school jurisdictions in Alberta	School jurisdiction satisfaction with marketing materials
15.	To establish concrete partnerships and inter-jurisdictional projects with neighbouring school districts and agencies interested in enhancing French language programs for students	Identify concrete projects that meet inter-jurisdictional needs: e.g. professional development, resource development	Concrete projects that meet common needs	School district satisfaction with partnerships
C. National Level				
16.	To adapt the Public Service Commission of Canada second language evaluation tests for use by graduating Grade 12 French immersion students across Canada	To contract the Public Service Commission (PSC) to adapt these second language evaluation tests in French for graduating secondary school students	Adapted PSC tests are available for secondary school use across Canada Increased student enrolments in French language programs	Student enrolments in French language programs Principal, teacher, student and parent satisfaction with adapted PSC French language tests

	Project Objectives	Strategies	Results	Measures
17.	To develop marketing materials that could be used by school districts across Canada to promote French language programs	To develop broad-reach materials (such as radio and television public service announcements) and print and non-print materials to promote French second language learning to a wider range of audiences, including parents, teachers, administrators and the general public	Increased enrolments in French language programs Availability of quality marketing materials	User satisfaction with marketing materials
18.	To increase student understanding and appreciation of francophone cultures in Alberta, Canada and the world	To develop a francophone language and culture kit for schools, a video on French language and culture across Canada, and a website on francophone history	Increased student understanding and appreciation of francophone cultures in Alberta, Canada and the world	Student understanding of francophone communities as measured in a survey

APPENDIX IV

CODE: AR
TOPIC: French Language Programs

EFFECTIVE DATE: **DRAFT**
ISSUE DATE:
REVIEW DATE:

A. TYPES OF FRENCH LANGUAGE PROGRAMS

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

Continuing French Immersion

The continuing 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 in Grade 7 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 will be implemented in accordance with the *French Language Programs Guidelines and Implementation Procedures*.

B. PROGRAM ENTRY POINTS

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

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

The primary entry points for students beginning the study of FSL will be Grade 4 or Grade 7. Some elementary schools may begin FSL in Kindergarten or in Grade 1. Some senior high schools may offer a program for students beginning French, if numbers warrant.

C. INSTRUCTIONAL TIME

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.

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.

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 and 660 hours of instruction from Grades 7 to 12.

D. LANGUAGE OF INSTRUCTION

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

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

E. SENIOR HIGH SCHOOL FRENCH IMMERSION

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

F. LEARNING RESOURCES

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

G. ASSESSMENT

The district will implement a French version of the "Highest Level of Achievement Test" (HLAT) tests in the French immersion programs at the Grades 1, 2, 3, 4, 5, 6, 7, 8 and 9 levels beginning in the 2003-2004 school year.

French immersion students will not write the English version of the HLAT tests at the Grade 1 level beginning in the 2002-2003 school year.

The district will pilot the French language proficiency assessments for students in FSL at the Grades 9 and 12 levels by June 2004.

The district will assess the French language proficiency of students in FSL at the Grades 9 and 12 levels by June 2005.

The district will pilot the French language proficiency assessment for students in FSL at the Grade 6 level by June 2004.

The district will assess the French language proficiency of students in FSL at the Grade 6 level by June 2005.

H. SPECIAL NEEDS SERVICES

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

I. FRENCH LANGUAGE CERTIFICATES

The district will 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.

See Section 8 related to the Senior High School French Immersion.

J. 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 will need to demonstrate evidence of readiness for the challenge: e.g., samples of student work, recommendation from a teacher. The process will be in accordance with the district's French Language Challenge procedure.

K. STUDENT TRANSPORTATION SERVICES

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

GUIDELINES AND IMPLEMENTATION PROCEDURES 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.

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 help 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 VI.

2. CURRICULUM

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

3. 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 – new, vacant, under-used;
- accessibility to safe transportation routes;
- availability of suitable gymnasium, library and school grounds to support program;
- 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: immersion school, immersion centre, dual track;
- costs of program and facilities; and
- availability of staff to provide instruction in a sufficient number of subjects in French.

4. LANGUAGE OF INSTRUCTION

FSL

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

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.

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, in the 2006-2007 school year. (This is expected when there is a minimum Grade 10 enrolment of 50 students at a given site.)

5. 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.

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.

6. 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.

7. RESPONSIBILITIES OF DISTRICT SCHOOLS

District junior high schools 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.

8. CLASSES OF COMBINED GRADES

School 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.

9. ORGANIZATIONAL MODELS FOR FRENCH IMMERSION PROGRAMS

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

Immersion

The 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, a 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 on in both Ukrainian (or other language) and English. Some support services may be provided in French and/or Ukrainian (or other language).

10. 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.

11. 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.

12. 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 new administrators appointed to a French immersion program.

13. MARKETING AND PROMOTION

The district will prepare 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.

14. 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.

15. PARENTS

The district will support and seek input from the Edmonton Public Schools' chapter of the Canadian Parents for French.

16. ANNUAL CELEBRATION OF DISTRICT ACHIEVEMENT IN FRENCH

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

17. PROPOSED COURSES IN A REVISED FRENCH AS A SECOND LANGUAGE PROGRAM

The following two course sequences are proposed for implementation beginning in 2003-2004 based on the recommended 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

DESCRIPTORS OF FRENCH LANGUAGE PROFICIENCY

These descriptors are based on the Public Service Commission of Canada guidelines.

Students at the Beginning, Intermediate and Advanced levels would be able to:

Beginning

- ask and answer simple questions e.g. introductions, basic personal and family information
- talk about facts in the present using everyday expressions
- understand very simple texts: main ideas and basic points such as dates, numbers or names
- write isolated words, phrases, simple statements or questions on very familiar topics and
- be understood if the listener pays close attention

Intermediate

- understand main ideas and specific details in oral and written texts on concrete subjects
- engage in an informal conversation on familiar topics
- speak with some spontaneity
- talk about basic facts and events in the present, past and future
- write short descriptive or factual texts, using appropriate grammar and vocabulary and
- be understood by most people, although repetition may sometimes be required

Advanced

- understand main ideas and specific details in most oral and written texts related to social, travel and school-related subjects
- participate effectively in discussions on a variety of topics
- speak with a natural delivery
- be easily understood; pronunciation does not interfere with communication
- write explanations or descriptions in a variety of informal and formal social, work and school-related situations and
- write texts in which ideas are developed and presented in a coherent manner, with appropriate vocabulary, grammar and spelling