

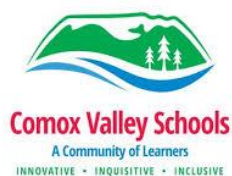


SD71 French Immersion Program Review

As commissioned by Superintendent Lindquist

October-April 2019





French Immersion Program Review

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French Immersion Program Review

*As commissioned by Superintendent Lindquist
October-March 2019*

In the last few years the Ministry of Education has implemented a new graduation program for all students in BC. The curriculum has been redesigned to be more learner focused and flexible with an emphasis on core competencies, big ideas and learning standards. Indigenous culture and perspectives have also been integrated into all the curriculum.

Teachers now have greater flexibility in creating learning environments that are relevant and engaging while promoting local contexts and place-based learning. The implementation of BC's New Curriculum has opened the door for educators, parents and students to work closely to ensure students develop their full potential.

To this end, a French Immersion Review was initiated in School District #71 under the direction of Superintendent Lindquist.

Previous Reviews: In the last 20 years there have been two school district #71 reviews involving French Immersion. These reviews were very specific in nature. The first occurred in 2007 titled "Initiating a Dual Track Structure" while the second occurred in 2015 on the "Implementation Issues Surrounding Late French Immersion". Both reviews, were researched and authored by retired Superintendent Mr. Clyde Woolman.

Purpose: The intent of the current process was to review the entire K-12 French Immersion program by gathering information from involved stake holders – students, parents, teachers, EA's and administrators. The committee wanted to identify the successes of the French Immersion program, determine the current challenges faced by educators, students and parents and implement some changes that will enhance the quality of instruction and depth of learning that is occurring in SD#71 classrooms. Our committee will make recommendations to the Superintendent and focus on how the facets of the French Immersion program are aligned and coherent.

Alignment with SD71 Program Reviews: Our goals for this review are aligned with the SD71 program review goals where we consider if the program is achieving its mandate, program efficacy, review elements of the program and possible shifts, build capacity of district personnel, involve our stakeholders, include fiscal considerations and financial viability, present recommendations and inform the board of options for future directions, as well as publish the review (after the process).

Process and Committee:

An organizational committee was established In November 2018 after a meeting with Superintendent Lindquist to solidify a purpose and develop some inquiry questions. The committee involved administrative representatives from the three French immersion programs. Ecole Puntledge Park (K-7 French Immersion & Late Immersion), Ecole Robb Road (K-7 French Immersion) and Mark Isfeld Secondary (8-12 French Immersion) and the District French Coordinator.

Mark Isfeld Secondary Principal: Mr. S Lamoureux

Ecole Robb Road Principal: Mr. Kyle Timms

Ecole Puntledge Park Principal: Mr. Stephane LeBlanc

Ecole Robb Road Vice Principal/French Language Coordinator: Ms. Cheryl Adebar

The committee formally met three times in November and December (2018). They developed a survey to solicit information from their staff. Three open ended questions were asked:

1. Articulate some of the successes you are seeing?
2. What are the biggest challenges facing a FI teacher?
3. Provide some suggestions for future growth?

The results of the questions were collated into general themes under three specific categories.

a) Successes:

1. Proud, Confident Students
2. Leaders Within the School
3. Bilingual Students
4. Strong Academic Results
5. Improved Post Secondary Opportunities

b) Challenges:

1. Resources
 - a. Lack of French Resources
 - b. New Curriculum is not supported in French
 - c. Teachers spending too much time translating
 - d. Lack of Indigenous resources in French
 - e. Lack of Federal funds transparency
2. Student Supports
 - a. Minimal EA support in the classroom
 - b. Need for French Speaking Teacher Supports: LST's, Librarians, Counsellors
 - c. English speaking parents can not provide support at home
3. Professional Development
 - a. All Professional development is delivered in English
 - b. Teachers are aligned in schools but not as a district
 - c. Lack of teacher collaboration
4. Speaking French
 - a. Convincing students to speak French in Class
 - b. Huge range of oral French levels
5. Cultural Awareness
 - a. Lack of cultural awareness, events
 - b. Little influence form local CPF

c) Suggestions:

1. More Pro- D in French
2. More LST and EA Time for Supports
3. Teacher Collaboration time built into the time table
4. Exchange / Cultural Trips
5. Increased Oral French
6. Curriculum Support Teacher in French

The main themes were then used to develop an in-depth survey that was sent to French Immersion educators, students and parents.

On Jan 1st, 2019, the organizing committee was expanded to include representatives from the major stakeholders of all three French Immersion schools. The ensuing group was represented by Early and Late French Immersion teachers, parents, students, librarians, Learning Support Teachers, SD#71 French Coordinator and administrators from elementary and secondary.

-	Ecole Puntledge Park	Late FI teacher	Thea Black	Grades 6-7
-	Ecole Puntledge Park	Teacher Librarian	Kim Marks	Grades K-7
-	Ecole Puntledge Park	Parent	Pamela Powell	Kindergarten & Grade 3, PAC
-	Ecole Robb Road	Early FI Teacher	Eva Pare	Grade 3-4
-	Ecole Robb Road	Learning Support Teacher	Michelle Mowbray	Primary
-	Mark Isfeld	Secondary FI Teacher	Ms Welbourn	Mathématiques/Sciences
-	Mark Isfeld	Secondary FI Teacher	Ms McCallum	Sciences humaines / Français
-	Mark Isfeld	Secondary FI Teacher	Mr Roy	Senior Français Langue
-	Mark Isfeld	Student	Jordana Hadfield	Grade 11
-	Mark Isfeld	Student	McKenna Heinrich	Grade 11
-	Mark Isfeld/Robb Road	Parent	Tom Mason	Grades 6 & 8, PAC

This committee met on February 27th and March 5th to analyse the responses from the parent, student and staff surveys and review French Immersion data. Opportunities to add new themes were also provided.

During these meetings, an analysis of the results was completed by the stakeholder group. Ideas were offered about how to better meet the learning needs of all students, within all components of the FI program. The group also considered alignment and coherence within the program and with other school environments. The last task of the group was to prioritize the list of suggested actions and assign responsibilities and fiscal considerations; steps in creating an action plan.

Survey Responses

Parent Responses	298
Student Responses	179
Staff Responses	43
TOTAL	520

Survey Result data

See Appendix A for details on results from the student, parent and educator surveys.

SD71 French Immersion Program Information

Enrolment Numbers:		French Imm.	English	Total
École Robb Road	French Immersion	471	0	471
École Puntledge Park	Dual Track	329	155	480
Mark R Isfeld	Dual Track	510	502	1012
	TOTAL	1280	687	1963

School District 71 Students (2018-19)

7683 Total Students

1280 French Immersion Students

16.7% of the total student population are enrolled in French Immersion

***It was noticed that this enrollment proportion has decrease by several percentage points from a few years ago.

2018-19 French Language Resources

	FI Enrollment	IEP's	School L. Plan	French-speaking Admin	Learning Support (French)	Teacher Librarian (French)	Education Assistant (French)	Counsellor (French)	French CST
Robb Road	471	21	46	1	1.5	.8	3	0	0
Puntledge	329	7	17	1	1.0	.8	1*	0	0
Mark Isfeld	510	8	3	0	0	.2 (2018)	1	1	0

* 2 other EA's support specific Low Incidence students

Program	Entry Point	Grades
Early French Immersion	Kindergarten/Grade 1	K-12
Late French Immersion	Grade 6	6-12

Note: There are currently 19 grade 7 students from Ecole Puntledge Park in Late Immersion. They are joined by 90 grade 7 Early French Immersion students from Ecole Puntledge Park and Ecole Robb Road when they proceed to grade 8.

When the grade 7 Late Immersion and Early French Immersion students transfer to Mark R Isfeld they are enrolled in the same grade 8 courses. Although there is a recognition of the range in language proficiency there is no differentiation nor bridging between Late French Immersion and Early French Immersion enrolments.

*The following chart outlines the “recommended” time allocations from the Ministry of Education, which is our guideline in SD71 schools.

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

Mark Isfeld Required French Immersion Courses

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Français 8 Sc. Humaines 8 Sc. Naturelles 8 Mathématiques 8	Français 9 Sc. Humaines 9 Sc. Naturelles 9 Mathématiques 9	Français 10 Sc. Humaines 10 Sc. Naturelles 10	Français 11 Sc. Humaines 11	Français 12

In order to graduate with both diplomas and as per the Graduation Program Order, French Immersion students are required to earn a total of 80 credits.

Please note that of these credits French Immersion students must earn:

- at least 16 credits at the Grade 12 level (including Français langue seconde – immersion 12)
- at least 12 credits in Grade 10, 11, or 12 courses that are in French with at least 4 of those credits at the Grade 11 or 12 level (excluding Graduation Transitions 2019 only)*

Provincial Francais Langue Exam Results

- Please note that Provincials exams are no longer utilized by the Ministry

	2019/01	2018/06	2018/01	2017/06	2017/01	2016/06	2016/01
School Final	77.4	74.92	77.16	72.73	73.67	76.00	76.73
Provincial Final	73.95	76.76	76.92	75.31	74.58	75.97	75.37
		-1.84		-2.58	-0.91		

- In the last 3 years School District #71 students have performed well on the Français Langue provincial exams. They have exceeded the provincial average 4 times in the last 7 exams.

Federal French Immersion Funding

- SD#71 receives \$133 000.00. This amount helps to enhance the French Immersion Programs. Some examples include:

- Cultural activities * Learning resources
- District French Coordinator` * Professional Development
- Individual School Allocations

Ecole Robb Road	\$26 000.00
Ecole Puntledge Park	\$18 000.00
Mark R Isfeld	\$31 000.00

- **Determined by FTE.**
- **Allows for site-based initiatives, projects and events**

Note: Federal formula is currently being reviewed – Tentative release date: September 2019



Ministry of Education



FINANCIAL REPORT / EVALUATION FORM (FP01-SD)

School Year	2017	/ 2018	School District #	71	School District's Name	Comox Valley
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A. FINANCIAL REPORT - DISTRICT GRANTS BASED ON STUDENT LEVEL DATA COLLECTION

Categories	Funding Balance carried over from Previous Years (A)	Current Year Federal Funding by Category (B)	Available Funding in Current Year (F) = (A)+(B)	School District's Current Year Expenditure (E)	Funding to Spending Variance (V) = (F)-(E)
Learning Assistance Grant	\$	\$	\$ 0	\$	\$ 0
E-Learning Technology Grant	\$	\$ 12,182	\$ 12,182	\$ 12,182	\$ 0
Learning Resources Grant	\$	\$ 25,862	\$ 25,862	\$ 25,862	\$ 0
Core French Grant	\$	\$ 17,574	\$ 17,574	\$ 17,574	\$ 0
French Immersion Grant	\$	\$ 133,506	\$ 133,506	\$ 133,506	\$ 0
Teacher Pro-D Grant	\$	\$ 5,020	\$ 5,020	\$ 5,020	\$ 0
Cultural Activities Grant	\$	\$ 1,800	\$ 1,800	\$ 1,800	\$ 0
TOTAL	\$	\$ 195,944	\$ 195,944	\$ 195,944	

TOTAL CUMULATIVE FEDERAL FUNDING UNSPENT: 0

As per our previous communication, funding must be fully spent in the year in which it was allocated. Please note that any unspent funds might result in reduced OLEP funding for your district.

Conclusion

We have appreciated the opportunity to work on this, SD71 French Immersion Program Review. We have found it to be a beneficial process in several ways. We are all proud of this program, our schools and the roles and contributions that all of our stakeholders' play in meeting learner needs. Positive feedback about many aspects of the French Immersion program were affirmed and suggestions for further action were identified and clarified. We were also able to identify areas in which the program is and is not aligned; within our program and within the district.

In being brought together for a formal reason, we have already observed more inter-school cohesiveness and more aligned programs. We have gained insight about various aspects of the program district-wide, gained clarification in roles and heard various perspectives about our program. We are also already implementing some of the recommendations that we could locally act upon. We look forward to sharing, elaborating this review with our interested educational partners.

Cheryl Adebar, Sean Lamoureux, Stephane leBlanc, Kyle Timms

Appendix A

French Immersion Review Survey Data

- Parent survey – page 15
- Staff survey – page 25
- Student survey – page 34

French Immersion Program Review Survey - PARENTS

298 Responses 11:11 Average time to complete Closed Status

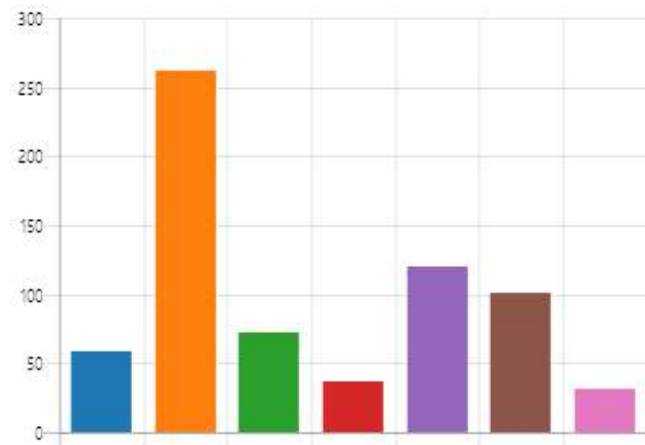
1. My child(ren) attend:

● Ecole Puntledge Park	101
● Ecole Robb Road	114
● Mark R Isfeld Secondary School	125



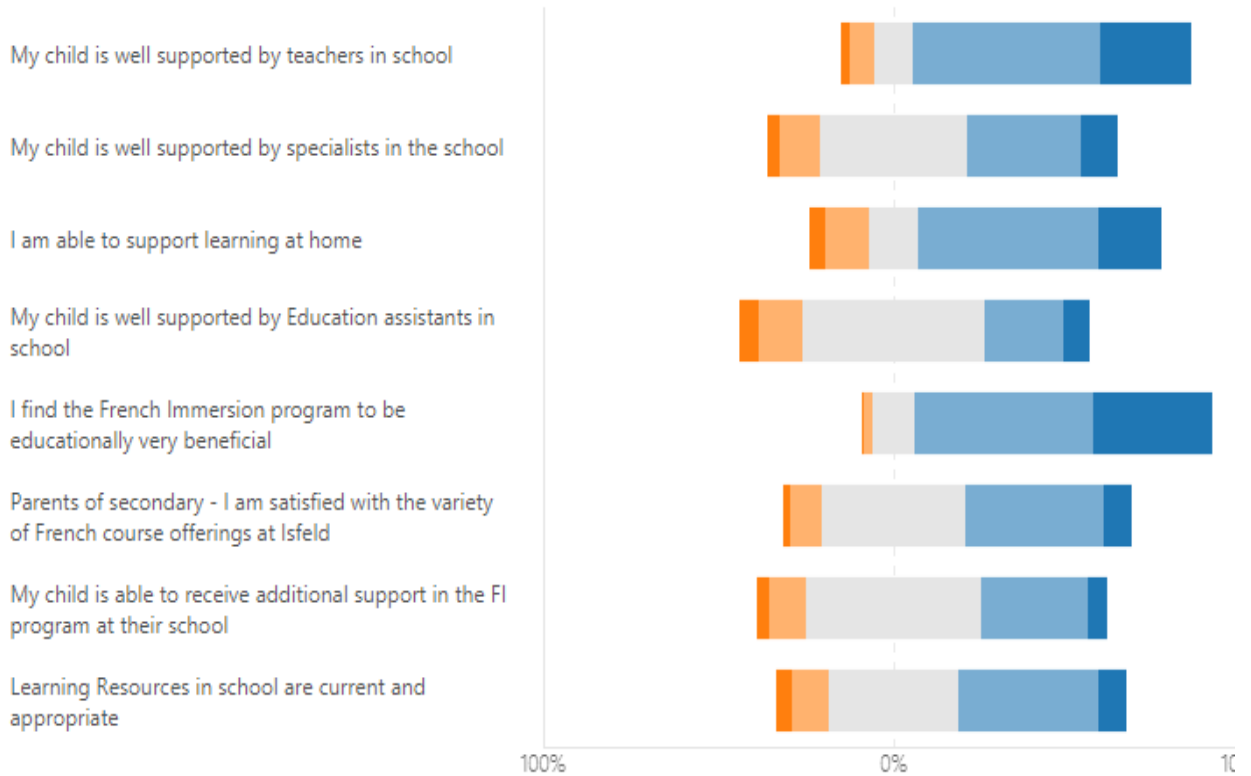
2. Our family chose French Immersion because (answer all that apply)

● Proximity to home	58
● A chance to acquire a second la...	262
● Family background in French	72
● It was recommended by friends ...	37
● More challenge for my child	120
● Good reputation of program	101
● Other	32



3. Please consider the needs of your children as you rate each statement below. If you have more than one child in the program, consider the oldest since they have been in the program longest.

Strongly disagree Disagree Undecided or unsure Agree Strongly agree



4. Please consider the French language and cultural opportunities for your children as you rate each statement below. If you have more than one child in the program, consider the oldest since they have been in the program longest.

Strongly disagree Disagree Undecided or unsure Agree Strongly agree



Parent comments that stood out to the question:

If you could make one change to improve learning conditions for students in the French Immersion program, what would it be?

Better learning support for my child with an IEP

be more consistent in teaching the basics at a younger grade. I find the teachers who have french for their first language seem to be better at teaching grammar etc than those who learned french as a second language. My child has reached a higher grade without really having the basics of grammar in french. I think those who have French as a first language are more invested in teaching those basics.

There is a lot of rote learning and sometimes I think that my daughter would actually enjoy learning more if she was not in FI. It seems that areas where many teachers would use games and engaging activities are missing in FI simply because of how much new language has to be taught. As a result my daughter is often dis-engaged in school and says it is boring. She does comment positively when unusual activities are done in her class.

Provide a clear course curriculum in a form that parents can use at home to help with the education, program at present does not appear to be clearly structured

More support for parents to help with French at home. Apps etc. As well as more Cultural French activities outside of school hours or during school hours. An emphasis on the beauty of the language and the culture.

more francophone teachers and a TRUE immersion experience

Less paper work and more hands on learning. My son finds school painfully boring because he learns creatively and not 2 dimensionally.

FM systems in every classroom

I would propose that a trip to Quebec in grade 6 or 7. Motivation is key and is currently lacking in many older students. Periods of time in English to discuss complex social and emotional issues that are lost to younger students but are needed for success in life and learning.

I think English has to be taught from the start as well. It can be so confusing when English parents are at home saying things they haven't learned about in school.

Improved transition from grade 7 to grade 8.

Identify and support behaviour and or learning disabilities separately - so that the students who are capable and ready and willing to learn in french are not held back by those who are not able to learn in french and may be exhibiting behaviours that make it difficult for others to learn and thrive.

Just more educational support for the students and teachers. It's a lot to take in a new language and be in a new classroom setting, it would be nice if there was extra support for this early learning curve.

Prefer more instructed outdoor learning.

Explaining something in French to a student that is struggling to comprehend the French language and the refusal to explain in English to help them is unexceptable. I don't find that "helping" the student. Especially if that teacher knows that student started in the late

immersion program. Refusal to help a student just because they can't comprehend French at the same level as the early immersion students is a big fail.
Implement more mandatory French speaking while in school.
I believe that French immersion means immersion. The students classes should all be taught in French with the exception of English.
To get the french immersion program up-to-date with BC curriculum in terms of more self-directed and inquiry projects. More outside time. Less time sitting at desks working on photocopied worksheets.
I am a strong believer in smaller class room sizes and extra teacher assistants in class. Having sufficient one on one time is important for both the student and teachers so they can get a feel where everyone is at and if addiction help is needed before it's 'too late' and students feel overwhelmed about being 'behind'.
Not have the late french immersion program as split grad 6/7 classes
Those with learning disabilities/behavioral issue should be sent to the English stream. This is how it is done in Ontario. Then the learning support staff can concentrate more on those that are slightly struggling. This sounds harsh but really it is in the best interest of the child down the road. It's a hard conversation to have but needs to be done. Some parents just really want to say that their child is in French immersion without really considering they are struggling with it until later on in their school career. It seems to be the "popular" thing to do or a status symbol for some people, I feel it should be for those who are stronger academically.
More exposure to francophone culture
A Late French Immersion option in Comox as I know many families whose children where unable to attend the program being at Ecole Puntledge due to work logistics and lack of bus options, luckily for my family our work schedules are flexible giving my son the LFI option.
Dual entry so siblings that are not strong with language skills can still attend the same school. However, the support my child with learning challenges receives makes it worthwhile to keep him in French than switch to a less supportive English school.
Lunch could be part of the curriculum and be supervised by adults with basic first aid training.. A hungry child can not learn. 20 min should be enforced for eating time as in once the entire class sits down the 20 min begin.. and that is the canadian food guide minimum for adults.. kids take longer to eat..
Travel to and from secondary school by city bus takes an hour for a 20 min distance across town. Is this public program accessible to all in district?
More communication to the parents with suggestions to the parents on how to help, considering the program is designed for parents that do not speak French.
More support for parents who wish to improve their french speaking and literacy skills.
More information home to parents regarding their child's performance. Current report cards (if you can call them that) provide almost no insight as to where a child stands academically.
More support for parents to help with French at home. Apps etc. As well as more Cultural French activities outside of school hours or during school hours. An emphasis on the beauty of the language and the culture.

Transferring from elementary to high school can be a tough transition in itself, and for the LATE French immersions students it is even tougher. My child, as well as several others whose parents I have spoken with, is struggling with the amount of homework. I don't see my child in the evening because she has so much homework. Granted, my child might be a slow worker, but other parents feel the same.

Our daughter LOVES this program. Loves it. She has learned a tonne, and neither of us speak French (the one answer that wasn't "strongly agree") The only thing I would want is more French courses in higher grades, instead of more English.

Teachers with better spoken french. I understand that french immersion teachers are difficult to find but some of my two kids teachers have horrible anglo accents. My sister, their aunt, was a french immersion principle and speaks of the challenge of finding someone who can teach and speak french.

Math should be taught in English earlier than it is currently.

NO CELLPHONES ALLOWED IN CLASS. FULL STOP.

To be more accommodating when a student has relocated from a different province. The differences in education are vast and quite misunderstood.

Providing more support teachers and educational assistants in the classroom so that children with different learning styles can be accommodated.

Probably a tie in with the Francophone school district at the secondary level so that more of the programming can be delivered in French.

Better communication on ways to assist our children in all subjects would be beneficial. More communication from the primary teacher and less from the principal would prevent an over abundance of emails.

After grade 3, they stopped introducing new french words into their vocabulary. Each week they would get a sheet with new word, the english equivalent, and a description. They loved that. They wished that had continued, as they feel shortchanged in the extent of their french vocabulary. Otherwise, they love the program.

More structure and support for student expectations, assignments and projects, and communications with parents. For example, sharing student assignment schedule and requirements with parents, so that we may support better. One way to accomplish this could be through a classroom/teacher/subject webpage. Some teachers do send emails, but those can get lost or missed. If all classes offered weekly updates on a dedicated webpage, a parent could easily check in regularly and know the progression and requirements, to better help students meet expectations. So many times a child has said they don't know what the assignment is or understand what they are supposed to do if there isn't a textbook or worksheet. This goes for all subjects, any language. This would also help address questions when classes are missed due to illness.

Improve truly immersive French experiences for students via exchanges.

More transition time to high school would relieve a great deal of the social and emotional anxieties that the children have a support better learning. Most district do more than one evening of "transition ". Sd44 has several throughout the year, starting in the fall of grade 7, vsb (sd39) has a number of dedicated services to tantsition times. There is no reason that we can't use some French funds (especially since Isfeld doesn't often use lol of its) to help grade 7

student students transition to their out of catchment high school. Why is this so challenging?
Parents would also love to to help.

Depending on the cohort, some grade 8 French Immersion students are hit by a wall of homework in French Immersion. This drops off quite dramatically in grade 9. If grade 8 students must continue to be placed into a high school situation in this district, I would increase the emotional and transitional supports and decrease the homework requirements.

Conversation support for oral French...using learning support time this way perhaps, in small groups in a fun play based way? Intermediate class sizes get larger and and less opportunity for students to speak French in class during discussions etc.

Ensuring that age appropriate french books come home from the school library. My Kindergarten age son often brings home books that are way beyond his (and our!) skill level in french so he doesn't want them read to him, he just wants to look at the photos which isn't helping him learn French.

Access to Psych Ed assessments in a timely fashion

Parent comments that stood out to the question:

Do you have any other suggestions or comments we should consider as we work to improve the French Immersion program in our district?

French immersion should start in grade three so that families can gain an understanding of their student in school prior to starting the program and so that social emotional learning can take place to set students up for success.

How can they speak more French in a dual track school?

The Late French Immersion program could potentially be the best program this district offers - so incredibly happy my child is able to participate. The 2 LI french teachers are beyond incredible; so supportive, patient and encouraging.

Better resources for parents to support kids at home. Worksheets/books/videos/on-line games. Resources are minimal. There needs to be a good up-to-date database with links and printable material. Worksheets from school are lost/forgotten. I often have no idea what EXACTLY my child (who has v. low exec func skills) is learning/meant to be doing.

Move secondary French immersion back to Highland. Highland is half empty and Isfeld is nearly full. My child may drop French, since preference is to attend Highland. Perhaps consider secondary French (dual track) at both Isfeld and Highland.

I don't like current system of reporting to parents for assessment for learning at Robb Rd.. Portfolios are not up-to-date (and not easy to access online), and paper reporting coming home is minimal. The secondary MyEd BC is far superior. I know what my older child is doing: I see all assignments, his mark, class average, incomplete work etc.

To provide more education regarding youth mental health in French. More evidence based/harm reduction approach to substance use/addiction, which is not purely based on abstinence.

I would prefer higher expectations of the students. I am surprised how little grammar has been taught in the last couple of years, and how little preparation my child has for Grade 8 next year. Students commonly speak English the majority of the time in class according to my child. Understandable in kindergarten, but less so in Grade 7.

I also wish the anglophone teachers with weaker French would be forced to do more self-study. Je sais qu'on pourrait améliorer le niveau de Français que les enseignants emploient. Je sais que nous sommes dans un milieu anglophone alors ce n'est pas facile!

At the same time, I know there are many wonderful efforts in Puntledge school, by staff in general and teachers specifically.

I am grateful for the opportunity of the program. I am grateful for all the good efforts on behalf of our children!

For us math has been the biggest hurdle. If wish there was more support for kids with the math curriculum. So much of her learning in math was about learning how to say the numbers in french. I actually, wish that math was taught in English instead. It is such a struggle for so many kids and to have to deal with the language on top of that is really challenging. There seems to be extra help for struggling readers where they are pulled out of the classroom but not for those struggling with math concepts. We supplement at home but find it really hard to understand the concepts as we are not french speakers.

Please keep the first come first serve enrolment process and do not go to a lottery system.

I don't believe that all parents have put their kids in the FI program for the right reasons. Earlier on, it should be communicated to parents, that the students that really don't want to learn the language and respect the language, will be asked to go to a different school. It's a French speaking school. The fact that teachers have to beg students and their parents to speak French in class and during school hours is ridiculous. This is a waste of energy and time.

support for low income families

Policy that doesn't allow teachers to put tv, cartoons and movies on during lunch periods etc. Limit the pajama day, fun watching movie days to a couple a year instead of weekly and the entire month before and after Christmas, Spring Break or other holidays. Don't allow teachers to give sugar and candy bribes.

make French Immersion courses available through NIDES.

Stronger french grammar teachers in early years, french as a first language teachers, language evaluation aptitude or other evaluation to help determine eligibility and ongoing continuation, look at the cross boundary transfers and reduce those crossing to Robb that should be at puntledge to spread out the program more equitably. Perhaps offer dual track at Robb for those students who want to stay there but the FI is not a good fit. French speaking principals - the leadership of french culture and language is set at the top!

Grade 7 trip to Quebec

Look at other BC school district successes

Teacher training for applying adaptations- there are different expectations between French and English - the expectation for my child in French was to write 5 sentences, the same as the rest of the primary class. At the English school, they quickly saw that a child's feeling of success is based on what they can do, not what the rest of the class can do. My child's expectation was to write the first letter of each word to make a sentence.

Consider teaching English phonics earlier (i.e in primary grades)
More spaces. Late immersion option at RR
Yes, transportation and access to secondary school is minimal-poor from west Courtenay. Please improve transportation and access... busses and in future have French & English secondary on this side of the river.
More summer camps in French on the Island. Offer transportation for remote communities such as Black Creek, Royston, the Islands, just like SD 72 offers busing for FI. It is not fair that FI is only accessible to students whose parents have the time and are financially able to provide transportation.
I find that some major units are lacking. Spelling needs to be started in grade one. Congugation of verbs needs to start much earlier than grade 4. Math is week...my kids have not been taught many key functions that are typical of their grade level (multiplying and dividing fractions for example has not been taught to my grade 7 yet). Geography of our own country is also week First nations studies should definitely be taught as a unit but this is just a part of our country and it's history. It should not be so heavily dwelled on to the exclusion of the rest of the country's history and geography A lot of time is spent teaching respect, caring and compassionate in the classroom. This should be done at home and more concentration be put on academics I feel I have had to teach from home a lot so that my kids can be prepared for high school.
add another entry point (e.g. Grade 3). Do more early literacy work in English to ensure a strong foundation. focus more on teaching the language rather than having students acquire it through their curriculum learning activities. I knew far more about French grammar at the end of high school core French than my Grade 7 daughter does now. Probably part of this is my fault for not insisting on more French reading. (Because that is an uphill battle! It helps when the teacher sets up a program at her/his end.)
No. But I think the English program should have a survey similar to this one so it can improve too.
Having a third FI elementary school makes a lot of sense to me. We have a school in Courtenay and one in Comox. Geographically, Queneesh makes sense, although it is full. Another option that has been explored in the past is Aiport and they certainly have the space and probably the numbers to start at least one K FI class (additional children living on and near CFB would likely join the program). Another option would be to start a middle immersion class at a third school (start FI in grade 4 instead of k or 7). There are many strong solid arguments for starting FI in grade 4
The program is very traditional. Assessment practices need work. High school is very test heavy. More focus on learning and less emphasis on simply racing through curriculum. So much potential is being missed with the new curriculum
More time to transition grade 7 students to high school. They get one evening only currently to go to the high school. The transitioning should start earlier in the year, with opportunities at least three times to see the school during the day, maybe mini rotations, opportunities to meet the teachers, see the classrooms, meet older students who can tour them around.
Consider hiring a French speaking LST at Isfeld to clearly show that you support students who are LD.

I think it has been challenging for a student with learning differences because the support offered seems very limited. I've had to advocate heavily for supports for my child despite documented differences and numerous discussions with classroom and support teachers. Still not feeling like there is much flexibility or willingness to engage with the differences in a way that can really benefit the child. It seems to me that the new curriculum has potential in this area (delivery of material and demonstrating knowledge in different ways), but it is not yet being implemented adequately.

More professional development around how to engage French language learners in more diverse methods of both learning and representation of their learning - with increased interaction in oral French.

I know that French immersion is viewed as elitist. It is a choice program and often families who are organized and able or capable choose to send their children there. I really hope that decisions are not made to water down the program for the sake of fairness or inclusion.

more options for french classes that meet the program requirement. For example, it used to be that PE 10 was taken in french and met the requirements of the program. Now, students have to take science 10 in french instead. This is a difficult course taught in english, let alone french. This is a reason that I would take my two children out of french immersion.

I personally feel that there should be no early immersion only late. Let the students get a strong foundation in their first language and then add in a second later. I hear about students dropping out of French immersion due to learning issues, they more than likely would have learning issues in English too, but at least they wouldn't be so far behind and taking up extra supports when they join the English program. I realize that there is a large population at Robb Road, but I feel that it should be a dual track system, rather than only FI. There is huge benefits to having a dual track, especially so siblings can stay together on the same school but not in the same program. My youngest child did not do late immersion as I knew it wasn't a good choice for him. I've heard about parents who have complained feeling that their child has been forced out of FI due to learning issues. I don't know if that is due to not enough support, or a teacher's bias.

Please keep on hiring as many francophone teachers as possible for the higher grades in high school - I'm sure there is a small pool to choose from, but it helps so much when the kids respect their teachers' abilities.

French Learning Support Teacher at Isfeld

Peer support program while at school - perhaps during LA blocks

Increase teacher capacity when teaching to individual differences

Grade 8 teachers communicate with each other so that the work load (tests, quizzes, projects, presentations) is manageable.

Be aware of the development of the 13 year old brain and the challenges that come with that

I have been told from other parents that had their children in Puntledge late immersion that they were nit prepared enough at all by Puntledge to be ready to go into Isfeld at the French level needed to navigate through courses like math and sciences so they ended up pulling their kids out and had to put them in English because they were failing the Classes done In French. These are every smart children and shouldn't have had issues if they were better prepared in Puntledge.

It seems that the model, in general, or providing FI is broken or out-of-date. Maybe looking at new ways of implementing the programs should help streamline or increase the ease with which French is learned. It seems much of the early work in FI is just repetition and learning of vocabulary and tenses (leading to bored or disinterested students). Maybe a new or creative approach has been tried or adopted elsewhere which would increase the learning (or at least the enjoyment) of the vocabulary, tenses and working in French.

Parent info night at beginning and end of primary to fill parents in on developmental sequence for writing/reading in French, and also to let parents know what to expect re development of English reading/writing skills in primary grades

Please make the admissions by lottery, not first come first served so that parents do not need to line up outside the school for hours ahead of the first registration opportunity to ensure their child gets a spot. Not only is this an inconvenience for families, it also discriminates against single parent families and/or other families who are not able to be in a certain place at that critical certain time. A more inclusive and convenient option would be to give siblings priority (as is currently done) and then have a registration window (as is currently done) wherein parents can enter their child into the lottery for the opportunity to be drawn for a spot in the program. That way all families will have equal opportunity to enrol their children in the French program regardless of when, within the window, they show up at the school. While I recognize this would be more work for the school administration, that extra work would be negligible when compared to the extra work so many families must out in to be "first in line" to get their kids into French. Also, in my opinion, fairness and inclusivity should be the priority.

French Immersion Program Review Survey - STAFF

43
Responses

26:26
Average time to complete

Active
Status

[View results](#)

Open in Excel

1. At which school do you work?

[More Details](#)

● Ecole Puntledge Park	11
● Ecole Robb Road	25
● Mark Isfeld Secondary	6



2. What grade level do you teach most of the time?

[More Details](#)

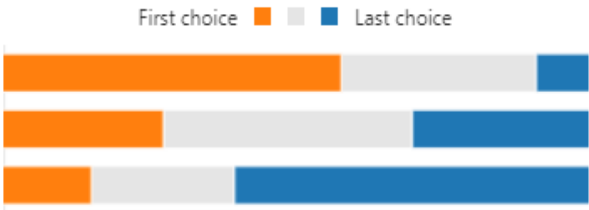
● Primary	16
● Intermediate	18
● Grade 8-9	2
● Grade 10-12	3
● Other	3



3. We know French Resources to target the redesigned curriculum are hard to provide. Please rank which of these French Immersion resources your students need most:

[More Details](#)

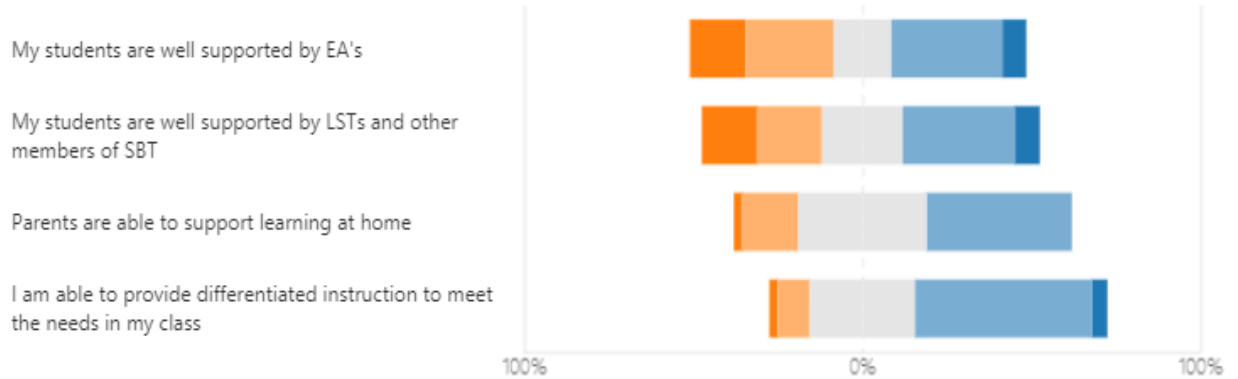
Rank	Options
1	Academic subject area resourc...
2	Indigenous education resourc...
3	Core competency resources in...



4. Please consider the needs of your students as you rate each statement below.

[More Details](#)

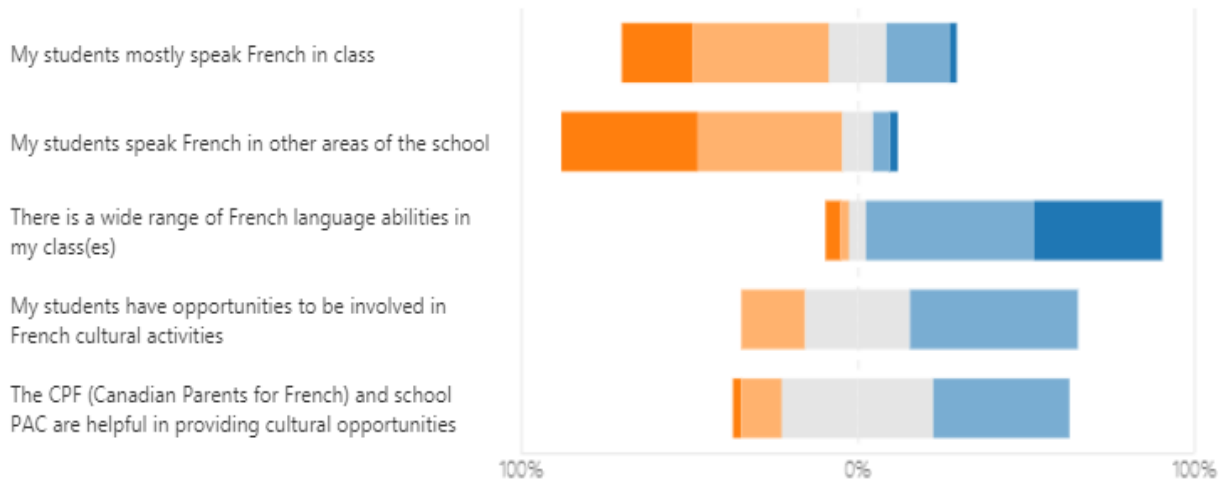
■ Strongly disagree
 ■ Disagree
 ■ Undecided or unsure
 ■ Agree
 ■ Strongly agree



5. School-wide cultural events promote a French language identity and self-motivation to speak French. Please consider the French language and cultural opportunities for your students as you rate each statement below.

[More Details](#)

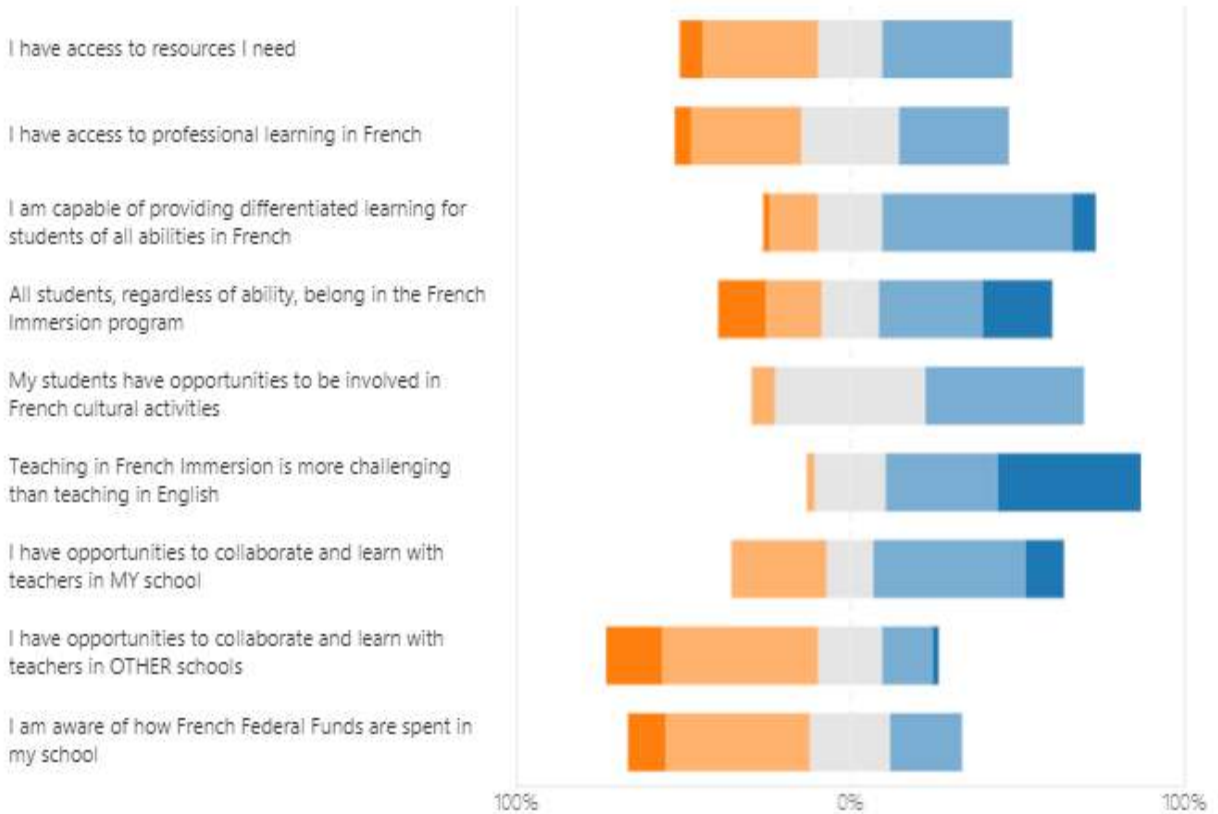
■ Strongly disagree
 ■ Disagree
 ■ Undecided or unsure
 ■ Agree
 ■ Strongly agree



6. Please consider your work as a teacher as you rate each statement below.

[More Details](#)

Strongly disagree Disagree Undecided or unsure Agree Strongly agree

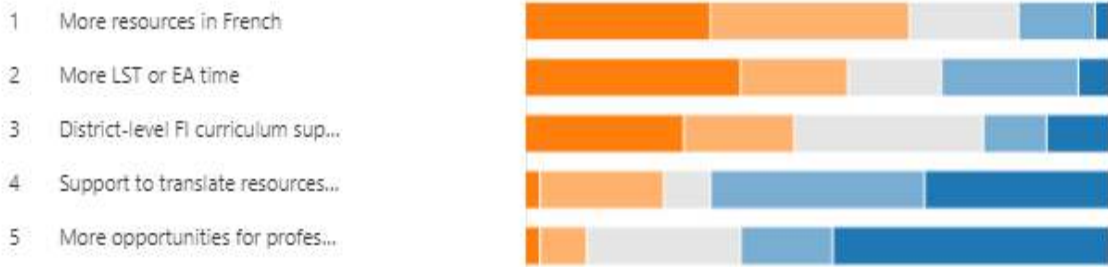


7. Rank how you would prioritize funding in French Immersion

[More Details](#)

Rank Options

First choice Last choice



Staff comments that stood out to the question:

If you could make one change to improve learning conditions for students in the French Immersion program, what would it be?

Smaller class sizes

I would try nurturing a more dynamic community between students of all grades and staff, and also between the three schools, and the larger community including École au Coeur de l'Île. For this to happen and because French is a language spoken by a minority group, it would be beneficial to create the position of a district program coordinator.

A school wide program?

Develop a culture of French in the school a Francopfierte by seeking real authentic French cultural events and community opportunities. Exchanges, pen pals, skypepals with other schools, more than the CAO

More LST and EA support for students so that reading groups can be smaller. Extra support for struggling readers in grade 4 as they learn English.

Overall French speaking staff in whole school- all announcements in French (not translated)/ We are models

There should be more French at the level of the school- incentives to speak French outside of the classroom, teachers modelling French and speaking French at all times, in front of students, etc.

Access to better assessments to inform the school and families about a student's learning abilities. For example, knowing in grade 1 that a student is struggling with reading and being able to discern whether that's a second language problem or a more organic learning difficulty would help with decision making about continuing in the program.

Teacher collaboration time

More French resources.

If we are to support diversity and inclusion in French Immersion then we need one-on-one support for struggling students as their needs cannot be close to being met without it. Most struggling Fr Imm students do not have parents who can support them and the present support in our Fr Imm programme is sorely lacking for disabled and struggling students. It is my experience that the presence of struggling students without appropriate supports in the Fr Imm classroom lowers the overall French learning experience for all students.

Making it mandatory to have students speak French in class and have a school-wide system in place for when they don't. Last resort, but applied if necessary: Transferring to an English school.

As well, having teachers to only speak French among themselves when students are around.

More opportunities for staff to work together and discuss common goals/benchmarks for our students.

More learning support for my students. Specifically in reading. To date, I have received very little support in French for my class.

I would try to create a stronger pride in speaking French at the school level and outside of school opportunities to interact in French.

One year we had music offered in French for most of our French Immersion students. I found that to be a valuable asset to the program.
LST
Easier access to support (EA or Speech or behavioural) for primary students not yet “labelled”.
More LST time in French immersion to facilitate small group language learning.
French apps added to the Ipads to enhance learning.
Assistance with access points -more examples of what this looks like in grade groups and each subject
My most vulnerable students and their families would greatly benefit from a minimum 1.0 FTE counselling position for our school. More would be better.
Smaller class sizes than the English program. We have the added challenge of covering a curriculum in a second language that is unknown to 95% of our clientele, classroom management is pivotal to making that learning easier not only for the students but the teacher as well.
Have a strong EA to help students with difficulties
Resources that are at their reading/writing level, but also at their developmental stage.
Perhaps more time to collaborate with other teachers within and outside the school, and also, a little more funding to add another or 2 more EAs in our school.
I wonder what we could do to (1) have breakout EDU's in French and (2) a student friendly digital encyclopedia to support doing research.
More Support for our average students, the ones who just get by as they are between the average range of competency yet don't exceed, fulfilling potential, since our extra support goes to learners who struggle for few years & quite often will change programme & go to English curriculum. FI has the practice to support either our challenged learners & our “gifted” but rarely our average learners.
To have a Curriculum support teacher for French / Immersion at the District level and Learning Support teacher at the school level who will be able to help weaker students stay in French and make it easier for them to stay in the program. We desperately need EA's in French, we need collaboration time to help new colleagues and old, we need equitable resource availability to what our colleagues have in English.
More support. This is the first year I've felt supported by EAs appropriately, and we are sorely lacking in LST support.
The LST teachers and EA's are stretched so thin that we cannot support the needs in my class and the school in the way that is needed. This year I have two very generous parents who speak French and volunteer in the class with guided reading. They support the class a boost teacher might. They are not teachers, but they are a giant leap up from no support for the students at risk academically.
Although I am not sure what resources are like in other schools in this district, my school has the most learning support for FI students I have seen so far in my career. I feel fortunate to have an EA daily in my class and appreciate that my students who struggle the most get almost daily time with the LST. I realize this is not a change, I wishing more for a continuity in this.
More EA time to support learning for targeted students.
Time to collaborate in PLCs please!

smaller class size or frequent small groups
Building school based resources as to not be waiting for items from the LRC and then being disappointed when they arrive or having to plan after they have come.
Access to excellent resources in French. This is the hardest aspect as well as little EA and LST time. Many colleagues teach Science and Socials as an English subject in Intermediate due to lack of easy access to really good resources.
More EA support
So much more commitment to supplying needed resources. More access to resources in French at their reading level, resources for the classroom, etc.. I spend so much money and time finding, buying and translating resources for all areas.

<p>Staff comments that stood out to the question: <i>Do you have any other suggestions or comments we should consider as we work to improve the French Immersion program in our district?</i></p>
In my previous district we had the opportunity to meet at the LRC once a month with other teachers of the same grade level for an afternoon to plan lessons and discuss curriculum, share ideas and resources, etc... It was a fantastic opportunity to learn from each other and build a strong working community.
Teachers spend a lot of their time, often infringing on their personal life time, searching, translating, adapting materials to provide a rich learning experience for their students. One in five students in our district is learning in the French Immersion program. Considering how challenging it is to access resources to teach in French as well as adapting for the new curriculum, FI teachers are wondering why there is no curriculum support teachers to support them and the program. Furthermore, teachers have been approached to translate or prepare materials for the district taking a day out of their classes and prepare for a TTOC. This way of compensating for the lack of support for teachers teaching in FI is unacceptable.
Regular French testing among teachers or French classes? It appears to be a broad range of abilities in the teachers' level of speaking/using the French language.
Early intervention is key in supporting language learners. I feel like we're not doing enough to help struggling students at all grade levels. We need more hands on deck to help develop literacy skills in French.
<ul style="list-style-type: none"> -French clubs for teachers- to maintain/ improve skills - improve ability to discuss things comfortably in French - more AND SUPPORT FOR STUDENTS (I only have three students benefitting from LST TIME- could have more time) - sound systems for all FI CLASSROOMS
The idea of a translator working for the district is interesting. I hadn't thought of it before but as I am currently faced with translating a particularly lengthy teaching resource, I'd love to have access to funds for this.

French CST is crucial to lead and provide prod, model lessons, collaborate with other CSTs in district. This has been a missing link for a long time.

French language trips at assigned grade levels to give students something to look forward to and experience French in other settings in the real world.

1. We need to have honest and open discussions as to whether we are able to support struggling learners appropriately in the French Immersion programme. Much of this is dependent on funding and if/when we acknowledge that this level of funding is not present/available, then we need to be honest with parents of struggling learners and let them know so that they can make an informed decision as to whether French Immersion in this District can properly support their child/children and whether it is the best placement for their child.

2. We need to hire teachers who speak French fluently, correctly, and with ease. (French Immersion grade 12 graduates who become teachers, unless they have had extensive experience in a French milieu beyond grade 12 or are native French speakers, rarely have the facility, ease, or precision in the French language needed in order to teach French Immersion.)

**French worksheets/activities ready to use in Science + Social Studies kits --with online access if you wish to modify/ make an adapted version.

**An easy way for teachers to share (and browse) the resources they develop with others teachers in the district.

- Increase French EA resource time to be able to support all grade levels. At my school, Intermediate classes receive very little/no support. I'm talking about support to increase reading, writing, oral skills. Small reading groups are still recommended and essential to intermediate students who are struggling.

-More French LST. There is no LST support given to the intermediate and upper intermediate students this year. This has been detrimental to struggling learners who approach high school.

- a few weeks ago we had a meeting to look at what resources we need/use. After some reflection, I think we need TIME to create and share our resources we create or find. release time to work together as a team could potentially be extremely rewarding. More so than just buying into programs or texts books that can become outdated quickly.

-Can we somehow get more involved with la société francophone? Is that still a strong community in the valley? Students would benefit form French outside of the academic context.

-A few years ago Mme Keys from Isfeld and I had some great collaboartion opportunities. Her grade 11 students came to see my primary kids to speak together in French and write a story. Building more connections between elementary and secondary could be beneficial.

-Are we getting "la monitrice de langue" again this year? The girls we have had come to our schools have been fun, engaging and have given our students a chance to use French other than with each other and in an academic like setting.

Review the teachers French skills and offer upgrade classes.
Meeting to support the parents at home on how to help their childrens homework even if it is in French
Encouraging a move towards more French speaking AOs.
Finding more ways to help students celebrate being part of the French Immersion program. I find many students don't necessarily see the point of the program and question why they are learning French.
More opportunities to collaborate across the grades and to share resources. Maybe even a website where we could all share resources. It doesn't make sense that we create documents and worksheet in isolation, when we could be sharing and more.
I would love to see a district FI CST.
Offer info nights to parents to provide resources and to help support their child's learning in French at home. Perhaps provide more resource sharing opportunities for teachers (use one of our staff meetings a month to do pro-D in French). Also, to provide opportunities to share best practices for teaching literacy in French in the primary grades.
More cultural presenters
Writing samples of writing continuum in French like they have at Aspen and Brooklyn Expectations for literacy and numeracy at both FI elementary schools- are they the same or different? Access to more meaningful cultural opportunities- experiencing Carnival in Quebec; friends of mine who teach in Richmond and Vancouver go every year with their students.
I really like the growth of district online resources on Learn 71. I would like access to more French videos, e-books, and audio books, whether subscribed or purchased. I would like more high-interest, low vocabulary levelled books in our school library.
Full time EA support in the K program. Offering second staff meeting of the month to collaboration time for planning, curriculum and sharing ideas/resources within our grade cohorts.
To review the late Immersion program. The clientele clearly changed in the last few years. Going into late immersion should not just be a way to get into Mark Isfeld. Students should have the aptitude for learning a second language.
It would be nice to get more options in French immersion for our Pro-D days.
Not sure if this answers the question but....I prefer the old text book because it contains much more content than the new text book. The new text book has much less content and much more ideas for activities where it seems implied that the teacher provide inquiry activities for the students. This, at least how I see it, implies that the teacher needs to gather/find more resources for the student to use in their inquiry. This in turn means that French Immersion teachers will need to spend more time gathering French Immersion resources to support their students. I don't know if a French version of the new text book will be of a great benefit to my students or my teaching. If anything, I think having a teacher copy is sufficient.
I know there is a shift away from heavy content and more competencies/processes which is great. However, even the author of the book "Dive Into Inquiry," Trevor McKenzie mentions

several times in his book that every course has some must know material that the course needs to cover. The thing is in the new grade 9 science text book there are parts where the book says "go explore and find the answer." If I had access to grade level/French literacy level resources for students to do the said "explore and find the answer" than this would be awesome. However, such is not always the case. I currently think that the students would learn less French vocabulary if we shifted to the new science text book, but my thinking may change as I get better accustomed to this shift.

FI programme should start with kindergarten in the programme as required criteria. Unless it's "late FI".

This review is a great idea and desperately needed. We need to have a coordinator role / department support position in each of the Immersion schools, and the secondary school because we can't even find time to meet with our department.

A district FI curriculum support teacher would be a tremendous help.

Please make sure that the audio/visual resources are authentic resources in French as much as possible ie. not translated from another language and contain different accents.

French Programs lead teacher and French Programs CST.

More resources in French especially online videos and interactive units. Social studies kits in French.

More adults are needed to support children in and out of classrooms.

We need to look at teaching using images, videos and a wide range of resources that are available to build vocab list that are authentic to our students learning rather than looking for worksheets or resources that are pre-made as they often do not exist or are too difficult for our students.

More collaboration time within schools and between schools -there must be wonderful resources out there that we can share. Don't assume we all know each other in FI

A school-based 0.2 FI support block that would rotate through different teachers per Semester or per year. The person in this position would be responsible for organizing and promoting French cultural events within the school, outside the school and between schools as well as helping to support the new curriculum by finding/translating resources. For example, we used to have a French Immersion cinema day where we rented out the movie theatre and brought students to watch a French movie, we also used to have a French cafe one day a week at lunch (a classroom was open at lunch to all students in the school, where croissants were available and French films and/or music is played, etc. It would also be nice to have a FI grad breakfast where FI students from other grades are involved in order to celebrate completion of the French Immersion program. All of these activities take time and coordination.

My upper intermediate class currently receives no classroom support. I have been told the focus is on primary classes. Yet, there is surprise when kids on IEPs are not making leaps of progress. It is really defeating. Having classroom support, in French, is important at all levels.

French Immersion Program Review Survey - STUDENTS

178

Responses

08:12

Average time to complete

Active

Status

...

[View results](#)

 [Open in Excel](#)

1. I have attended the following schools:







[More Details](#)

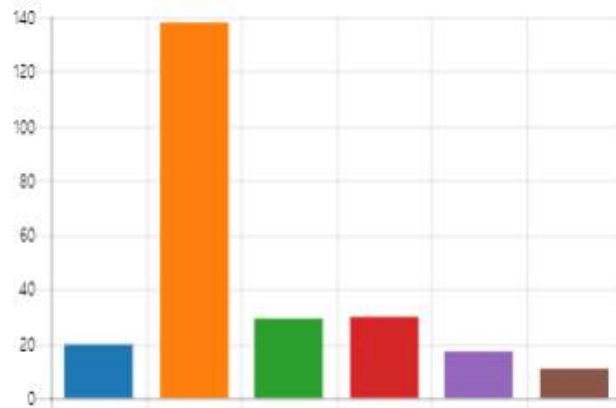
 Mark R. Isfeld Secondary	121
 Early French Immersion at Eco...	47
 Late French Immersion at Ecol...	32
 Ecole Robb Road	79



2. Our family chose French Immersion Because (answer all that apply)

[More Details](#)

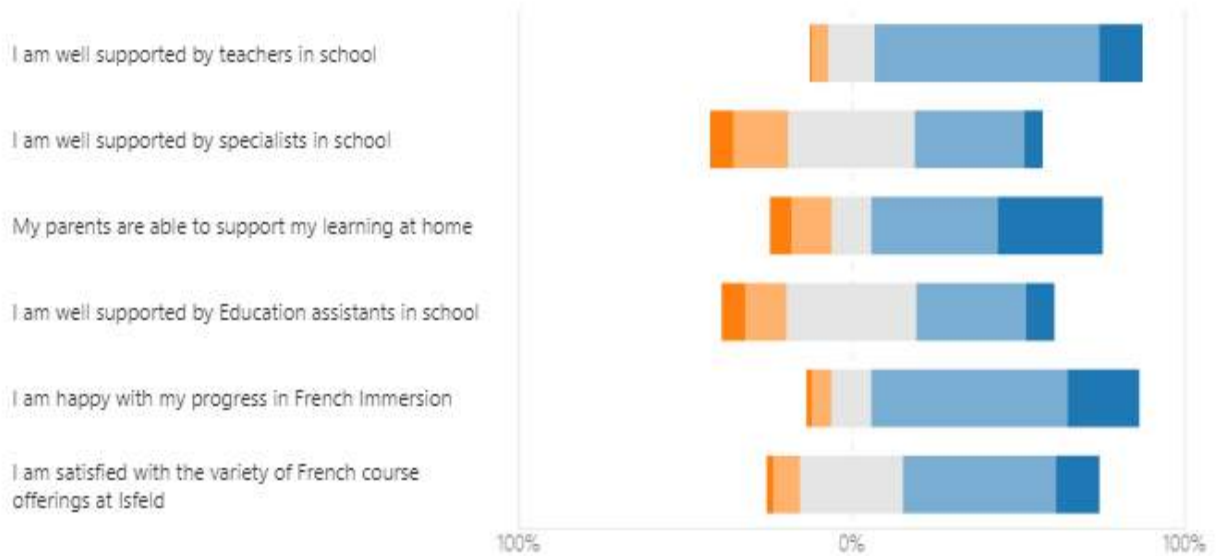
 Proximity to home	20
 A chance to acquire a second l...	138
 Family background in French	29
 It was recommended by friend...	30
 I do not know why	17
 Other	11



3. Please consider your learning needs you rate each statement below. Think about your entire time in French

[More Details](#)

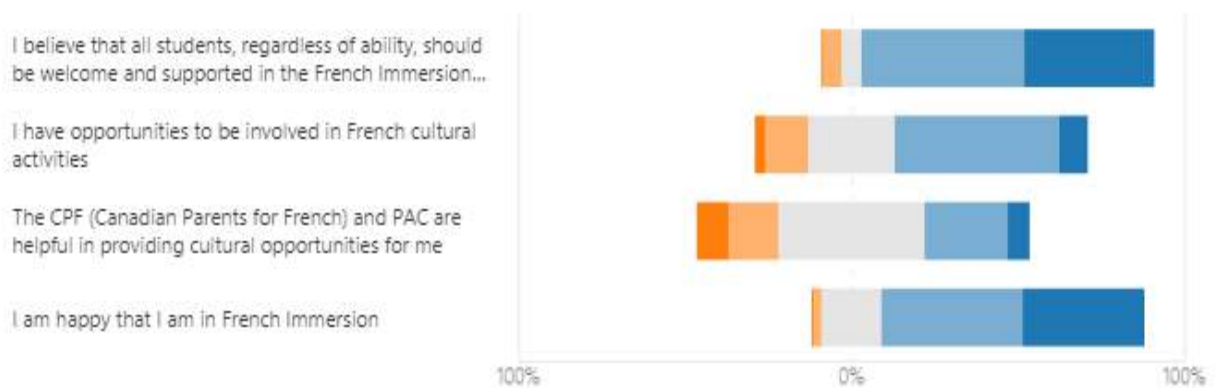
Strongly disagree Disagree Undecided or unsure Agree Strongly agree



4. Please consider the French language and cultural opportunities for you throughout your time in school as you rate each statement below.

[More Details](#)

Strongly disagree Disagree Undecided or unsure Agree Strongly agree



5. How would you prioritize any increased funding in French Immersion

[More Details](#)



Student comments that stood out to the question:

If you could make one change to improve learning conditions for students in the French Immersion program, what would it be?

[Overall survey results](#)

French educational support workers
Having more time to go into further detail with the French language, how to pronounce words properly, and making sure we really understand the grammar concepts.
Make sure to speak french and get all the work done.
Have a few learning assistants in the classroom for french classes
More french resources
I don't personally feel very supported by the teachers/support teachers. I'm honestly ok with this because I'm only in French because I want to get through this and get it on my resume. The teachers/support teachers are nice but I just don't really care enough to get help in places where I need it. I just try to get through each assignment on my own.
make it so every student is equally helped by the teacher one on one for example like a student is struggling in a class the teacher should have more 1 on 1 time but not extracurricular like being taken out of class to learn one small thing which they didn't fully understand and want some clarification it takes 1 hour when it only would normally take 5 min.
If someone said a french word that they don't know about, then say what it is in english
It would be making sure all the students are getting the learning and support they need to progress through the french program. Especially the students from XXXXXXXX taught them nothing of the french language.
Be forced to speak french in the classroom
More group french projects or opportunities like the country project in grade 8 and the Christmas french cooking.
I wish there were more resources for learning, I feel like after grade four my grammar and speaking in french hasn't improved to any dramatic extent.
do math in both English and french so we actually know the terms in English

I feel that teachers should have more communication with their students in regards to their improvement and overall "grade". Students should receive feedback on their assignments rather than just an A or B. If a student is getting a B in a class, they might not know what steps they need to take to reach an A level of understanding.
Do most of the work at school since, our parents can't help us if we have a question when we do it at home if they don't speak french.
if we could do more of the curriculum at school because at home if we don't understand something our parents cant help us.
To be allowed to speak whichever language the want during class time
Reward speaking in French
Kids should be able to go ahead in work even if others are behind
I believe that teachers could provide more opportunities for kids that are behind to catch up. .
They need to assist the kids that are behind so that they catch up with the others. So that people that are more advanced arn't being held back by the others.
More value on oral french.
No concour! because it's stressful and puts to much pressure on people - it has caused some of my friends to want to drop out of French just from concour
I would allow the students a choice if they would like to do CAO or not
Different classes in French for example math or science.
I think that this was a very good program. I would not change anything.
It would be very beneficial to the students and teachers to have earlier grades (3, 4, and 5) learn grade 8, 9, and 10 french grammar.
More cultural exchanges to learn more in a new environment and extra help centres/ homework clubs in French
Encouraging speaking french in class between peers more strongly
Having smaller classes that have more kids closer to the same level so that everyone could learn at the level that they are comfortable at.
Get teachers to find a way to teach all the students and not just the group of people who fully understand it.
for every class to have a capable EA that can help students in class.
Have more french teachers so we are able to learn all academics in french.
French help specialists
I think we focus on grammar and technical properties of french then we should. I have not had fun in a french class in years and it disappointing me. I would change French class so that it is more similar to English class... but in french.
less sitting around more hands on work and we should get breaks to get up and moving so that we arent sitting around all class even if its only 5 minutes it still helps
I think that more support for the teachers would definitely help everyone if anyone had questions the EA could answer their question while the teacher would continue to teach the rest of the class and support everybody equally to provide an equal learning environment.
more opportunities to practice french conversations in a real world context

1A: WE NEED A FRENCH SPECIALIST! Its of the upmost importance we can get that kind of support in our school.
1B: WE NEED MORE THAN ONE EA! I say AT LEAST one more to each grade.
Some kids are beyond the level that the school system offers. Others don't care that much, aren't interested, or don't understand everything that's taught. Going for a middle ground might be logical, but it doesn't benefit anyone in the end. I think that kids should be given more choice, and be able to join a casual class or a specialized class in any subject. A casual or beginner class should be necessary, but if kids are on a higher learning level, they can instead replace it with a more advanced, specialized class.
I think that having more opportunities to experience french culture would improve learning conditions for french students. (ex. the Quebec exchange last year)
I would like to see more help in the French immersion program. I found the transition from French classes to English classes very difficult, and I didn't get very much help.
more actual french IMMERSION. These classes claim to be french, although very little french speaking occurs
I wouldn't change a thing, other than less note taking and maybe a little more verbal conversation. Cause in the end we want to be able to speak French.
Be more involved with other students of various ages. More time to connect with younger and older students to build a stronger French community within the school. More hands on learning and not so much sitting in a classroom all the time.
Students at Robb road that have a harder time in school were less supported, and encouraged to switch to English. I think that an earlier late immersion program would be better (2nd grade? If kindergarden is too early for children who have a harder time, and late immersion—grade 6—is far too late)
A qualified person who is readily available to help with verbs, sentences and essays.
That late immersion students receive more guidance and support to catch them up to early immersion students.
Take students into small groups periodically to help improve on any sketchy areas of knowledge they have.
Do all homework at school. If you dont have a french parent/sibling at home it will be harder to learn. If your at school your french teacher can help you.
more creative and partner work to learn about things in interesting and fun ways.
it would be nice to have students progress in french for the intermediate level grades so they can improve their french
Support and encouragement from teachers and staff would help encourage students to keep us learning and on time but not panicking.
i think make smaller class sizes because having 25-30 kids in a classroom can be overwhelming at times.
School should start a little later so that children are less tired in the morning

Student comments that stood out to the question:

Do you have any other suggestions or comments we should consider as we work to improve the French Immersion program in our district

New curriculum courses offered in french. Astronomy etc

Maybe some time at lunch where younger french students meet with older french students to speak french and ask questions about their french classes.

Having some more variety of French classes that you would be able to take.

add more assistant teachers so i dont need to hold my hand up for 20 min

teachers that speak proper french especially for the higher grades

More funding and more support for the students who are struggling

teach kids verbs in elementary school

I wish there could be more opportunities for french clubs and practice times, possibly easier access to different forms of french learning, and updated french grammar books which have clearer instructions written inside.

because i am from late french immersion, when i came to Isfeld i was not very good a oral conversation, so if we practiced more of that i think it would help.

I also think that having different ways you can choose and adjust assignments is helpful as everyone has different learning styles.

Maybe provide a level of difficulty scale for work or projects so that people everyone can improve.

Avoir des auto dictées ou dictées

Make sure to get teachers with French backgrounds

If teachers are noticing that students are having trouble in French to get a tutor to help the kids or to get mor support from the teacher

Find french immersion teachers that can speak french fluently (they don't have to be french) and that teach the necessary parts to learning French productively.

Teachers should know how to speak fluently and properly before teaching it to students. It would be nice if more teachers could speak French because it seems there is a shortage.

Having stricter rules concerning french spoken in class to improve the oral communication.

More explanation for the rules of French grammar

I think the teachers need to be supported better with resources and curriculum. I like the teachers but I have not found that they teach what we want to learn.

we need more french speaking ea's

Have fluent speaking french teachers. My teacher did not have a good accent and so I felt that it was harder to learn how to speak properly and I was unsure while pronouncing some words. Also some teachers can be unsure about conjugation and word selection which makes it difficult to improve at a consistent rate.

Have teachers with French background or who are fluent in French.

more french courses

Make the oral mark have more impact, the goal of a second language is to push students to speak it. This is more important than writing it

I'm considering switching to English next year because I don't have the comprehension to be in french and my grades are suffering because of that.
Listen to us. Students have great ideas. This district can benefit from adding french programs to the other high schools, and opening more primary schools to the same opportunities. We need more specialist and more EA help so that everyone can enjoy learning french and not struggle. I have many times considered leaving the french program because of the lack of help we have. The teachers try very hard, but they cannot help an entire class one on one. Opening up more of these options to ALL of the schools can greatly aid us in learning. We need support!
Learning conditions could be better. More support such as better french resources and more EAs would be awesome! :)
offer more languages like Spanish or German to offer to French speaking students to take as an elective or extra block.
Offer more courses in French in highschool to help us become more comfortable speaking French
I think improving the learning at the younger level is key. More hands on learning oppertunities would help some students.
more effort to improve students' oral abilities
More exploration on french careers and what life after french immersion could look like.
For older students to be given the opportunity to go and help other younger students as like big buddies. More time to connect with other French kids and go on more field trips to enhance French culture.
more help with verbs
More french classes offered, and more exchanges offered and encouraged.
Going actual french environments, such as Quebec and France to learn more about how french is used and spoken all the time.
Opportunity to interact with fluent french speaking people, such as exchanges or more excursions.
maybe if we had a way to learn things that's not just copying things off textbook memorizing them then regurgitating all the information on a paper only to forget it all in like a week.
let the schools be apart of more together
i think having more french resources would be helpful for research. Better access to technology.
let the students do more activities like fairs and the caban a sucre

Appendix B

Province of British Columbia – French Immersion Program

4/15/2019

French Immersion Program - Province of British Columbia



French Immersion Program

Date came into force or revised

1996

Status

Current

Policy statement

The Ministry of Education supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.

Rationale or purpose of policy

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

Authority

- [School Act \(PDF\)](#), Section 5 (3): Subject to the approval of the minister, a board may permit an educational program to be provided in a language other than as provided under subsections (1) and (2).
- Ministerial Order 333/99, [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95, [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Ministerial Order 302/04, [Graduation Program Order \(PDF\)](#)

Policy in full

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been

established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme francophone, which is a program for first language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in Kindergarten and Late French Immersion, beginning at the Grade 6 level. The specific requirements for these two program types are described below in the Procedures section of this policy.

Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

French Immersion Program content

French Immersion programs must parallel the regular English program in structure and content. The content of French Immersion programs must parallel that of the regular curriculum as set out in the [Required Areas of Study in an Educational Program Order](#).

Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

Financial Support

French Immersion programs are eligible to receive federal funding to support French language learning as defined in the [French Funding Guide](#). Federal funding is subject to approval of Protocol of Agreements for Minority-Language Education and Second-Language Instruction.

Procedures related to policy

In order to qualify for French Immersion funding, boards of education must follow the Ministry's policies and also the procedures set out in this section.

The Ministry of Education provides curriculum for French Immersion: Early French Immersion (Kindergarten to Grade-12) and Late French Immersion (Grade 6-12) programs. These programs are differentiated according to point of entry and are as follows:

Program	Entry Point	Grades
Early French Immersion	Kindergarten (and Grade 1)	K-12
Late French Immersion	Grade 6	6-12

Therefore, if a school district offers Early French Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the immersion program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.

Early French Immersion

The Early Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the work place.

Proportion of French to English Instruction

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English. The following chart shows the recommended time allocations:

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50

11-12	no less than 25	no more than 75
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To receive federal funding, a minimum of 25 percent of instruction must be in French to be funded as French Immersion. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.

Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

French Immersion - Secondary

To achieve the goals of this program, students should continue in French Immersion through Grade 12.

Where possible, districts should provide some choice of subjects offered in French at the secondary level.

In order to receive a diploma de fin d'etudes secondaire en Colombie-Britannique, French Immersion students must meet the requirements as stated in [Graduation Program Order](#).

Late French Immersion

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. Students normally enter Late Immersion in Grade 6. Upon graduation from the program in Grade 12, should be able to participate easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

Proportion of French to English Instruction

The Ministry recommends that the first year of Late French Immersion programs be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

Late French Immersion in the Secondary School

For Grades 8-12, see the French Immersion - Secondary above.

Transportation

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by levying fees to parents of French Immersion students.

Learning Resources and Pupil Services

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

Teachers of French Immersion

In addition to regular certification requirements, teachers teaching the French portion of immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Principals of French Immersion Schools

The principals of French immersion schools should be functionally bilingual. This should be a consideration when school districts are seeking new principals. At a minimum, they should be knowledgeable about, and supportive of, the immersion program.

Related Policies

- [Graduation Credentials for Francophone and French Immersion Students](#)
- [Graduation Requirements](#)

Resources

- [French Funding Guide: Federal Funds](#)
- [K-12 Forms instructions for French Immersion](#)

Contact Information

Email:

EDUC.French.Programs@gov.bc.ca

Appendix C

Current Research

Throughout this review, we have noticed that all of our stakeholders are mainly aligned with current, pedagogical, second language learning research. The role of inclusion in French Immersion classrooms and programs has traditionally been an area of special consideration, as this is a program of choice and some learners leave the program, in search of a program that better fits their needs. The issue of support for inclusion and responding to increased diversity in French Immersion classrooms, schools and program is ever-shifting as individuals and the system improves our abilities to better respond to learner needs.

The following research covers the topics of diversity, inclusion, support and other important considerations for French Immersion programs.

[Link to the Handbook for French Immersion Administrators; Alberta Government](#) – page 47

[Link to the French Immersion in Manitoba; A Handbook for School Leaders](#) – page 48

Canadian Parents for French website that includes various research themes – page 49

Importance of Inclusive Pedagogy and Decision Making in French Immersion – page 50

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- When Should English Language Arts be Introduced in the Early French Immersion Program

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- Building the Future: The Role of the School Administrator
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Appendices

Canadian Parents for French - one of their research links follows:

<https://cpf.ca/en/research-advocacy/research/research-bibliographies-fsl-education/>

This link includes research about the following themes:

[Academically-Challenged Students and French-Second-Language Education](#)

[Addressing Charges of Social Class Elitism](#)

[Benefits of FSL Education – Bibliography](#)

[Comparison of Student Attitudes and Performance in Immersion Centres and Dual Track Schools](#)

[Comparison of Student Performance in EFI & Partial Immersion Programs](#)

[Empathy and Intercultural Communication Competence – CPF Magazine Article](#)

[Employment Benefits](#)

[First Language Use in the Second-Language Classroom](#)

[Gender Differences in French immersion](#)

[Immigrant Students and French-Second-Language Education](#)

[Importance of Culture in Second-Language Teaching and Learning](#)

[Importance of Extra-Curricular Activities](#)

[Intensive French Selected References June 2016](#)

[Merits of Early French Immersion Programs](#)

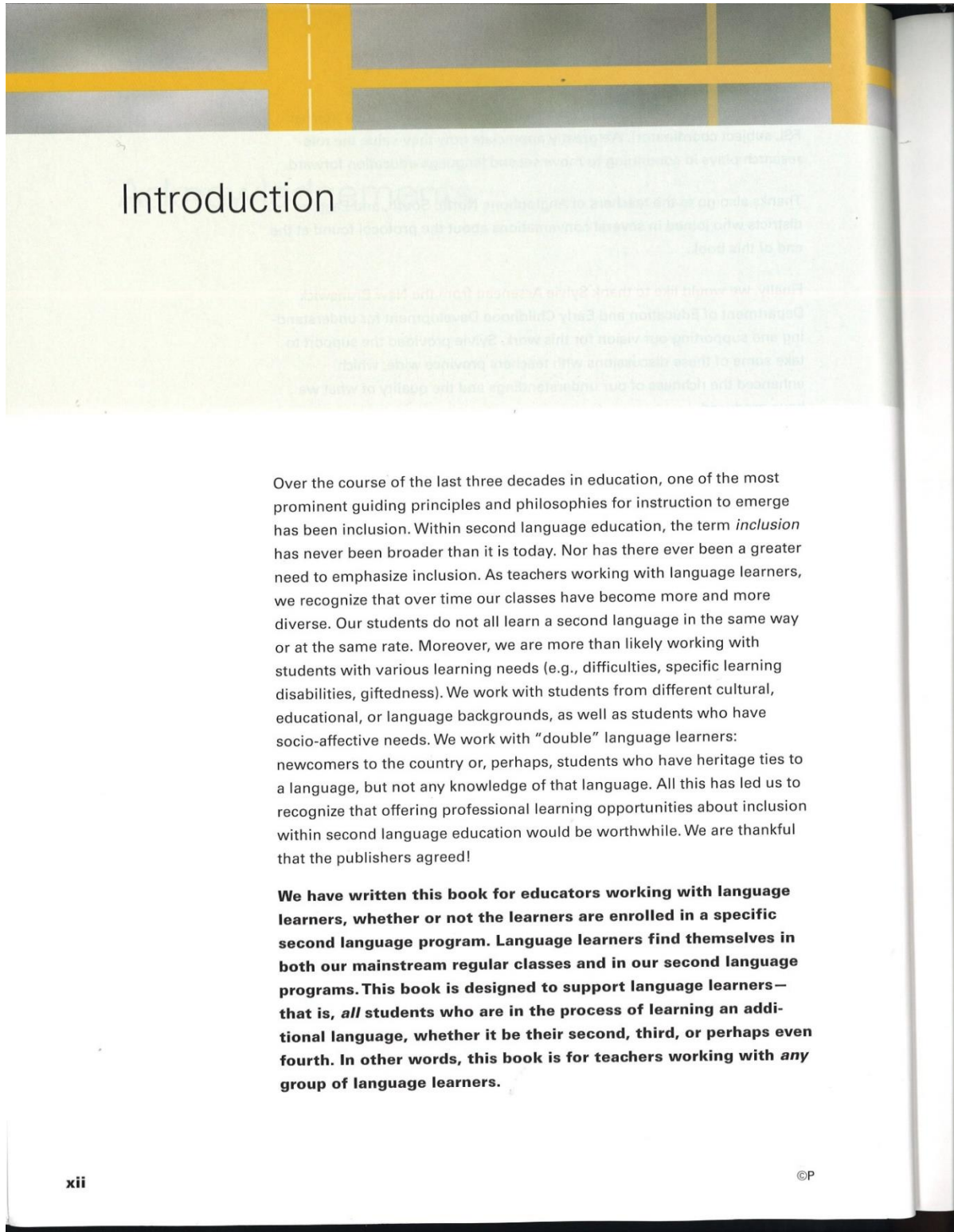
[Performance in Early French Immersion and Partial Immersion](#)

[Teaching Math in French Immersion Programs](#)

[Understanding Attrition from French Immersion Programs](#)

Most Recent Research & Publication

From Arnett, K., Bourgoin, R. (2018) *Access for Success; Making Inclusion Work for Language Learners*. North York, Ontario, Pearson Canada.



Throughout this book, we explore different dimensions of what it means to facilitate inclusion for language learners. In our work as former classroom teachers, as teacher educators, and as researchers, we have both come to recognize that virtually all pedagogical practices and actions that pertain to facilitating an inclusive language learning environment are of benefit to all students in the class.

Access Points

We are bringing together inclusion and second language education. This book is about helping students **access** language education in a way that is consistent with their skills, experiences, needs, and goals.

What is required to make second-language learning contexts inclusive environments? In such an environment, students from various cultural, linguistic, and educational backgrounds, of different socio-economic statuses, or with a wide range of difficulties (e.g., learning disabilities, low levels of academic abilities, and behavioural challenges) can learn successfully and to the best of their abilities. We contend that access to language learning education has four different points of entry—access points, if you will. We define these points in the next section.

Access Point 1: The Foundational Knowledge of Inclusive Language Education

This book begins by considering some of the research, constructs, and philosophies that currently shape our conception of inclusion within second language education and the development of second language proficiency, in general. Since such knowledge bases can influence a teacher's beliefs and values, which, in turn, can influence actual teaching actions in the classroom, this is a logical starting point for this text.

In Access Point 1, we establish the parameters for what it means to be inclusive in language education. We also consider various contexts and expectations of language education to see how both of those dimensions may influence efforts to be inclusive in the classroom. Further, we spend some time exploring some of the myths and questions we have confronted in situations questioning the feasibility of inclusion in second language education.

Within this access point, we also look at some of the processes and expectations of language learning in general, how it differs from language acquisition, and the ways in which language development can be influenced by

Chapters 1 and 2 form Access Point 1.

factors both within and beyond a teacher's direct control. We have found that having a greater understanding of what second language learning can look like can make it easier to navigate ways to support a student's efforts to develop proficiency in another language.

In Access Point 1, we aim to show the value of knowing and understanding both fundamental and specialized research and scholarly understandings of second language education. In our work thus far, we have found that an absence of these understandings has led to poor decisions about supporting inclusion within the language classroom.

Access Point 2: The Learner as a Key Player

Chapters 3 and 4 form Access Point 2.

We recognize that students play a central role in helping us facilitate inclusion within second language education. So, Access Point 2 focuses on students. Students bring with them different backgrounds and experiences to the learning process. They come to the learning situation with different mindsets and different skill sets that ultimately guide our instructional planning and delivery. We also acknowledge that language learners need to be actively involved in the learning process. We know that language learning is enhanced when learners value their role in the learning. We want to foster autonomous language learners who are capable of understanding and advocating for their own learning needs.

Access Point 3: Inclusive Pedagogies in Support of Second Language Education

Chapters 5 through 9 form Access Point 3.

Language learning becomes more accessible and the environment more inclusive when teachers deploy particular combinations of inclusive pedagogical practices. Accessing inclusive, accessible language education requires two key constructs of teaching practice: (1) Universal Language Actions and (2) differentiation and its various applications. Both have been found to facilitate language learning and allow learners to better access the target language and the curriculum.

We have often been in situations with teachers where we knew that the inclusive teaching practices we were advocating to address a specific student learning need could do more. Indeed, we were motivated to write this book because the practices or pedagogical actions we suggest to support *some* learners should be part of general classroom practices—they strongly support good language learning in general. Accessing inclusive pedagogies is crucial if every language learner is to meet his or her greatest potential.

Access Point 4: Assessment and Decision Making in Support of Inclusive Language Education

This access point is about recognizing the important role we all play, as individuals and as a collective, in supporting language learners. First, accessing inclusive second language education requires us to collect and understand information (data) about our students through good assessment practices. Good decision making that facilitates language learning for our students requires us to draw upon all our strengths as effective reflective practitioners.

Second, we recognize that we work within systems of support. It is important that, collectively, we work together to support students learning an additional language. Access to inclusive second language education is about taking the conversation within and beyond the classroom. Bringing multiple perspectives together can be incredibly beneficial for figuring out paths forward, but the process is complicated if not all stakeholders are familiar with how learning a language shapes the overall learning experience. We offer proper protocols for collecting data about our students and ideas for ongoing supports.

Chapters 10 and 11 form Access Point 4.

Closing Thoughts

We believe that access is facilitated through teacher-initiated and teacher-led actions and beliefs that are designed to open the learning experience as much as possible to as many students as possible within the class—in other words, the access allows for inclusion.

Our four access points are informed by research on best practices from across the learning landscape—from general education to special education to literacy education and a few areas in between. Our job in this text will be to weave together how practices and understandings from these different sub-disciplines can be applied to support students in second-language learning settings, no matter their reason or need for studying the target language.

We hope that these four access points will help conversations about facilitating an inclusive language learning environment. We have offered them because we recognize the individual differences in all of our learning and experiences with inclusion and how those variations mean that people will want to enter such conversations in different ways. We also offer this structure as a way to demonstrate how notions of access and inclusion are multifaceted and require depth in multiple areas: (1) knowledge about the topic, (2) understanding of student needs, (3) skill with particular teaching



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