

Department of Education and Early Childhood Development

POLICY 309

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Subject: French Second Language Programs
Effective: April 21, 1994
Revised: October 25, 2001; July 2009; July 25, 2018

1.0 PURPOSE

This policy establishes standards for the provision of French Second Language (FSL) programs in New Brunswick Anglophone school districts.

2.0 APPLICATION

This policy applies to all public schools in the New Brunswick Anglophone school districts.

3.0 DEFINITIONS

Community (for the purposes of this policy) – refers to:

- a rural community with only one or a few schools;
- a village or small town with a small number of schools; or
- a large neighborhood within a large town, city, or school district.

English Prime – refers to the education program that all students are enrolled in at Kindergarten. English Prime students acquire French as a second language through Pre-Intensive, Intensive and Post-Intensive French.

French Immersion – refers to an education program in which students acquire French as a second language through subject area content and learn about the language through French Immersion Language Arts. As of September 2019, Grade 1 and Grade 6 will be offered as the sole entry points for the French Immersion program.

French Learning Experiences – refers to a program component that integrates French language and culture into all subject areas for all Kindergarten students and students in English Prime Grades 1 to 3.

Oral Proficiency – refers to the oral language competency level.

Student refers to pupil, as defined in the *Education Act*.

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4.0 LEGAL CONSIDERATIONS AND AUTHORITY

Education Act, section 6

The Minister

b.2) may establish provincial policies and guidelines related to public education within the scope of this Act [...]

Education Act,

Section 6 – Educational goals and standards, curriculum and materials

Section 11 – Placement of pupils

Section 12 – Programs and services for pupils requiring a personalized learning plan

Paragraph 27(1)(f) – Duties of teachers

School Administration Regulation 97-150 – Education Act

Section 28 – Number, types and levels of instructional programs

5.0 GOALS / PRINCIPLES

- 5.1 The Department of Education and Early Childhood Development (EECD) values an inclusive and equitable education system in which French as a Second Language (FSL) opportunities are open and accessible to all students, as offered in their school.
- 5.2 All students are exposed to French culture and language beginning in kindergarten.
- 5.3 EECD has a responsibility to provide opportunities for all students to learn both of New Brunswick's official languages.
- 5.4 EECD values and respects the unique cultural heritage of all students.
- 5.5 EECD encourages the revitalization and preservation of First Nation languages in New Brunswick.

6.0 REQUIREMENTS / STANDARDS

6.1 Program details

- 6.1.1 Superintendents shall ensure that all aspects of French Second Language (FSL) programming are delivered as described in the relevant administrative guidelines and curriculum documents. Each French Second Language program has prescribed proficiency targets by program and by grade described within the curriculum document provided by EECD.

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- 6.1.2 Superintendents shall ensure that FSL programs include a district plan to develop and provide resources, supports and interventions so that FSL programs are open and accessible to all students.
- 6.1.3 FSL courses will be instructed in French.
- 6.1.4 FSL instruction is compulsory until the end of Grade 10. The superintendent shall ensure that students have the opportunity to continue instruction in FSL courses in Grades 11 and 12.
- 6.1.5 Under exceptional circumstances, exemptions to placement in FSL programs may be granted by the Superintendent, taking into account Policy 322 – Inclusive Education.
- 6.1.6 At the end of Kindergarten or Grade 5, parents communicate their choice for their child to either remain in English Prime or enter French Immersion.
- 6.1.7 French Learning Experiences are mandatory for all Kindergarten to Grade 3 students who follow the English Prime program. These experiences will be integrated into curricular areas and offered a minimum of 30 minutes per week. Participation in these experiences will be noted on the report card.
- 6.1.8 The French Immersion Program is provided exclusively for students who wish to develop a degree of proficiency by being immersed in their second official language, as per *Policy 321 – Admission Based on Language*.

6.2 English Prime – Intensive French

- 6.2.1 Grade 4 English Prime Pre-Intensive French consists of 150 minutes of instructional time in French per week.
- 6.2.2 Grade 5 English Prime Intensive French consists of a minimum of 345 hours of instruction in French; a minimum of 300 hours of instruction in French during the intensive term, and an additional 45 hours in the term that precedes or follows. French instruction focuses on language acquisition, not course content. Mathematics, art, music and physical education are provided in English throughout the year. Additionally, English language arts, science, social studies, health, and personal development and career planning are delivered in English either preceding or following the 5-month Intensive French term.
- 6.2.3 Students who opt to remain in English Prime after the completion of Grade 5 will follow Post-Intensive French in Grades 6 through 10. From Grades 6-8, instructional time in Post-intensive French consists of approximately 120 hours per year; in Grades 9-10, instructional time decreases to 90 hours per year.

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6.3 French Immersion

- 6.3.1 The minimum yearly percentages of instructional time in French for Early French immersion are:
- a) Grade 1 and 2 receive a minimum of 90 percent of their instructional time in French each year.
 - b) Grades 3, 4 and 5 receive a minimum of 80 percent of their instructional time in French.
 - c) Grades 6 through 8 receive a minimum of 70 percent of instructional time in French.
 - d) Grades 9 and 10 receive a minimum of 50 percent of instructional time in French.
 - e) Grades 11 and 12 receive a minimum of 25 percent of instructional time in French.
- 6.3.2 The minimum yearly percentages of instructional time in French for Late French Immersion are:
- a) Grades 6 through 8 receive a minimum of 70 percent of instructional time in French.
 - b) Grades 9 and 10 receive a minimum of 50 percent of instructional time in French.
 - c) Students in Grades 11 and 12 receive a minimum of 25 percent of instructional time in French.

6.4 Availability of French Immersion Programs

- 6.4.1 A Superintendent implements an immersion program in a community where there is sufficient interest and where it is deemed to be sustainable over time.
- 6.4.2 In order to assess the sustainability of and a desire for French Immersion program, the superintendent shall consider:
- a) the number of students in the community to be enrolled at the grade level of implementation (based on student population trends for current and future years);
 - b) the availability of qualified school personnel;
 - c) transportation costs, where these may be affected by students being bussed from one area of the district to another;
 - d) that parents have the opportunity on an annual basis to indicate their preferences with regard to FSL programs in their community by providing access to information to all parents with children in either Kindergarten or in Grade 5. At a minimum, the information shall include brief description of the FSL programs and factors involved in making a choice, and shall provide a means for parents to indicate their preference;

- e) district-organized information meetings on FSL programs are held to assist parents in making informed choices.

6.5 Provincial Oral Proficiency evaluations

- 6.5.1 The Grade 12 French Oral Proficiency Interview is mandatory for all Grade 12 Post Intensive French students registered in at least one course taught in French, as well as all Grade 12 French Immersion students registered in at least a total of 5 courses while in Grades 11 and 12. Although it is mandatory for these students only, other Grade 12 Anglophone students registered in a French second language course, or students who have taken a Grade 12 French second language course have the option to participate in the oral proficiency interview in order to obtain their French oral proficiency certificate.

6.6 Teacher language proficiency

- 6.6.1 The Superintendent will ensure that FSL teachers are well-versed in second language teaching methodology and approaches, and have a proven competence in both French and English.
- 6.6.2 Subject to 6.6.4, the minimum level of language proficiency in French of a teacher in *Intensive French* and *Post-Intensive French* shall be the *Advanced plus* level as defined by the New Brunswick Second Language Proficiency Scale or the equivalent B2 level on the Common European Framework of Reference for Languages.
- 6.6.3 Subject to 6.6.4, the minimum level of language proficiency of a teacher in either of the *Immersion programs* shall be the *Superior* level as defined by the New Brunswick Second Language Proficiency Scale or the equivalent C1 level on the Common European Framework of Reference for Languages.
- 6.6.4 Under exceptional circumstances, where the superintendent has been unable to engage an educator meeting the requirements of section 6.6.2 or 6.6.3, the superintendent may temporarily assign an educator without the required competency. In order for that teacher to maintain an FSL assignment, a mutually agreed upon written plan to meet language proficiency requirements will be implemented and reasonable efforts will be made to support the educator to attain the required proficiency level.

7.0 GUIDELINES / RECOMMENDATIONS

School personnel should ensure that French immersion and Post-intensive French students are aware of the opportunities available and the advantages of continuing to follow FSL courses in Grades 11 and 12.

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8.0 DISTRICT EDUCATION COUNCIL POLICY-MAKING

A District Education Council may develop policies and procedures that are consistent with, or more comprehensive than, this provincial policy.

9.0 REFERENCES

Relevant Department of Education and Early Childhood Development policies:

[Policy 321 – Admission Based on Language](#)

[Policy 322 – Inclusive Education](#)

Other relevant documents:

[New Brunswick Second Language Oral Proficiency Scale](#)

[Provincial Assessment Program – Protocols for Exemptions and Accommodations](#)

[Curriculum documents](#)

[Learning French as a Second Language \(Brochure – PDF\)](#)

10.0 CONTACTS FOR MORE INFORMATION

Department of Education and Early Childhood Development – Learning and Achievement Branch, 506 453-2812

Department of Education and Early Childhood Development – Policy and Planning Division, 506 453-3090

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