



# CALGARY BOARD OF EDUCATION

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## Administrative Regulation 3044.4 - French Language Education

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#### Preamble

Alberta Education's policy "Education Programs and Services Policy 1.5.2 French as a Second Language and French Language French" says:

"Since French is one of Canada's two official languages, many parents want their children to have opportunities to learn French. Learning French is considered important both to enhance opportunities for living and working throughout Canada and the world as well as to foster a great understanding between French-speaking and English-speaking Canadians."

The Board of Trustees Ends Policy E-2: Academic Success says that:

"Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

1. Language Arts
  - (d) have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment."

The Board of Trustees Executive Limitations Policy EL-6: Instructional Program says:

"The Chief Superintendent shall not fail to ensure that the district's instructional program achieves the Board's Ends policies for

individual student learning.

Accordingly, the Chief Superintendent shall not fail to:

13. Offer opportunities for all students to become bilingual in Canada's two official languages by offering French programs as an opportunity to learn French."

- |                         |             |   |
|-------------------------|-------------|---|
| <b>Definitions</b>      | <b>1</b>    | In this regulation <ol style="list-style-type: none"><li>(a) <b>“French as a second language”</b> means a course approved by the Alberta government Minister responsible for primary and secondary education in which the French language is studied as a subject for the purpose of developing communication skills and cultural understanding;</li><li>(b) <b>“French immersion program”</b> means a program in which French is used primarily as the language of instruction to deliver a program of studies and includes early and late French immersion programs.</li></ol>  |
| <b>Purpose</b>          | <b>2</b>    | Consistent with the Board of Trustees Policy Ends 2, the purpose of this regulation is to direct learning, instruction and education in Canada's other official language of French.   |
| <b>French immersion</b> | <b>3(1)</b> | The System Principal, French and International Languages, may make recommendations to both Area Directors and the Director of Community Engagement regarding French immersion programs, giving due consideration to <ol style="list-style-type: none"><li>(a) the numbers of students</li><li>(b) the rationale for offering the program at that school,</li><li>(c) the degree of demand for the program,</li><li>(d) the availability of staff and instructional resources,</li><li>(e) the impact on financial and human resources and facilities,</li><li>(f) the impact on current course and program offerings,</li></ol> |

- (g) the proposed program's consistency with sound educational theory and practice,
  - (h) the proposed program's consistency with the School Act and Alberta Learning's policies, procedures, and the program of studies,
  - (i) the equitable access of all students to the full scope of the program of studies,
  - (j) the sustainability of the program, and
  - (k) any other factors which are relevant to French immersion education.
- (2) Students in French immersion may be provided with programs and services offered to students in a regular program, in French, if numbers of students warrant such provision, however, students in French immersion may be required to use English language student programs and services.
  - (3) The principal of a school that offers French immersion must ensure that students in French immersion have the opportunity to acquire competence in all English language arts skills needed to meet graduation requirements.
  - (4) The principal of a school that offers French immersion must strive to ensure that students in a French immersion program receive the minimum number of instructional hours in French in accordance with the French language program grants.

**French as a second language in a geographic area**

- 4** The Area Director, in consultation with the Director of Community Engagement, other Area Directors and with the school principals, must ensure that students in all divisions have access to French as a second language.

**French as a second language program**

- 5(1)** Where, in the opinion of the principal, the majority of parents of elementary students in kindergarten to grade 6 support a school "French as a Second Language Program", before making a decision to offer the program, the principal must discuss with:
  - (a) the principal's Area Director,
  - (b) the System Principal, French and International Languages,

- (c) the Director of Community Engagement,
  - (d) the principals within that affected geographic area, and
  - (e) the school community using the principles and processes outlined in Administrative Regulation 1090 - Long Range Student Accommodation Planning Process.
- (2) Where, in the opinion of the principal, the numbers of students in junior or senior high schools warrant, before making a decision to offer the program, the principal must discuss this with
- (a) the principal's Area Director,
  - (b) the System Principal, French and International Languages,
  - (c) the Director of Community Engagement, and
  - (d) the principals within that affected geographic area.
- (3) The principal must consider the following factors in planning the implementation of a French as a second language program in grades 4 to 9:
- (a) the rationale for offering the program at that school,
  - (b) the degree of demand for the program,
  - (c) the availability of staff and instructional resources,
  - (d) the impact on financial and human resources, and facilities,
  - (e) the impact on current course and program offerings,
  - (f) the learning organization in the school,
  - (g) the proposed program's consistency with sound educational theory and practice,
  - (h) the proposed program's consistency with the School Act and Alberta Education's policies, procedures, and the program of studies,
  - (i) the equitable access of all students to the full scope of the program of studies, and
  - (j) the sustainability of the program, and

- (k) any other factors which are relevant to the French as a second language program.

**Approved:** December 19, 2006  
**Effective Date:** January 1, 2007  
**1<sup>st</sup> Amendment:** December 14, 2007

### References

- Legal References:**
- Canadian Charter of Rights and Freedoms
  - School Act, sections 3, 10, 11 and 21
- Board Governance Policies References:**
- Ends Policy E-2: Academic Success
  - EL-6: Instructional Program
- Alberta Education References:**
- Policy 1.5.2 French as a Second Language and French Language Immersion
  - Guide to Education
- Administrative Regulation References:**
- 1090 - Long Range Student Accommodation Planning Process
  - 3003 - Special Education, sections 4(2) and 4(3)
  - 3045 - Multiculturalism
  - 3046 - Instructional Program and Instructional Time
  - 3079 - Aboriginal Education
- Other Calgary Board of Education References:**
- "Quality Control for Program Integrity for the Early French Alternative Program
- Contact Person:**
- System Principal, French and International Languages