

# BC learning and FSL



## Policy re French Immersion Program

The following is the BC Ministry of Education K-12 French Immersion Program Policy which can be found on their website at [www.bced.gov.bc.ca/policy/policies/french\\_immersion.htm](http://www.bced.gov.bc.ca/policy/policies/french_immersion.htm).

TITLE	K-12 - French Immersion Program
DATES	Issued August 26, 1996
STATUS	Revised policy replacing number 38, issued in July 1987, called French Immersion Programs
POLICY STATEMENT	<p>The K-12 French Immersion Policy:</p> <ul style="list-style-type: none"><li>• provides information on the Ministry's goals and objectives for the consistent application of French Immersion programming in the education community;</li><li>• emphasizes the two official entry points for French Immersion; and</li><li>• ensures that students in French Immersion programs are aware of the requirements that must be met to graduate with both a French and English Dogwood Certificate.</li></ul>
RATIONALE	The Ministry recognizes that 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.
LEGISLATION/REGULATION	<p>Under the authority of the <a href="#">School Act</a>, Section 5 (3):</p> <p><b>5 (3)</b> 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).</p> <p>See also Ministerial Order 333/99, the <a href="#">Educational Program Guide Order</a>, and Ministerial Order 295/95, <a href="#">Required Areas of Study in an Educational Program Order</a>.</p>
ADDITIONAL DEFINITIONS	<p><b>Early French Immersion</b> is a separate program where instruction to students (in some subject areas) is offered in the French language. This program is normally offered to students whose first language is not French.</p> <p><b>Late French Immersion</b> refers to those beginning French Immersion in Grade 6. At the 8-12 level, these students move into and are reported under the Early Immersion stream.</p>

TITLE	K-12 - French Immersion Program
<p><b>POLICY</b></p>	<p>It is the policy of the Ministry to support the establishment of French Immersion programs within the public school system. French Immersion programs parallel the regular English program in structure and content (see <a href="#">Required Areas of Study in an Educational Program Order</a>). The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. For the purpose of this policy, bilingualism is defined as oral fluency and literacy in both languages.</p> <p>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 by the end of Grade 12 proficiency is achieved in both languages.</p> <p>School districts are encouraged to offer French Immersion programs. Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program.</p> <p>In order to ensure the delivery of effective French Immersion programs, school districts should develop policies and regulations that are consistent with Ministry policy. French Immersion is a separate program where instruction is offered in the French language for second language learners. It is not intended to be combined with Programme cadre de français which is a program for first language learners.</p> <p>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.</p>
<p><b>PROCEDURES</b></p>	<p><i>Languages of Instruction</i></p> <p>French Immersion programs shall consist of instruction in English and French.</p> <p><i>Pupil Eligibility</i></p> <p>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.</p> <p>Curriculum and resources are provided by the Ministry for Early French Immersion (K-12) and Late French Immersion (6-12) programs.</p>

TITLE	K-12 - French Immersion Program									
<p><b>PROCEDURES</b> (continued)</p>	<p>These programs are differentiated according to point of entry and are as follows:</p> <table border="1" data-bbox="613 327 1138 480"> <thead> <tr> <th>Program</th> <th>Entry Point</th> <th>Grades</th> </tr> </thead> <tbody> <tr> <td>Early FI</td> <td>K (and1)</td> <td>K-12</td> </tr> <tr> <td>Late FI</td> <td>6</td> <td>6-12</td> </tr> </tbody> </table> <p>Therefore, if a school district offers Early 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.</p> <p>Entry to the 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.</p> <p><i>Content</i></p> <p>The content of French Immersion programs shall parallel that of the regular curriculum as set out in the, Required Areas of Study in an Educational Program Order the guide listed in the Educational Program Guide Order.</p> <p><i>Transportation</i></p> <p>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.</p> <p>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 it levying fees to parents of French Immersion students.</p> <p><i>Learning Resources and Pupil Services</i></p> <p>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.</p> <p><i>Financial Support</i></p> <p>French Immersion programs are eligible for federal funding. Federal funds are to be used for resources, socio-cultural activities, teacher in-service training and, in the case of small programs, for libraries and learning assistance.</p> <p>For information on finance, please refer to the current edition of the <a href="#">French Funding Guide: Federal Supplementary Funds</a>.</p>	Program	Entry Point	Grades	Early FI	K (and1)	K-12	Late FI	6	6-12
Program	Entry Point	Grades								
Early FI	K (and1)	K-12								
Late FI	6	6-12								

TITLE	K-12 - French Immersion Program
<p><b>PROCEDURES</b> (continued)</p>	<p><b>Teaching Personnel</b></p> <p><i>Language Requirements</i></p> <p>In addition to regular certification requirements, teachers in 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.</p> <p>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.</p> <p><i>Secondary Teaching Requirements</i></p> <p>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.</p> <p><b>Administrators</b></p> <p>The administrators of immersion schools should be functionally bilingual; this should be a consideration when districts are seeking new administrators. Whether or not they are bilingual, at the very least, administrators should be knowledgeable about, and supportive of, the immersion program.</p> <p><b>Early French Immersion</b></p> <p>Description</p> <p>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) and, upon graduation from the program in Grade 12, should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the work place.</p> <p>Proportion of French to English Instruction</p> <p>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:</p>

TITLE	K-12 - French Immersion Program																	
<p><b>PROCEDURES</b> (continued)</p>	<table border="1"> <thead> <tr> <th data-bbox="570 243 721 289">Grade</th> <th data-bbox="721 243 1031 289">% of French Instruction</th> <th data-bbox="1031 243 1425 289">% of English Instruction</th> </tr> </thead> <tbody> <tr> <td data-bbox="570 289 721 394">K-(2 or 3)</td> <td data-bbox="721 289 1031 394">100</td> <td data-bbox="1031 289 1425 394">0</td> </tr> <tr> <td data-bbox="570 394 721 436">(3 or 4-7)</td> <td data-bbox="721 394 1031 436">80</td> <td data-bbox="1031 394 1425 436">20</td> </tr> <tr> <td data-bbox="570 436 721 478">8-10</td> <td data-bbox="721 436 1031 478">50 - 75</td> <td data-bbox="1031 436 1425 478">25 - 50</td> </tr> <tr> <td data-bbox="570 478 721 537">11-12</td> <td data-bbox="721 478 1031 537">no less than 25</td> <td data-bbox="1031 478 1425 537">no more than 75</td> </tr> </tbody> </table>	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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<p>Primarily for funding purposes, as of September, 1996, the federal standard of 25 per cent minimum instruction in French will be required provincially. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.</p> <p>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.</p> <p><i>French Immersion - Secondary</i></p> <p>To achieve the goals of this program, students should continue in French Immersion through Grade 12.</p> <p>Where possible, districts should provide some choice of subjects offered in French at the secondary level.</p> <p>In order to graduate from the French Immersion program, students must satisfy the Language Arts graduation requirements in both English and French. The courses which meet the Language Arts requirements for French Immersion are listed in the Graduation Requirements Policy (need URL).</p> <p>Students fulfilling the requirements of the French Immersion program will be awarded a British Columbia Certificate of Graduation, in French and in English.</p> <p><b>Late French Immersion</b></p> <p><i>Description</i></p> <p>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 and, 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.</p> <p><i>Proportion of French to English Instruction</i></p> <p>In Late French Immersion programs, it is recommended that the first year 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.</p>																		

TITLE	K-12 - French Immersion Program
<b>PROCEDURES</b> (continued)	<i>Late French Immersion in the Secondary School</i> For grades 8-12, see the French Immersion Secondary section of this policy circular.
<b>REFERENCES/            RESOURCES</b>	<ul style="list-style-type: none"> <li>• Educational Program Guide Order</li> <li>• <a href="#">Required Areas of Study in an Educational Program Order</a></li> <li>• K-12 Forms Instructions</li> <li>• <a href="#">Graduation Requirements Policy</a></li> <li>• <a href="#">French Funding Guide: Federal Supplementary Funds</a></li> </ul>
<b>CONTACT</b>	To contact someone in the Ministry regarding this policy, send an email to <a href="mailto:Education.Funding@gems1.gov.bc.ca">Education.Funding@gems1.gov.bc.ca</a>

# Policy re Language Education

The following is the BC Ministry of Education Language Education Policy can be found on their website at [www.bced.gov.bc.ca/policy/policies/language\\_educ.htm](http://www.bced.gov.bc.ca/policy/policies/language_educ.htm).

TITLE	Language Education Policy
<b>DATES</b>	Issued March 5, 1997. In effect September 1, 1997.
<b>STATUS</b>	A minor revision of Policy Circular 97-03.
<b>POLICY STATEMENT</b>	The Language Education Policy is designed to be an integral part of the <a href="#">Kindergarten to Grade 12 Education Plan</a> and to recognize the official languages of Canada and the growing number of other languages spoken by British Columbians. In accordance with Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, school boards must offer a second language in Grades 5 to 8 to all students, except those students exempted in the Order.
<b>RATIONALE</b>	The purpose of this policy is to describe the language education policy, especially the second language requirement for Grades 5 to 8.
<b>LEGISLATION/REGULATION</b>	<p>See the <a href="#">School Act</a>, section 5:</p> <p><b>5</b> (1) Every student is entitled to receive an educational program that is provided in the English language.</p> <p>(2) Students whose parents have the right under section 23 of the <a href="#">Canadian Charter of Rights and Freedoms</a> to have their children receive instruction in a language other than English are entitled to receive that instruction.</p> <p>(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).</p> <p>(4) The Lieutenant Governor in Council may make regulations</p> <ul style="list-style-type: none"> <li>(a) respecting the provision of educational programs in languages other than English,</li> <li>(b) to give effect to section 23 of the Canadian Charter of Rights and Freedoms, and</li> <li>(c) determining the manner in which a power, duty or function of a board may be performed or exercised under this Act with respect to students referred to in subsection (2).</li> </ul> <p>(5) For the purposes of subsection (4), the Lieutenant Governor in Council may make different regulations for different circumstances.</p>

TITLE	Language Education Policy
<b>LEGISLATION/ REGULATION</b> (continued)	<p>See also B.C. Reg. 265/89, <a href="#">School Regulation</a>, Section 2:</p> <p><b>2.</b> (1) In this section "eligible student" means a student whose parent is a citizen of Canada who has the right under section 23 of the Canadian Charter of Rights and Freedoms to have his or her children educated in the French language.</p> <p>(2) A board shall offer an educational program conducted in the French language to eligible students where</p> <p style="padding-left: 40px;">(a) there are 10 or more eligible students in the first 8 years of an educational program and their parents request it, or</p> <p style="padding-left: 40px;">(b) there are 15 or more eligible students in the ninth to 13th year of an educational program and their parents request it.</p> <p>(3) The minister may require a board to discontinue an educational program offered under subsection (2) where the number of students in a school district in attendance in the program falls below 8 students.</p> <p>See also:</p> <ul style="list-style-type: none"> <li>• Ministerial Order 295/95, the <a href="#">Required Areas of Study in an Educational Program Order</a>.</li> <li>• B.C. Reg. 212/99, the <a href="#">Francophone Education Authorities Regulation</a>.</li> </ul>
<b>ADDITIONAL DEFINITIONS</b>	<p><b>Definition - "Aboriginal Languages:"</b> Those languages indigenous to the Aboriginal people of British Columbia.</p> <p><b>Definition - "Core French:"</b> A second-language program for Grades 5 to 12, designed to enable students to begin to understand and communicate in French, as well as to experience francophone cultures.</p> <p><b>Definition - "English as a Second Language (ESL):"</b> Instruction provided to assist students to become proficient in English and to prepare them to achieve the expected learning outcomes of the provincial curriculum.</p> <p><b>Definition - "French Immersion:"</b> A more ambitious second-language program than Core French, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. Upon graduation, students will have acquired sufficient language skills to be able to pursue post-secondary studies or work in either official language. The program generally begins in Kindergarten (Early Immersion) or Grade 6 (Late Immersion), starting with 100% French instruction during the beginning years, gradually diminishing to 2 courses in Grade 12.</p> <p><b>Definition - "Language of Instruction:"</b> The language in which the subject area is taught.</p>

TITLE	Language Education Policy
<p><b>ADDITIONAL DEFINITIONS</b> (continued)</p>	<p><b>Definition - "Programme Francophone:"</b> A program provided in recognition of the unique rights of francophone parents under section 23 of the Canadian Charter of Rights and Freedoms. French is the language of instruction for this program and English can be considered to meet the second language requirement in Grades 5 to 8 for students in the program.</p> <p><b>Definition - "Second Language course:"</b> A course in which the second language is studied as a subject rather than as a language of instruction. The study of second language courses is the focus of the Language Education Policy's requirement at the Grade 5 to 8 levels.</p>
<p><b>POLICY</b></p>	<p>The Government of British Columbia expects all students to achieve proficiency in the English language.</p> <p>Francophone children whose parents qualify for minority language rights under the Canadian Charter of Rights and Freedoms are eligible to receive French as the language of instruction.</p> <p>All students, especially those of Aboriginal ancestry, should have opportunities to learn an Aboriginal language.</p> <p>The Ministry of Education encourages opportunities for all students to learn languages that are significant within their communities.</p> <p>English and French will be taught as first languages, all other languages will be taught as second languages.</p> <p>All students must take a second language as part of the curriculum in Grades 5 to 8, except where students are:</p> <ul style="list-style-type: none"> <li>• identified as having special needs or are receiving English as a Second Language (ESL) services; and,</li> <li>• unable to demonstrate their learning in relation to the expected learning outcomes of the second language course; or,</li> <li>• enrolled in late French Immersion in Grade 6.</li> </ul> <p>School boards will choose which second languages will be offered. Core French will be the language offered if the school board does not offer an alternative.</p> <p>Only second language curricula, which have Education program guides listed in Ministerial Order 333/99, the <a href="#">Educational Program Guide Order</a>, are eligible to meet the second language requirement for Grades 5 to 8.</p> <p>School boards may develop their own second language curricula for elective or additional language studies as permitted under Ministerial Order 147/89, the <a href="#">Local Programs Order</a>.</p> <p>School boards may apply to the Ministry of Education to have their locally developed second language curricula given provincial approval. (A locally developed second language curriculum that has received provincial approval is eligible to meet the second language requirement for Grades 5 to 8.)</p>

TITLE	Language Education Policy
<b>PROCEDURES</b>	<p><b>English Language Education</b></p> <p>School boards should provide programming that addresses the learning needs of individual ESL students, including learning opportunities that value ESL students' first language and diverse cultural backgrounds.</p> <p><b>French Minority Language Education Rights</b></p> <p><a href="#">Français Langue 11 and 12</a> are graduation requirements for students in Programme francophone.</p> <p><b>Aboriginal Languages</b></p> <p>Aboriginal language courses (as with all second language courses) should be developed appropriate to second language learners. As of the 1997/98 school year, only aboriginal languages with provincial curriculum for Grades 5 to 8 will be eligible to meet the second language requirement (see below). The school board and the local aboriginal people should collaborate to develop a language curriculum and resources.</p> <p><b>Second Language Requirement Grade 5 to 8</b></p> <p>School boards should attempt to coordinate the second languages offered to ensure there is continuity of instruction in the same language for a student in Grades 5 to 8. Curricula for second languages offered in Grades 5 to 8 must be provincially approved. School boards may choose to submit a locally developed language course to the Ministry of Education for approval as a provincial course.</p>
<b>REFERENCES/ RESOURCES</b>	<p><a href="#">Challenge Policy</a></p> <p><a href="#">Equivalency Policy</a></p>
<b>CONTACT</b>	<p>If you have any questions relating to the Language Education Policy, please contact <a href="#">Elizabeth McAuley</a>, Coordinator, International Languages, Content Standards Branch, Standards Department.</p>

# British Columbia & Yukon Learning Guidelines

The BC Ministry of Education does not have strict requirements for the amount of instructional time for each subject area. Rather, schools and districts are responsible for program outcomes: for ensuring that students meet the expectations of the curriculum.

In addition to the following guidelines, the funding for French second language programs also deals with the amount of instructional time in French.

## Immersion

Early Immersion hours of instruction:

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

Late Immersion hours of instruction:

Grade	% of French Instruction	% of English Instruction
6	100	0
7	80	should not exceed 20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

## Core French

The Ministry of Education requires that students in Grades 5 to 8 be taught a second language. School Boards may choose what the second language offered will be, Core French will be offered if there is no other alternative.

In Grades 5 to 8 35% of the students time must be spent studying the Humanities which is broken into Language Arts, Social Studies and a Second Language<sup>1</sup>.

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1. From the BC Ministry of Education Summary of Required Areas of Study, Recommend Time Allotments, and Graduation Requirements, [www.bced.gov.bc.ca/resourcedocs/k12educationplan/table.pdf](http://www.bced.gov.bc.ca/resourcedocs/k12educationplan/table.pdf)

# How French second language programs are funded

## The federal government's role

Section 43 of the Official Languages Act Part VII: Advancement of English and French<sup>2</sup> states:

“The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to ...

b) encourage and support the learning of English and French in Canada

...

d) encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French.”

In addition, the Official Languages Act authorizes the Treasury Board to release funds for these purposes (among others). The funds are administered by the Department of Canadian Heritage, provided as grants through the Official Languages Support Programs.

Since 1970, the federal government has helped to defray the additional costs incurred each year by the provincial and territorial governments for minority official language education and second official language instruction. This is done through an “umbrella” agreement for Official Languages in Education, negotiated on a five-year basis between the Department of Canadian Heritage and the Council of Ministers of Education, Canada. Within those terms, each province and territory then negotiates a more specific bilateral agreement with the federal government re how those funds will be used within that jurisdiction.

In 1993 the federal government began to reduce its grants to the provinces and territories for Official Languages in Education. However, in 1999 (at least in part due to the work of CPF) the federal government committed an additional \$70 million a year over each of the next five years for official languages programs. This raised the budget for official languages support programs from \$223.5 million to \$293.5 million per year. Thirty million of this total will be devoted each year to second language learning. This increases federal funding for French second languages to half of what it once was.

The 2002 federal Speech from the Throne announced: “Linguistic duality is at the heart of our collective identity. The government will implement an action plan on official languages that will focus on minority-language and second-language education, including the goal of doubling within ten years the number of high school graduates with a working knowledge of both English and French. ...”

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2. Can be found at [laws.justice.gc.ca/en/O-3.01/87784.html](http://laws.justice.gc.ca/en/O-3.01/87784.html)

## Federal Funding

School districts receive support from the Federal government to support French Second language education programs<sup>3</sup>. This funding is based in part on the level of French Immersion and Core French enrolment. Smaller School Districts (in terms of enrolment) are slightly favored by the funding formula. While the funds are Federal, the program is managed by the Provincial Ministry of Education.

The present Federal-Provincial funding agreement is presently being re-negotiated. In March 2003, the Prime Minister announced substantial new funding for French Second language education. This money will start to flow to the provinces starting in 2004.

## BC's French program funding de mystified

Note that this funding is in addition to all regular provincial funding for school boards as well as any special funding for programs. For information about funding for education in BC see the K-12 Funding Allocation System at [www.bced.gov.bc.ca/k12funding](http://www.bced.gov.bc.ca/k12funding) or contact the CPF-BC & Yukon office.

For the exact wording re the additional funding for French second language programs, see the French Funding Guide - Federal Supplementary Funds<sup>3</sup>.

Core French and French Immersion classrooms are not inherently more expensive than any other classroom in the public school system. They require a classroom and a teacher. The difference is that the curriculum is taught in French. As all of the students would require a space in public schools in any event, these programs can be viewed as cost-neutral to school districts.

## Immersion infrastructure support grants

School jurisdictions offering French immersion programs receive grants on an annual basis determined by student enrollments and hours of instruction in French for all students from kindergarten to grade 12. These are federal funds, part of Canada's Official Languages in Education (OLE) funding, transferred through the provincial/territorial governments, which have constitutional responsibility for education.

These grants are meant to offset the supplementary costs incurred in offering French language programs costs which would not exist in a unilingual education system, and are composed mainly of start-up, expansion, and maintenance costs. They include:

- Learning Assistance for small districts/small programs
- French language library start-up and maintenance,
- Revitalization to enhance existing or new areas of support,
- Learning resources for French resources,
- Teacher in-service, orientation, recruitment,
- Supply for maintenance of French programs,
- Growth to cover expected increases in enrolment
- Cultural and linguistic activities and events.

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3. French Funding Guide - Federal Supplementary Funds at [www.bced.gov.bc.ca/frenchprograms/frenchprogfundingguide.pdf](http://www.bced.gov.bc.ca/frenchprograms/frenchprogfundingguide.pdf)

In 2002-03 all school districts received a significant one-time grant on top of the existing funding categories.

## **Infrastructure grants for core French**

The areas of French funding available for core French include:

- Teacher in-service, orientation, recruitment,
- Supply for maintenance of French programs,
- Growth to cover expected increases in enrolment
- Cultural and linguistic activities and events.

## **Independent Schools**

Independent Schools receive provincial grants from the Province of British Columbia (at roughly 50% the per student grant of the public system). In addition, independent schools can access some French funding through the Federal-Provincial bilateral agreement. The money is transferred as a block to the Federation of Independent School Associations. FISA is responsible for transfers to individual schools.

## **B.C./Quebec Short-Term Exchange Program**

Funding assistance is available for short-term exchanges undertaken by French Immersion and Francophone Program students in grades 6 to 8. No group of students may receive this grant twice. The amount per student will not exceed \$75 for students living in the southwestern part of the province or \$150 for students living in outlying areas, and may be less if the demand is high. The responsibility for finding a class to visit or with which to exchange rests entirely with the school/district. All arrangements are to be made between schools and/or districts.

Note: SEVEC partially funds exchanges for 14-18 year olds for class exchanges and finds classes with which to exchange; they can be reached at (800) 387-3832.

## **B.C./Quebec Six-Month Exchange Program**

The B.C./Quebec Six-Month Exchange is a reciprocal exchange program. During the fall, about 65 francophone students from Quebec will spend three months in BC living and attending school with our grade 10 and 11 students. (BC students selected must be enrolled in French Immersion or Francophone programs and come from many regions of the province.) In the spring, the B.C. partners will spend three months in Quebec with their partner families. The Ministry assists with the arrangements for the exchanges, and purchases return airfare for participants.

## **Individual teacher bursaries**

Federal funds are also available through the Ministry of Education for bursaries for professional training available to French language educators. Bursaries are made available to assist teachers of French As a Second Language, French Immersion, and Francophone Programs to improve linguistic or linguistic/academic qualifications through courses given by post-secondary institutions, often in French-speaking parts of Canada.

## Official language monitors

The Official Language Monitor Program provides native-language speakers to work under the supervision of classroom teachers. Part-time monitors work 8 hours/week while attending a post-secondary institution in their second official language. Full-time monitors work 25 hours/week. Monitors work directly with students learning their second official language and are an invaluable resource to relay the culture associated with the language being taught.

## Summer Language Bursary Program

This program provides bursaries up to a value of \$1,625 (covering room, board and tuition) to enable students completing at least grade 11 or at post-secondary level, to enroll in five-week immersion courses offered in French at institutions throughout Canada. Francophone students (as defined in section 23 of the Charter of Rights and Freedoms) may apply for a program designed for francophones outside Quebec. For more details visit [www.cmec.ca/olp](http://www.cmec.ca/olp).

## Official-Languages Study Fellowship

One-time study fellowships of up to \$2,500 are available to encourage students to enter a full-time postsecondary program offered in French at a French language or bilingual institution for a period of one academic year.

## Minority Language Inter-provincial Travel Bursaries

Bursaries (in the amount of two return trips per year) are available to francophone students, unable to pursue post-secondary studies in French within British Columbia, to study in another province.

## The postsecondary level

Grants to post-secondary institutions are based on three factors: enrollment, course, and program. For funding purposes, courses are divided into pre-service and in-service.

In calculating grants to universities and colleges, the Ministry will include the following:

A - French language/literature courses offered to students preparing to become teachers.

B - Courses offered in French by the Faculty of Education or French language/literature courses offered through the Faculty of Arts in collaboration with the Faculty of Education for students planning to be teachers of Core French, French Immersion or Francophone Programs.

In-service credit courses offered in French to teachers through Extension, Arts, or Education, often in cooperation with school districts. British Columbia universities and colleges will receive a fixed amount per credit for each teacher enrolled in a course for credit.

