



## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

### ADMINISTRATIVE REGULATION

**Regulation Name:** French Language – Immersion      **Regulation Code:** ES-3.15.1  
**Section:** Educational Services      **Policy Code Reference:** ES-3.15

Established: June 19, 2000  
Revised or  
Reviewed: October 15, 2002; February 3, 2025

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#### 1. Objective

This Administrative Regulation is written to support French Language learning in accordance with the guiding principles of Kawartha Pine Ridge District School Board (KPR) Policy ES-3.15, French Language Programs, and the Ministry of Education's policy documents, The Ontario Curriculum: French as a Second Language, Grades 1-8 (2013) and The Ontario Curriculum: French as a Second Language, Grades 9-12 (2014).

This administrative regulation provides guidelines and expectations of schools offering French Immersion programs.

#### 2. Definitions

##### Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

##### Board

The corporate board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

##### Family of Schools

A group of schools consisting of one secondary school and the elementary schools that send graduated students to that secondary school. The Family of Schools is overseen by a superintendent of education who is responsible for providing advice and guidance to principals in carrying out their responsibilities.

##### French as a Second Language (FSL) Curriculum

The Ministry of Education released updated French as a Second Language Curricula - Elementary in 2013 and Secondary in 2014.

**French Immersion**

The French Immersion program requires French to be the language of instruction for a minimum of 50% of the total instructional time at every grade level of the elementary program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. In Grades 9 -12 students continue their learning with four French Language credit courses plus six additional credits taught in French. In KPR schools, where French Immersion programs are offered, students enter this program in Year 2 Kindergarten.

**Home School**

Home school refers to the school the board assigns a student to attend for regular programming (i.e., English track) based on the location at which the student resides. Students are expected to attend their home school, unless they are registered in a specialized program (e.g., French Immersion) located outside the attendance area of their home school.

**Policy**

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

**The Common European Framework of Reference for Languages (CEFR)**

The Common European Framework of Reference (CEFR) for Languages is an international reference tool for language proficiency on a six-point scale from A1 for beginners, up to C2 for those who have mastered a language. The CEFR is widely used across Europe and other countries like Canada. In Ontario this reference tool is recognized as a valuable resource informing instruction and assessment practices in French as a Second Language (FSL) classrooms.

**3. Application**

This administrative regulation applies to students, staff, and parents/guardians of students attending French Immersion programs.

**4. Responsibility****4.1**

The Director of Education is responsible to allocate staff and resources to support this administrative regulation.

**4.2**

The Superintendent of Education overseeing the French Immersion program, or designate, is responsible for setting directives within this administrative regulation and the associated policy.

**4.3**

The Family of Schools superintendent(s), or designates, are to monitor and ensure consistent application and compliance with this administrative regulation.

**4.4**

The principal, or designate, is responsible for carrying out their duties under this administrative regulation.

**5. Procedure****5.1 French Immersion Program Locations****5.1.1**

In determining the school sites for the Immersion program, expansion or changes in location, the following factors shall be considered:

- projected enrolment based on current enrolment,
- projected enrolment based on community input,
- accommodation,
- proximity of existing French Immersion programs,
- availability of qualified staff,
- program costs (e.g. staff and start up), and
- transportation costs and efficiencies.

**5.1.2**

Each school hosting the French Immersion program will draw students from within a defined attendance boundary for the Immersion Program.

**5.2 Immersion Program – Student Eligibility and Enrolment****5.2.1**

Student eligibility for enrolment in an Immersion program shall be determined using the following criteria:

**5.2.1.1**

Students with a defined attendance boundary who will be (5) years old by 31 December are eligible to be enrolled in an established Year 2 Kindergarten French Immersion program;

**5.2.1.2**

Students who have moved into a defined attendance boundary and are transferring from a French Immersion program in another school shall be eligible for enrolment;

**5.2.1.3**

Out-of-boundary requests will be considered as per Board policy and administrative regulations.

**5.2.2**

The principal may, following a conference with the parent(s)/guardian(s), permit a student entry to an Immersion program after the usual Year 2 Kindergarten entry time. The criteria for late entry to an Immersion Program are as follows:

- space availability, and in accordance with the Student Transfers Policy,
- prerequisite language requirements of the grade, and
- the student's past experiences in the French Language or other Second Language Programs.

**5.2.3**

A student with no previous background in the French Language will not normally be admitted to the Immersion program after Grade 1.

**5.2.4**

An elementary student who withdraws from the Immersion program at a host school shall return to the home school in accordance with KPR's Student Transfers Policy BA-7.1.

**5.2.5**

A secondary student who is not enrolled in one of the French Language courses is considered withdrawn from the Immersion program at a host school and shall return to the home school in accordance with KPR's Student Transfers Policy BA-7.1.

**5.3 Immersion Program Delivery**

The delivery of Immersion Programs is supported by the following:

**5.3.1**

The Superintendent of Teaching and Learning or designate, shall ensure program continuity from elementary through secondary school.

**5.3.2**

The Ministry of Education's curriculum policy and program requirements shall govern the curriculum and general program delivery for Immersion programs.

**5.3.3**

The time allocation for instruction in French will meet the following requirements:

Year 2 Kindergarten – 100%	Grade 3 – 70-80%	Grade 6 – 50-60%
Grade 1 – 100%	Grade 4 – 60-70%	Grade 7 – 50%
Grade 2 – 80%	Grade 5 – 50-60%	Grade 8 – 50%

Instruction in English will begin in Grade 2 with one hour per day (20% of the instructional time).

**5.3.4**

In elementary schools, the study of French as a Second Language in an Immersion program, means at least two subjects will be taught in French at each grade level ensuring that the allocation for French language learning is attained. In secondary French Immersion schools, principals must provide four French Language credit courses plus six additional credits taught in French.

**5.3.5**

Principals of elementary and secondary school within a defined attendance boundary in consultation with appropriate superintendent of schools, will endeavour to support subject continuity when making decisions about the subjects taught in French.

**5.3.6**

Mathematics instruction in English will be provided beginning in Grade 4.

**5.3.7**

Principals shall ensure that the school organization/timetables reflect the designated allocations for each language of instruction.

**5.3.8**

Elementary principals are encouraged to block subject areas for continuity in language of instruction, (e.g., French subjects blocked together in the morning, English subjects blocked together in the afternoon).

**5.4 Immersion Program Transportation**

Transportation will be provided for eligible students as determined by the board’s transportation policies and administrative regulations. There may be exceptions should the student opt to attend a school outside of their regular attendance boundary (i.e., program of choice) if there is no school in the immediate area and students must travel to the nearest school facility, or if the attendance area is a significant geographical area.

**5.5 Immersion Program Recruitment and Staffing**

## 5.5.1

Recruitment and placement of staff for Immersion Programs shall be conducted according to the board's recruitment and staffing procedures and within the available funding. In addition:

## 5.5.1.1

The Superintendent of Human Resources, or designate, will ensure that at least one member of an interview team is fluent in the French language and able to assess the fluency and accuracy of the candidate's French language.

## 5.5.1.2

Preference will be given to the hiring of bilingual candidates to ensure effective communications with parent(s)/guardian(s) and with the community.

## 5.5.1.3

The superintendent responsible for staffing, with input from the Family of Schools superintendents and principals, and information from the recruitment team, shall determine the appropriate placement of teachers for the Immersion program.

## 5.5.2

Principals shall endeavour to schedule the French Immersion program so that a teacher is instructing in one language only.

**5.6 French Immersion Program Certificate and "Attestation des cours"**

## 5.6.1

The principal shall provide a KPR French Immersion Certificate to secondary students upon leaving the Immersion program who complete 10 secondary courses in French, including four French Language courses.

## 5.6.2

Students who leave the Immersion program prior to full completion of the 10 French courses shall receive an "Attestation des cours" indicating the titles of the courses completed.

**6. Related Policies, Administrative Regulations or Procedural Documents**

Board Policies:

[B-3.2 Equity, Diversity and Inclusion](#)

[BA-7.1 Student Accommodation Planning](#)

[BA-8.1, Student Eligibility](#)

[ES-3.15 French Language](#)

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Administrative Regulations:

[B-3.2 Equity Diversity and Inclusion: Evaluation, Assessment and Placement](#)

[B-3.2.6 Equity, Diversity and Inclusion: Language](#)

[BA-7.1.2, Student Transfers](#)

[ES-3.15.2 French Language Programs – Extended](#)

Procedural Documents: (internal)

[Elementary School Timetable Guiding Principles](#)

## **7. Reference Documents**

Other Documents:

[French as a Second Language Grades 1- 8, 2013](#)

[French as a Second Language: Grades 9 -12, 2014](#)

[Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools, 2015](#)

[Welcoming English Language Learners into French as a Second Language Programs, 2016](#)