



ADMINISTRATIVE GUIDELINE

Title: French Immersion

Effective Date: September 2, 2008

Responsibility: Superintendent of Program
and Schools

Revised: April 1, 2022

1.0 Rationale

1.1 The Near North District School Board is committed to providing Early Immersion programs through to Grade 12 in a fiscally responsible manner. These programs will be provided in an equitable way according to individual community needs and based on the criteria identified in #2.2.

2.0 Criteria To Initiate or Phase Out Programs:

2.1 All decisions made with regard to French Immersion program initiation, augmentation, phase out, or relocation shall be made in consultation with the Director, Supervisory Officers, a French Immersion committee [see Section 4.1] and all other stakeholder groups where possible.

2.2 The criteria for determining French Immersion program initiation, augmentation, phase out, or relocation shall include the following:

- Availability of sites where space is available and is projected to remain available.
- Community support/demonstrated interest in enrolling determined by community survey results.
- Room or space to support the program.
- Program and/or accommodation costs.
- Location of elementary/secondary sites within short distances of each other.
- Equitable distribution of sites to meet regional and system needs.
- At the secondary school level, staffing, enrollment and program organization where sufficient courses can be offered in French.
- Other considerations when applicable such as outlined in the NNDSB Administrative guideline School openings, Closures and Consolidations (2021).

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

3.0 Program models:

- 3.1 The Near North District School Board continues to offer Early French Immersion programs using the current models of dual track and immersion centers.
- 3.2 Early French Immersion programs in the Near North District School Board will begin in Junior Kindergarten.
- 3.3 Early French Immersion programs at the elementary level shall include a minimum number of hours as identified in the Ministry of Education grant guidelines for French language.

In a French Immersion program, French must be the language of instruction for a minimum of 50% of the total instructional time at every grade level of the program. Immersion programs must provide a minimum of 3800 hours of instruction in French by the end of Grade 8. (2013) The Ontario Curriculum, French as a Second Language revised, p.16.

At the Secondary level, program hours for French Immersion programs shall follow the (2014) Ontario Curriculum, French as a Second Language, grades 9-12:

“In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils these requirements” (p.16).

The Near North District School Board sets the following guidelines as the accepted standard:

EARLY FRENCH IMMERSION PROGRAM

FDK	270 min per day / 90% of the program	4.5 hrs per day	855 hrs/year
Gr. 1 & 2	270 min per day/ 90% of the program	4.5 hrs per day	855 hrs/year
Gr. 3 & 4	225 min per day/ 75% of the program	3.75 hrs per day	712.5 hrs/year
Gr. 5 & 6	150 per day/ 50% of the program	2.5 hrs per day	475 hrs/year
Gr. 7 & 8	150 min per day/ 50% of the program	2.5 hrs per day	475 hrs/year
Secondary	Minimum of 4 French Immersion Courses and 6 other courses taught in French		

In the Kindergarten program, 30 minutes a day will be devoted to English instruction with a focus on oral language.

At the Grade 1-2 level, 30 minutes a day will be devoted to literacy development in English with all four strands being considered in the Progress Report and reported on in Term 1 and 2 Provincial Report Cards.

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At the Grade 3 and 4 levels, 75 minutes a day will be devoted to English instruction of which 45 minutes will be devoted to English Language Arts and the remainder of the 30 minutes being filled depending on staffing and school-based decisions, excluding Mathematics to comply with PPM 160. School SO will be informed of school-based decision for final approval.

At the Grade 5 and 6 levels, 150 minutes per day of English will be devoted to English Language Arts, Mathematics, and the remainder of the English allotment being filled depending on staffing and school-based decisions. School SO will be informed of school-based decision for final approval.

At Grade 7 and 8 levels, 150 minutes of English Language instruction time will be devoted to English Language Arts, Mathematics, and the remainder of the English allotment being filled depending on staffing and school-based decisions. School SO will be informed of school-based decision for final approval.

4.0 Best Practice

4.1 When required, a French Immersion Committee will be established to provide advice to the Senior Administration regarding the French Immersion program and accommodation issues. The French Immersion Committee shall consist of the following:

- 1 Supervisory Officer responsible for French Immersion
- 1 Elementary Principal/Vice-Principal of a French Immersion school
- 1 Secondary Principal/Vice-Principal of a French Immersion school
- 1 French Immersion Elementary teacher from each division (Primary, Junior and Intermediate)
- 1 Program Principal
- 1 FSL Program Coordinator

4.2 The Near North District School Board supports the enhancement of resources and technologies in French Immersion programs.

4.3 The Near North District School Board supports on-going French Immersion teacher professional development in student language acquisition, teaching methodology, and curriculum.

4.4 The Near North District School Board supports the development of a French language culture in all French Immersion schools.

5.0 Needs of Students:

5.1 Students requiring special education assistance shall receive support through the special education program.

- 5.2 Students with French competencies wishing to enter French Immersion at a time other than junior or senior kindergarten must consult with the school administration.

Effective instructional practices include the following:

- An action-oriented approach:

“Action-oriented and communicative approaches to teaching FSL focus on meaning over form; emphasize meaningful interactive activities; centre on communicative language needs; and, when possible, highlight authentic tasks within the context of a classroom environment. While the communicative approach centres on communicating in the target language, the action-oriented approach requires students to perform a task in a wider social context.” (p. 31, Ontario curriculum policy document).

- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Learning, teaching and assessment relate to developing proficiency in listening, speaking, reading and writing.
- There is a focus on developing oral language skills as the foundation for developing proficiency in all strands.
- Students have multiple, daily opportunities to interact in French.
- Learning, teaching and assessment tasks in all strands are focused on authentic communication in French.
- Language conventions are contextualized within the learning and are determined by the social context of the action-oriented task.
- Learner autonomy and metacognition are promoted.
- Learning goals, co-constructed success criteria, and descriptive feedback is based on the knowledge, skills, concepts and processes from the Ontario curriculum.
- Students have frequent opportunities to reflect on and monitor their own learning (reflection on strengths, strategies, progress and achievement of goals).
- Learners’ plurilingual and pluricultural competences are valued and developed.

6.0 District Marketing Strategies:

6.1 There will be an on-going marketing campaign to attract students to our Immersion programs. The Information Officer for our Board along with the FSL Coordinator and Program Principal responsible for French as a Second Language will take a lead in this campaign.

7.0 Teacher Qualifications

The additional qualification for French immersion programs is FSL Part 1 and a French competency evaluation scoring a minimum of B2.