

Brant Haldimand Norfolk Catholic District School Board



POLICY COMMITTEE
TUESDAY, NOVEMBER 18, 2008
3:00 PM
Catholic Education Centre, Brantford, Ontario

AGENDA

	Page Number
A. CALL TO ORDER	
1. Opening Prayer – Bonnie McKinnon, Chair of the Policy Committee	
2. Attendance	
B. ROUTINE MATTERS	
1. Approval of the Agenda	
2. Approval of Minutes – November 11, 2008	Pages 2-3
3. Declaration of Interest	
C. PRESENTATIONS & DELEGATIONS: Nil	
D. COMMITTEE AND STAFF REPORTS	
1. Revised Policy: Policy Development <i>Presenter: Cathy Horgan, Director of Education</i>	Pages 4-11
2. Policy: Student Attendance Policy <i>Presenter: Chris Roehrig, Superintendent of Education</i>	Pages 12-21
3. Policy: French Immersion Program <i>Presenter: Trish Kings, Superintendent of Education</i>	Pages 22-25
E. MOMENT OF SILENT REFLECTION	
F. ADJOURNMENT	

Brant Haldimand Norfolk Catholic District School Board
Meeting of the Policy Committee – Tuesday, November 11, 2008

PRESENT AT THE MEETING

Trustees: Bonnie McKinnon and June Szeman
Administration: Cathy Horgan, Director of Education,
Wally Easton, Associate Director

A. CALL TO ORDER:

The meeting was called to order by Chair Bonnie McKinnon.

B. ROUTINE MATTERS:

1. Approval of the Agenda

Resolved:

On a motion by June Szeman and Bonnie McKinnon, that the Policy Committee approve the agenda for the November 11, 2008 meeting.

CARRIED

2. Approval of Minutes – October 16, 2008

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee approve the Minutes from the October 16, 2008 meeting.

3. Declaration of interest: Nil

C. PRESENTATIONS & DELEGATIONS: Nil

D. COMMITTEE AND STAFF REPORTS:

1. Policy Development Discussion

Director of Education Cathy Horgan reviewed the current process and format for policy development. A discussion took place regarding suggested changes that would be brought forward on November 18 for recommendation and further discussion.

2. Policy: Community Use of Schools

Associate Director Wally Easton reviewed the proposed revisions for the Community Use of Schools policy. The changes reflect additional funding from the Ministry to defray costs of custodial fees, water flushing fees, etc.

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee recommends that the Committee of the Whole approves the revised Community Use of Schools Policy and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

3. Policy: Trustee Support Services

Associate Director Wally Easton reviewed the proposed revision for the Trustee Support Services policy. The change reflects the Ministry's directive that car allowances are not appropriate for trustees and therefore, this item has been removed from the policy. It was noted that the Board suspended payment of car allowances effective July 1, 2008.

Resolved:

On a motion by Bonnie McKinnon and June Szeman, that the Policy Committee recommends that the Committee of the Whole approves the revised Trustee Support Services Policy and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

E. ADJOURNMENT

The meeting was adjourned by consensus.

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: Cathy Horgan, Director of Education & Secretary
Presented to: Policy Committee
Submitted on: November 18, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

REVISED POLICY: POLICY DEVELOPMENT

Public Session

BACKGROUND INFORMATION:

A review has taken place to adapt a new format in the development of policies. The proposed revised format will provide greater clarity with all policies of the Board.

DEVELOPMENTS:

A first draft of the revised policy was reviewed by senior administration on November 11, 2008. Subsequently, it was discussed and reviewed at the Policy Committee on the same day.

The attached draft is submitted for consideration as a revision to the current policy. If approved, the new format will be implemented for all future board policies.

RECOMMENDATION:

THAT the Policy Committee approves and refers to the Committee of the Whole, the policy revision for Policy Development, and that the Brant Haldimand Norfolk Catholic District School Board approve the revised policy.



Brant Haldimand Norfolk Catholic District School Board

POLICY: POLICY DEVELOPMENT

Adopted:	28/01/03	Policy No:	100.3
		Former Policy #:	n/a
Revised:	dd/mm/yy	Policy Category:	Governance
Subsequent Review Dates:		Pages:	1 of

Purpose:

The Brant Haldimand Norfolk Catholic District School Board, through the establishment of clear policies, which are consistent with its Mission and Values, will provide direction for the operation of the school system.

A comprehensive policy management and governance program will enable the Brant Haldimand Norfolk Catholic District School Board to govern itself with policies and procedures that are compatible with the mission, vision and beliefs of the Board.

The policy management and governance program will be relevant to current needs and expectations, legally and legislatively compliant, and enables all members of our Catholic learning community to achieve individual and collective goals.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board shall adopt a program of policy management and governance which ensures that each policy, related procedures and/or guidelines:

1. is consistent with the mission, vision and beliefs of the Brant Haldimand Norfolk Catholic District School Board
2. identifies the purpose and scope of the policies' application and impact
3. articulates the goals, objectives and intended outcomes of the policies through a Policy Statement
4. outlines the components that are intended to influence a decision or decisions
5. sets parameters by which staff can develop administrative procedures for thorough and consistent implementation
6. involves timely consultation with individuals and groups as deemed appropriate to a particular policy.
7. all policy formation, review or revision, must follow a standard process
8. are clearly written, easily understood and in language that is inclusive
9. provides adequate definitions of key terms in the policies
10. are readily available and accessible to all
11. are current and up-to-date
12. all policies will identify a staff position responsible for implementation and interpretation of the policy
13. reviews and update of policies shall occur within five years, or as needed, to reflect legislative or organizational changes

14. all policies may contain corresponding administrative procedures
15. all policies will have a policy identification number and title
16. all policies will show a development history
17. all policies will have cross references; adequate definitions of key terms, and current legislation and application

Glossary of Key Policy Terms:

Policy	A position adopted by the Board that provides the framework for the development of a course of action.
Purpose	Reflects the intent, and scope and goal of the policy.
Policy Statement	Sets the standard and framework that guide the administrative procedures to be followed by staff.
Administrative Procedures	A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard practice.
Policy Identification	The title, number and policy section.
Policy Development History	Records when the policy was first approved, revision dates and suggested review dates.
Glossary of Terms	Specific definitions for any terms within the policy that require further definition or represent professional terms and which would not normally be used by stakeholders.
Statutory/Regulatory/ Related Board Policy Linkages	Includes any direct linkages to statutory and regulatory legislation and by-laws of the federal, provincial and municipal governments and their associated bodies, as well as any related board policies.



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: POLICY DEVELOPMENT

Adopted:	28/01/03	Policy No:	100.3
		Former Policy #:	n/a
Revised:	dd/mm/yy	Policy Category:	Governance
Subsequent Review Dates:		Pages:	1 of

1. The development and review of all policies shall be initiated by the Board, the Director of Education or Administrative Council.
2. The Director of Education may designate the development or revision of a policy and/or administrative procedures to appropriate staff.
3. The designated staff or project leader may convene a task group, as appropriate, to develop a proposed policy. The attached forms will be used as tools to guide the development of the policy and to provide feedback to Admin. Council.
4. The proposed policy will be reviewed by Administrative Council and, if appropriate, will be vetted to various stakeholder groups. The vetting process will begin with Trustees who will receive the draft policy at least seven (7) days prior to the general vetting.

A draft policy may be vetted with all or any of the following individuals or groups:

Principals/Vice-Principals	CPCO
Trustees	Non-Unionized Staff
Director of Education	Catholic School Council Chairs
Associate Director	Regional Catholic School Council
Superintendents of Education	Special Education Advisory Committee
Curriculum Support Staff	Bishops
O.E.C.T.A.	Pastors
Board Solicitor	Managers'/Supervisors' Group
O.S.S.T.F.	Student Services
Caretakers' Association	Others

5. Following appropriate vetting and review by Administrative Council, the draft policy will be presented to the Policy Committee for recommendation to the Board for its approval.
6. Upon Board approval, the policy will become official.
7. The Director of Education will issue Administrative Procedures or Guidelines, if necessary, to support the policy and will distribute the policy to the system.
8. The policy will be appropriately numbered and categorized and published on the Board's website.
9. Staff will be assigned to implement the policy.
10. Board policies will be reviewed on a regular basis to ensure relevance and effective implementation. The attached form will track the process.

POLICY CONSULTATION FORM

The Brant Haldimand Norfolk Catholic District School Board welcomes your input/suggestion(s) to improve on this draft policy. Your ideas will be studied and may be incorporated into the final policy.

Thank you in advance.

Name/Group:

Contact Information (telephone/email):

Policy Title:

Purpose of the Policy (clear and understandable):

Policy Statement (clear and understandable):

Responsibilities (Are the responsibilities sufficiently inclusive to meet the expectations of the policy?):

Procedures (Are they understandable? Implementable? Do they give appropriate direction?):

Protocol (Are they understandable? Implementable?):

Cross References (Are there other references that should be included?):

Definitions (Are the definitions provided sufficient both in number and detail?):

Other Comments/Suggestions – please attach if necessary.

Date: _____

Signature: _____

POLICY CONSULTATION GROUPS/INDIVIDUALS

The Policy Committee upon recommending a draft Policy be sent for consultation will decide on appropriate groups/individuals.

Name of Policy: _____

- | | |
|-----------------------------------|--------------------------|
| Academic Supervisory Team | <input type="checkbox"/> |
| Senior Administrative Team | <input type="checkbox"/> |
| Director of Education | <input type="checkbox"/> |
| Bishop(s) | <input type="checkbox"/> |
| Parish Priests | <input type="checkbox"/> |
| Catholic School Council | <input type="checkbox"/> |
| Curriculum Program Staff | <input type="checkbox"/> |
| Catholic School Council(s) | <input type="checkbox"/> |
| Principals/Vice Principals (CPCO) | <input type="checkbox"/> |
| SEAC | <input type="checkbox"/> |
| Student Trustee/Senate | <input type="checkbox"/> |
| Students – elem and/or sec. | <input type="checkbox"/> |
| OECTA | <input type="checkbox"/> |
| OSSTF – ESS | <input type="checkbox"/> |
| OSSTF – Plant | <input type="checkbox"/> |
| Non-union | <input type="checkbox"/> |
| SEAC | <input type="checkbox"/> |
| Solicitor | <input type="checkbox"/> |
| Others, approved by Director | <input type="checkbox"/> |

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Policy Committee
Submitted on: November 18, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

STUDENT ATTENDANCE POLICY

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board believes that regular attendance is fundamental to the process of learning. Furthermore, students, parents and school staff need to work together to ensure that students maintain strong attendance habits.

All students at the Brant Haldimand Norfolk Catholic District School Board work towards the demonstration of the Ontario Catholic School Graduate Expectations. Our common vision of the learner that is a responsible citizen, a collaborative contributor, and a self-directed, responsible and lifelong learner, is achieved when the learner demonstrates regular attendance at school.

DEVELOPMENTS:

The Brant Haldimand Norfolk Catholic District School Board believes that all schools should follow consistent procedures that will support strong student attendance. Changes to the *Education Act* (2006) related to compulsory attendance for pupils, provided the impetus to assess the procedures that were in place at the local level which were intended to ensure strong student attendance. Subsequently, there was a need to provide system-wide standards and procedures that clarify the integrated responsibilities of students, parents, teachers, principals, attendance counsellors and community agencies when it comes to supporting student attendance in our schools.

RECOMMENDATION:

THAT the Policy Committee recommends the Committee of the Whole approves and refers the Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: STUDENT ATTENDANCE

Adopted: dd/mm/yy	Policy No: xxx.x
Revised: dd/mm/yy	Policy Category: xxxxxxxx

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that regular attendance is fundamental to the process of learning. Furthermore, students, parents and school staff need to work together to ensure that students maintain strong attendance habits.

All students at the Brant Haldimand Norfolk Catholic District School Board work towards the demonstration of the Ontario Catholic School Graduate Expectations. Our common vision of the learner that is a responsible citizen, a collaborative contributor, and a self-directed, responsible and lifelong learner, is achieved when the learner demonstrates regular attendance at school.

Policy:

The Board shall provide administrative procedures and outline supports and interventions to support schools in their efforts to improve student attendance.

The principal and teachers shall maintain accurate records of student attendance that are consistent with the requirements set out in the Education Act, Regulations under the Act and other guidelines set forth by the Ministry of Education.

The principal teachers shall create and implement procedures that provide support and interventions for students that are demonstrating recurring attendance concerns, problematic attendance, or chronic absenteeism. These procedures shall be consistent with those outlined in the Board's administrative procedures on student attendance.

School staff, students, parents and outside agencies are encouraged to work together to provide support and interventions for students demonstrating poor attendance habits so that student attendance will improve.



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: STUDENT ATTENDANCE

Adopted:	dd/mm/yy	Policy No:	xxx.x
Revised:	dd/mm/yy	Policy Category:	XXXXXXXXX

This procedure is in place to help ensure the success of all students in our schools.

PHASE I – Recurring Attendance Concerns (5 – 10 absences)

A student has unexplained, unacceptable and/or frequent absences.

1. The classroom teacher shall identify concerns about the student with an attendance problem and discuss these concerns with the student and parents. Teachers shall send a letter to the parents (or student if over 18yrs) after 5 absences.**
2. The principal and teacher(s) shall meet with parents regarding support options and responsibilities. The team shall consult with the Board’s Attendance Counsellor* regarding strategies to support improved attendance and implement a plan to improve attendance.
3. The student shall be referred to the Student Success Team for monitoring and support if the pupil is a secondary school student.
4. The principal shall prepare attendance reports at the end of September / February to seek out students with 5 to 10 absences and provide counselling/interventions.

PHASE II – Problematic Attendance (10 – 15 absences)

1. The principal shall send an attendance update printed from the electronic enrolment register to parents and shall request a response.
2. The principal shall refer the student to the Board’s Attendance Counsellor*. The Attendance Counsellor shall meet with the student and the family and implement a plan to improve attendance.
3. The principal shall prepare attendance reports at the end of November / April to seek out students with 15 or more absences and provide counselling/interventions.

PHASE III – Chronic Absenteeism (15 or more absences)

1. A meeting shall be arranged that should include the classroom teacher(s), the student, the parent(s), the CYW, the Attendance Counsellor, the principal, and members of the Student Success Team (secondary schools only). The purpose of the meeting is to discuss next steps for the student – these may include re-entry to school, alternative learning opportunities, SALEP, community supports, suspension from school and/or court.

**Sample letters will be available through the school principal.
* Use Attendance Referral Form.



Brant Haldimand Norfolk Catholic District School Board

SUPPORTS AND INTERVENTIONS: STUDENT ATTENDANCE

Adopted:	dd/mm/yy	Policy No:	XXX.X
Revised:	dd/mm/yy	Policy Category:	XXXXXXXXX

Strong student attendance requires a whole-school effort to value and teach the importance of regular and punctual attendance

ELEMENTARY SCHOOLS

- Attendance records shall be accurately maintained by teachers and support staff; the school shall hold students accountable for all missed learning opportunities.
- Teacher tracking and recording of attendance shall be monitored by the principal.
- Attendance procedures shall be outlined in the student and staff handbooks and shall be made available to all students, parents and staff.
- All staff shall consistently communicate the importance of regular, punctual attendance by students.
- The school shall phone home at the beginning of each day to verify unsubstantiated student absences.
- Schools are encouraged to enhance academic and co-curricular activities that will promote strong attendance such as those provided through lunch hour activities.
- For cases of truancy, the school shall use progressive discipline which may include: completion of a truancy package, lunch detention(s), study hall, withdrawal from school activities, CYW support, Attendance Counsellor support and/or suspension from school.
- All school staff shall follow the *Administrative Procedures: Student Attendance*.

SECONDARY SCHOOLS

- Attendance records shall be accurately maintained by teachers and support staff; the school shall hold students accountable for all missed learning opportunities.
- Teacher tracking and recording of attendance shall be monitored by the principal.
- Attendance procedures shall be outlined in the student and staff handbooks and shall be made available to all students, parents and staff.
- All staff shall consistently communicate the importance of regular, punctual attendance by students.
- The school shall phone home at the beginning of each day to verify unsubstantiated student absences.
- Schools will inform parents of student absenteeism at the end of the school day.
- All absences shall be accounted for before the student is admitted to class.
- For cases of truancy, the school shall use progressive discipline which may include: completion of a truancy package, lunch detention(s), study hall, withdrawal from school activities, CYW support, Attendance Counsellor support and/or suspension from school.
- Teachers may refer students to study hall if they have work that is incomplete as a result of missed learning opportunities.
- Schools are encouraged to enhance academic and co-curricular activities that will promote strong attendance such as those provided through Student Success, athletics and clubs.
- All school staff shall follow the *Administrative Procedures: Student Attendance*.

Attendance Tracking Procedures
Consecutive Student Absences of 15 or More

All students under the age of 18 are required to be in attendance at school until June of the year in which they turn 18 unless they have graduated or are otherwise legally excused from school.

At 15 days absent	<ul style="list-style-type: none"> • Complete 15 Days of Consecutive Absence form • Send form to Attendance Counsellor and parents
At 30 days absent	<ul style="list-style-type: none"> • Complete 30/45/60 Days of Consecutive Absence form • Send to Attendance Counsellor and Parents • Attendance Counsellor sends a letter to school confirming student's status • Letter is filed in OSR
Beyond 30 days absent	<ul style="list-style-type: none"> • Document attempts to re-engage student in ESIS notes
At 45/60 days absent	<ul style="list-style-type: none"> • Complete 30/45/60 Days of Consecutive Absence form • Send copy to Attendance Counsellor, Parents, and Superintendent • Attendance Counsellor sends letter to school confirming student's status (active / inactive) • Letter is filed in OSR • If letter states the student is inactive, student must be removed from roll as of the 46th consecutive day

30/45/60 Days of Consecutive Absence Form

Date: _____

School: _____

Administrator: _____

Student: _____

Date of Birth: _____

The above named student has been absent for 30 45 60 consecutive school days. I have had contact with the student / family as follows:

Date	Nature of Contact
_____	_____
_____	_____
_____	_____
_____	_____

The student has a total of _____ credits earned. The reason for their non-attendance seems to be:

The following interventions have been considered for this student:

- modified timetable
- personalized timetable with course substitutions
- co-operative education
- credit rescue / credit recovery
- SALEP
- Alternative education placement
- E-learning
- SWAC
- Home instruction (with support of medical documentation)

Next Steps:

Please check the appropriate box:

Disposition of Attendance Counsellor: on roll off roll

Attendance Counsellor: _____ Date: _____

Copies to: Parents/Guardians Attendance Counsellor OSR Superintendent of Education

ATTENDANCE REFERRAL FORM

REFERRED FOR: Attendance Alternative Education Attendance Review Committee
 Supervised Alternative Learning for Excused Pupils (SALEP)

NAME: _____	D.O.B. ____/____/____	<input type="checkbox"/> M <input type="checkbox"/> F
ADDRESS: _____	POSTAL CODE: _____	
PHONE: _____	SCHOOL: _____	GR: _____
FATHER/GUARDIAN: _____	BUSINESS PHONE#: _____	
MOTHER/GUARDIAN: _____	BUSINESS PHONE#: _____	

STUDENT PROFILE:	BELOW EXPECTED LEVEL	AT EXPECTED LEVEL	ABOVE EXPECTED LEVEL
Achievement	_____	_____	_____
Attendance	_____	_____	_____
Peer Relationships	_____	_____	_____
Adult Relationships	_____	_____	_____

Description of Concerns:
School Problems Solving Actions:
Other School and Support Staff Involved (Please List):
Community Agencies Involved (Please List):

Date of Referral: Yr. /Mo. /Day / Signature of Principal: _____

Sample Letter to Parents

Date: _____

To: _____

Attached, you will find a summary of _____'s attendance to date.

We have concerns regarding her/his attendance for the following reasons:

- Academic success is directly linked to regular attendance
- Classroom activities provide critical learning opportunities that are difficult to replace
- Effective assessment and evaluation are made more difficult by absenteeism
- Each person's contribution during class is valuable
- All absences must be accounted for in order to meet Ministry of Education requirements for the granting of credits

Please discuss these points with your child and stress the importance of adhering to sign out, sign in, and absence reporting at the school.

Thank you for your cooperation. Working together with effective communication is an important key to maintaining a good attendance record and academic success. If you have any questions or wish to discuss your son/daughter's progress, please do not hesitate to call the school at any time.

Sincerely,

(Administrator info)

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Trish Kings, Superintendent of Education
Presented by: Bonnie McKinnon, Chair, Policy Committee
Presented to: Policy Committee
Submitted on: November 18, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

POLICY: FRENCH IMMERSION PROGRAM POLICY

Public Session

BACKGROUND INFORMATION:

St. Jean de Brébeuf School is being replaced and merged with Our Lady of Fatima School, Brantford commencing September 2009. This new replacement school, called Jean Vanier Catholic Elementary School, will be a dual track school providing an English program and a French Immersion program.

DEVELOPMENTS:

Based upon this new structure a policy needed to be developed to address the French Immersion program in a number of areas including:

- program expectations
- admission/withdrawal
- structure
- communication

A committee comprised of both principals, and a representative group of teachers from both schools, as well as the Superintendent of Education and French Consultant was established to develop this policy.

The draft policy has been vetted with the staffs of both school communities.

RECOMMENDATION:

THAT the Policy Committee recommends the Committee of the Whole approves the French Immersion Program Policy and refer it to the Brant Haldimand Norfolk Catholic District School Board for approval.



Brant Haldimand Norfolk Catholic District School Board

POLICY: FRENCH IMMERSION PROGRAM

Adopted:	dd/mm/yy	Policy No:	xxx.x
Revised:	dd/mm/yy	Policy Category:	xxxxxxx

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board recognizes the educational value of offering a French Immersion program in which students receive instruction in the French language consistent with the philosophy and expectations outlined in the Ontario Curriculum: French as a Second Language. (Extended French Grades 4 – 8, French Immersion Grades 1 – 8, 2001).

Policy Criteria:

1. The French Immersion program policy reflects the mission and values of the Brant Haldimand Norfolk Catholic District School Board.
2. The French Immersion program policy is developed in consultation with Board and school staff, school administration and representatives from the parent community.
3. The administrative procedures include the French Immersion program model and structure as well as other key elements such as admissions, promotional strategies and monitoring.
4. The purpose of the policy is to provide information with respect to the French Immersion program, its admission requirements, structure and program elements.

Glossary of Key Policy Terms:

N/A

POLICY

The French Immersion program supports the aims identified in the Ontario curriculum document; namely:

- The French Immersion program is an optional program offered to all students (K – 8) within the Board;
- Provides students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy;
- To develop strong fundamental skills in oral communication (listening and speaking), reading and writing; and
- To provide students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction.

The French Immersion program provides 90% of instruction in French in Kindergarten and grade one (1). When English Language Arts (reading, writing and oral communication) is introduced in grade two (2), the percentage of French instruction is decreased to 80%. From this point on, more English instruction is added while other subjects continue to be taught in French, following the same curriculum as the regular English program. By grade seven (7) and grade eight (8), 50% of the instruction is in French and 50% is in English.

DRAFT



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: FRENCH IMMERSION PROGRAM

Adopted:	dd/mm/yy	Policy No:	XXX.X
Revised:	dd/mm/yy	Policy Category:	XXXXXXXX

1. Admission into French Immersion program shall be at the beginning of September in the Kindergarten year. Registration for the program is in February (same as English schools). Any parent who desires his/her child to study in French may enrol his/her child in the French Immersion program.
2. Students may be admitted into the grade one (1) French Immersion program without having attended the Kindergarten French Immersion program, if they have demonstrated good oral and literacy skills in the regular Kindergarten program at the discretion of the principal, and after a principal – parent(s)/guardian(s) conference.
3. Admission into the French Immersion program beyond grade one (1) shall be considered only after the following considerations:
 - a) interview with parent(s)/guardian(s) – principal
 - b) perusal of two most recent report cards
 - c) the student has proven to be an independent worker demonstrating good listening and literacy skills (oral, reading, writing)
 - d) successful completion of informal testing of and interview with the student by an identified French Immersion program teacher in both English and French.
4. Students who request admission whose first language is French will be directed to one of the French Language schools. However, these students may be admitted to the French Immersion program, if considerations, stated in #3, 4 and #5 have been met, as appropriate.
5. Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as, program modifications, tutoring, assistance from the Special Education Resource Teacher and, after review of on-going assessments. Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time.
6. Each year in January, a package of material on the French Immersion program is sent to each school within the Board outlining the registration process, admission requirements and a brief description of the program.