

<b>Policy Name:</b>	<b>Policy on Language Development and Delivery Models</b>
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## **1.0 Mission, Goal and Vision**

### **1.1 Riverside School Board Mission**

Riverside School Board is committed to providing a stimulating and caring environment, which enables all students to achieve personal success.

### **1.2 Riverside School Board Vision for Language Development**

Students at Riverside School Board will develop high levels of proficiency in both English and French, so that they may be prepared for short-term success in their elementary education, longer-term achievement in their secondary education, and overall success through full linguistic integration in Quebec society.

- 1.2.1 Riverside School Board will direct all of its departments, that is, Educational, Complementary and Technology Services, as well as its resources, that is, Human, Financial and Material Resources to support its mission and its goal to graduate students highly proficient in both English and French, in keeping with student needs and the unique character of each school community.

Within the framework of the rights, responsibilities and obligations set out by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) in the Education Act and the Basic School Regulation, as well as by Riverside School Board in its policies, each school is empowered to develop its unique character through an Educational Project that is reflected in all of its intra-curricular and extra-curricular offerings. Each school will provide a learning environment focused on its students' needs and tailored to its community portrait. In so doing, schools will establish the Educational Project that defines the delivery of the program of studies, the subject-time allocation, the adaptation and enrichment of curriculum, as well as evaluation standards and procedures, in keeping with Ministry obligations and learning goals. In order that students may fully contribute to their community and Quebec society, the teaching of English and French for high levels of proficiency will be vital components of each school's Educational Project.

## 2.0 Delivery Models

Elementary and secondary schools at Riverside School Board will offer one or both of two models of delivery: the **French Immersion model** and/or the **English Model**. Regardless of the model, the English course follows the English Language Arts curriculum as defined in the Quebec Education Program (QEP).

### 2.1 Elementary French Immersion Model

At the elementary level, the French Immersion model is one in which several courses are taught in French and in which the French course itself, a second language curriculum, is *français langue seconde, immersion*, as defined in the QEP.

### 2.2 Elementary English Model

At the elementary level, the English model is one in which the majority of instruction time is spent in English. In terms of the French course itself, students enrolled in this model will follow the *français, langue seconde, immersion* curriculum as defined in the QEP. Moreover, at least one additional course will be taught in French, in Cycles 1, 2 and 3.

#### 2.2.1 Evaluation and reporting within elementary models

Evaluation and reporting will consider the specificity of each model (time spent, courses delivered in French, etc.). While the actual French course within both the French Immersion and the English models will be based on the same Ministry curriculum (*français, langue seconde, immersion*), it is important to note that students in the French Immersion model will continue to receive more overall hours of exposure to French (through subjects taught in French) than those in the English model.

## 2.3 Secondary French Immersion Model

At the secondary school level, the French immersion model is one in which content courses are taught in French and in which the French course itself is the *français, langue seconde, programme enrichi* curriculum as defined in the QEP.

### 2.3.1 Option within the Secondary French Immersion Model

In terms of the French course itself, some students within the Immersion model at the secondary school level may follow the *français, langue d'enseignement* curriculum instead of *français, langue seconde, programme enrichi*.

## 2.4 Secondary English Model

At the secondary school level, the English model is one in which the majority of courses are delivered in English. Students enrolled in this model must follow the *français, langue seconde, programme de base* curriculum as defined in the QEP, or choose instead the *français, langue seconde, programme enrichi* curriculum as defined in the QEP.

## 3.0 Responsibilities with Regard to Development of student proficiency in English and French

The school and school board will align their efforts to maximize student proficiency in English and French.

### 3.1 Responsibilities of the School

Each school will provide a learning environment focused on its students' needs and tailored to its community portrait, with particular attention to the development of high levels of proficiency in both English and French for all students.

In so doing, each school will establish the Educational Project that defines the delivery of the program of studies, the subject-time allocation, the adaptation and enrichment of curriculum as well as evaluation standards and procedures, in keeping with ministry obligations and learning goals.

High levels of student proficiency in both English and French will be vital components of the school's Educational Project.

Consideration will be given to providing resource support in both English and French to any student with learning difficulties, regardless of the model under which he or she is receiving instruction.

## 3.2 Responsibilities of the School Board

The School Board will support the schools in the attainment of their Educational Project, and its implementation, with specific attention to student proficiency in both English and French, by distributing equitably the services of its departments through Educational, Complementary and Technology Services, as well as its resources, through Human, Financial and Material Resources.

The School Board retains the right to require a change in the Educational Project of a school, keeping in mind the goals stipulated in this policy. The impact on the financial, material and human resources of the school board, and on the collective agreements of the various categories of employees will be considered.

The School Board will verify that the delivery model offered in each school respects the Education Act and the Basic School Regulation and complies with the policies of the School Board.

The School Board will support the schools in maximizing student proficiency in English and French, with consideration for specific student needs and the unique portrait of each school community. The following parameters will be respected:

### 3.2.1 Elementary Schools

For elementary schools with an English model currently referring to the *français, langue seconde de base* curriculum for their French course offering, there will be a transition through attrition and staffing to the *français, langue seconde, immersion* curriculum and to the inclusion of one additional course delivered in French, prioritizing social studies and science.

For all elementary schools, offering either the English or the immersion models, instruction will be delivered in English at least one hour per day (including English Language Arts) to offer sustained exposure.

### 3.2.2 Secondary Schools

Secondary schools will offer social studies courses (*History, Geography, History and Citizenship Education, Contemporary World, Financial Education*) in French as a choice for students from secondary 1 to 5, where the numbers warrant.



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Secondary schools will offer *Français, langue d'enseignement* as an alternative to the French as a second language courses (*Français, langue seconde, programme de base; Français, langue seconde, programme enrichi*).

Secondary schools will provide students taking the *Français, langue d'enseignement* course with at least one additional course taught in French, as a compulsory component (for example, social studies) from secondary 1 to 5.

Secondary schools will offer at least one option course in French (at any level that includes option courses in its programming), where the numbers warrant.

## 4.0 Implementation

The policy will be implemented gradually in line with teacher attrition and staffing. The application of this policy should not result in any excess teachers at the school board level.