

SCHOOL DISTRICT NO. 63 (SAANICH)

**POLICY DEVELOPMENT COMMITTEE AGENDA**

Committee Members: Trustee Stelck, Chair  
Trustee Holman  
Trustee Martin

Dave Eberwein, Superintendent of Schools  
Jason Reid, Secretary Treasurer

Tuesday, February 9, 2021  
1:00 pm

**A. PRESENTATIONS AND QUESTIONS**

No Items.

**B. ITEMS FOR DISCUSSION**

No Items.

**C. ITEMS FOR RECOMMENDATION**

1. Policy 24 (Programs of Choice)

**Staff Recommendation:**

I, Trustee Stelck provide notice that at the April 14, 2021 public meeting of the Board of Education, I will move the following motion:

That Policy 24 (Programs of Choice) be approved.

**D. ITEMS FOR INFORMATION**

1. Draft Administrative Procedures 214 (French Language Programs) and 215 (Specialty Academies).

**E. FUTURE AGENDA ITEMS**

That the following remain as policies pending a review by the Board about what portions of these programs the Board wishes to retain as policy:

- Policy 27 (International Students)
- Policy 28 (Online Learning)
- Policy 29 (Sexual Orientation & Gender Identity)
- Policy 18 (Recruitment & Selection of Personnel) – clarity on hiring authority
- Correspondence
- Policy 7 (Board Committees)
- Policy 9 (Board Operations)
- Policy 1 (Foundational Statements)

### **PROGRAMS OF CHOICE**

The Board recognizes the importance of the District continuing to be innovative in the delivery of educational programs and services. The Board supports the provision of various Programs of Choice which serve unique educational needs and which are accessible to students from beyond designated school catchment areas within the district.

New Programs of Choice may be considered by the Board following the completion of a process in which advice from stakeholder groups is sought, received and considered.

#### **Guiding Principles**

A Program of Choice approved by the Board will:

1. Operate within the parameters of the School Act and any associated Regulations as well as within the authority of the Board;
2. Be consistent with all Board Policies and District Administrative Procedures;
3. Provide all interested and qualified students with an opportunity to be included as part of the selection process for registrations with limited enrollments;
4. Be housed in facilities where space permits and which are suitable to the program;
5. Be offered in one (or more) locations in the District but open to students throughout the District;
6. Be staffed at the same levels with respect to those established for elementary, middle and secondary schools;
7. Be maintained without transportation assistance from the District;
8. Incur no extraordinary costs for program maintenance;
9. Be subject to periodic reviews by the District.

#### **French Immersion**

French Immersion is a Program of Choice. Learning French, an official language of Canada, enriches students' lives, enhances their understanding of other cultures and celebrates diversity. The Board recognizes that there are cognitive, social and career benefits of learning French.

The Board commits to offering a Core French program for all students and an Early French Immersion program (beginning in K-1) as a Program of Choice.

1. The Board supports and adheres to the Ministry of Education "French Immersion Program" policy which states, in part, that 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.

2. Students who successfully complete a French Immersion program will attain functional bilingualism while also completing all required areas of curriculum, including English Language Arts.
3. The Board expects that students with unique learning needs, including students with Ministry designations, will be supported in both Core French and French Immersion programs.

### **Specialty Academies**

Boards are permitted to establish Specialty Academies under Section 82.1 of the *School Act*. A Specialty Academy is an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations to the *School Act*.

1. The Board will receive requests for any new Specialty Academy by way of the Educational Directions Committee and as outlined in the Administrative Procedure for Specialty Academies.
2. Prior to May 31 of each school year, the Board must approve each new Specialty Academy and approve a schedule of fees for each one offered and must make the schedule of fees available to the public. An approved schedule of fees for a Specialty Academy is required annually.
3. Once the Board has granted approval for a Specialty Academy, subsequent Board approval is not required unless the Specialty Academy has not been offered for three consecutive school terms.

Reference: School Act, Sections 2, 3, 4, 7, 8, 8.2, 8.4, 8.5, 17, 20, 22, 23, 65, 74.1, 75, 75.1, 82.1, 85  
School Regulation 265/89  
Education Program Guide MO 333/99  
Required Areas of Study MO 295/95  
Min of Education, French Immersion Program  
Specialty Academy Criteria Regulation 219/08  
Section 23 Canadian Charter of Rights and Freedom  
Collective Agreements

Approved: November 2020

## **FRENCH LANGUAGE PROGRAMS**

### **Background**

The District provides a core French language program to K-12 students in their neighbourhood school. The District also provides a French Immersion Program of Choice in selected elementary, middle and secondary school sites.

### **Procedures**

1. The following programs will be offered:
  - 1.1. Core French Program (for students who do not choose French Immersion).
    - 1.1.1. For Kindergarten to grade 5 students at all District elementary schools, with the main objectives of developing basic verbal fluency in French and appreciating the inter-connection of language and culture.
    - 1.1.2. For grade 6-8 students at all District middle schools, to further develop verbal fluency and introduce written language.
    - 1.1.3. As an elective, for grade 9-12 students at all District secondary schools, to advance the skill areas of listening, reading, writing and speaking in order to provide a sound working knowledge of French upon graduation.
  - 1.2. Early French Immersion Program (Program of Choice)
    - 1.2.1. In two elementary schools, one middle school and one secondary school (known as “dual track schools”).
    - 1.2.2. With instruction of the basic curriculum in French from a French-speaking classroom teacher, from Kindergarten to grade 12.
    - 1.2.3. With English Language Arts introduced in elementary and increasing proportionally as a percentage of daily instruction through middle school and secondary school under Ministry of Education guidelines.
    - 1.2.4. With a main objective of providing an education equivalent to the regular English language program and also providing a high level of proficiency in spoken and written French, leading to functional bilingualism upon graduation.
    - 1.2.5. Students normally enter Early French Immersion in Kindergarten and occasionally in Grade 1.
    - 1.2.6. Upon graduation, students are to be able to easily participate in French conversations, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the workplace.
    - 1.2.7. The following chart shows the Ministry recommended time allocations for French language instruction:

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

## 2. Key Responsibilities of District personnel:

### 2.1. Principals

- 2.1.1. Work with Human Resources staff in the hiring and assignments of French Immersion and Core French teaching staff.
- 2.1.2. Ensure that federal funds allocated for French language programs are used for those programs.
- 2.1.3. Promote French language and English programs equally in dual-track and single-track schools in the District.

### 2.2. Teachers

- 2.2.1. Speak and write French with a high degree of proficiency as determined by oral and written assessments administered by the District.
- 2.2.2. Provide students the opportunity to learn about the culture of French-speaking peoples.
- 2.2.3. Engage in professional learning relevant to the teaching area and continue, where necessary, to upgrade language skills and fluency.
- 2.2.4. Promote French language learning while participating with English program staff in all aspects of dual or single-track schools.
- 2.2.5. Uphold the philosophy and practices of inclusion in French instructional environments and involve the school-based team to support students' unique needs and program choice.

### 2.3. Director of Instruction, Learning and Innovation

- 2.3.1. Oversees Core French and French Immersion programs in all schools.
- 2.3.2. Allocates federal funds to schools and programs as per the Ministry Federal Funding Guide for French programs, including bursaries to teachers.
- 2.3.3. Attends District Core/Immersion meetings where possible.
- 2.3.4. Oversees hiring practices and assists where necessary.
- 2.3.5. Ensures representation and advocacy for French programs in the District.

### 3. Enrolment and Registration for French Immersion

- 3.1. If necessary, registration in French Immersion will take place through a Kindergarten district lottery process for each elementary school.
- 3.2. District registration priorities will be followed as per [Administrative Procedure 305 – Student Enrollment and Choice](#).
- 3.3. Late entry (after kindergarten) into the Early Immersion Program will be considered as follows:
  - 3.3.1. Students who have come to the District from another French Immersion program may enter the program in the District at the appropriate level.
  - 3.3.2. Kindergarten students who begin in an English program may transfer mid-year to a French Immersion program with the approval of administrative staff.
  - 3.3.3. Students who have completed Kindergarten in English have the option to transfer to grade one French Immersion with approval of school and District administrative staff.
  - 3.3.4. Consistent with Ministry policy, after grade one, any student wishing to enroll in French Immersion who has not previously been in a French Immersion program elsewhere, will be assessed for language proficiency by the School-based Team.

### 4. Transportation

- 4.1. As French Immersion is a Program of Choice, parents may be required to provide transportation to schools offering French Immersion.

Reference: School Act Sections 8.2, 17, 20, 22, 65, 75, 85  
School Regulation 265/89  
Education Program Guide MO 333/99  
Required Areas of Study MO 295/95  
Min of Education, French Immersion Program  
Section 23 Canadian Charter of Rights and Freedom  
Policy 24 – Programs of Choice

Approved: XXXX 2021

## **SPECIALTY ACADEMIES**

### **Background**

Specialty Academies refer to an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the School Act and any associated Regulations.

### **Procedures**

1. Secondary school principals are responsible for submitting a proposal for a new Specialty Academy. Initial enquiries should be directed to the Director of Instruction – Learning and Innovation.
2. Students enrolled in a Specialty Academy must have sufficient course credits in their graduation program to meet the requirements for graduation. Specialty Academy courses should contain additional learning outcomes beyond the learning outcomes required by the standard educational program.
3. The District may levy fees to students enrolled in Specialty Academies. The fees will offset the costs incurred by the District for the academy that are in addition to the costs for a standard educational program.
4. The Specialty Academy and its schedule of fees must be approved by the host school Parents' Advisory Council.
5. Formal requests to the Board for approval of a Specialty Academy must include:
  - 5.1. A description of the Specialty Academy.
  - 5.2. The course(s) required to complete the academic requirements of the Specialty Academy including a description of the curriculum to be covered, major learning objectives and student assessment criteria.
  - 5.3. The course hours of any Specialty Academy courses required in the *Specialty Academy Regulation*.
  - 5.4. Confirmation of the Specialty Academy approval by the host school Parents' Advisory Council; and,
  - 5.5. A schedule of any required student fees.

Reference: School Act Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 82.1, 85  
Specialty Academy Criteria Regulation 219/08  
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