

## **Directive: French Language and Culture Planning**

### **Category: School Programming and Student Services**

#### **PREAMBLE**

The Yukon *Education Act*, the *Canadian Charter*, Canadian regulations, the Department of Education's Admission to French first language schools policy and the CSFY admissions policy determine whether students are eligible to attend a Yukon French first language school.

#### **DIRECTIVE STATEMENT**

The CSFY, in accordance with the *Canadian Charter of Rights and Freedoms* and Yukon legislation, provides its students with a quality French first language education.

#### **TERMS AND CONDITIONS**

1. The CSFY recognizes students' right to a quality education.
2. The CSFY recognizes the diverse linguistic, cultural and academic backgrounds of the students in its programming.
3. The CSFY manages its school programming in a manner intended to counteract the Yukon's majority English-speaking context.
4. The CSFY recognizes the importance of community engagement, particularly with parents, when carrying out its educational mandate.
5. The CSFY recognizes that skills in communication, learning and cultural expression are essential to academic success and help foster the continued development of Francophone communities.
6. The CSFY promotes the academic success and personal development of all students, girls and boys, while respecting their characteristics, be they physical, intellectual, linguistic, ethnic, cultural, racial or religious, and regardless of their socioeconomic status.
7. The CSFY promotes the development of students' personal, linguistic and cultural identity, as well as their sense of belonging to a dynamic and pluralist Francophone community.

8. The CSFY promotes the use of French in all spheres of activity at school as well as in the community.
9. The CSFY encourages students to expand their vocabulary and to develop their knowledge of and competence in French, while accepting and building upon their spoken French. The competencies they acquire at school should allow them to successfully pursue their education throughout their lifetime, regardless of their chosen field of study.
10. The CSFY enables students to acquire a good communicative competence in English under conditions which promote additive bilingualism.
11. The CSFY encourages a partnership among schools, parents, different community groups, and the world of business, commerce and industry.
12. The CSFY gives students the tools necessary to participate in the development of the Francophone community and to successfully contribute to society, whether in the social, political, economic, cultural, artistic or scientific domain.
13. The CSFY Executive Director shall develop an action plan aimed at implementing and enforcing this directive. The action plan shall address the following seven items:
  - 13.1 Student needs;
  - 13.2 Students' right to admission to a French first language public school;
  - 13.3 Integration and evaluation of three competencies: communication, thinking, and personal and social competencies;
  - 13.4 Recommended educational approaches, strategies and activities for a minority setting;
  - 13.5 Second languages in the curriculum and teaching methods which support additive bilingualism;
  - 13.6 Staff training;
  - 13.7 Cultural integration.

**Action Plan  
Student Services  
French Language and Culture Planning**

An action plan dealing with important components of French language planning:

1. Student needs;  
As per the CSFY directive, the school shall submit its educational plan on an annual basis.  
This plan shall be presented at the beginning of the year, revised during the year and presented again at the end of the year. The educational plan shall include the school's academic priorities as required to meet the students' needs.
2. Students' right to admission to a French first language public school;  
The CSFY has an admissions policy. This policy is applied at the school.
3. Integration and evaluation of three competencies: communication, thinking, and personal and social competencies;  
The CSFY has a cultural integration position at each of its schools. This staff member is responsible for making cultural connections within the school (in the various classes) and within the community. A calendar of activities has been developed in order to ensure cultural involvement and monitoring at all grade levels.
4. Recommended educational approaches, strategies and activities for a minority setting;  
The needs of students and the strategies used to meet those needs are presented in the school's educational plan.
5. Second languages in the curriculum and teaching methods which support additive bilingualism;  
An English first language program exists at CSFY schools. This program follows the standards set by the English first language curriculum of British Columbia for Grades 3 to 12.
6. Staff training;  
Training is made available to all staff in order to assist them along their career path.  
A professional development plan common to all school staff is submitted to the CSFY each year in February. This plan reflects the staff training needs as they relate to the school's educational plan.
7. Cultural integration;  
The Cultural Integration Coordinator shall develop annual programming in consultation with all staff and community members. Monthly reports shall be submitted to the CSFY.