

## Request for Entry into French Immersion Program After October 1<sup>st</sup>

## PURPOSE:

This form should be used by schools when a parent/guardian has requested <u>an entry into</u> French Immersion after October 1<sup>st</sup>. The process outlined in this form is meant to provide recommendations to families and schools making the request.

- EECD Policy 309 French Second Language Programs does not provide a cut-off date for registration to Grade 1 or Grade 6 French immersion.
- EECD Policy 321 Admission based on language Section 6.1 Admission to English Language Schools 6.1.1. Under basis of Section 5 of the Education Act and Section 23 of the Canadian Charter of Rights and Freedom, students shall be admitted to English Language schools given any of the following conditions:
  (a) the student is proficient in English, (b) the student is proficient in both official languages, (c) the student is proficient in neither official language

6.1.2 The Superintendent shall not admit a French speaking student or bilingual student to the French Immersion program in English Language schools.

School:	Grade Level:

Parent / Guardian Complete this section		
(In the case of joint custody, signatures of both parents are required)		
Student's name:		
Address:		
Phone number:	Language(s) spoken by student:	
Rationale for the Request from parent:		
Signature of Parent / Guardian:	Date:	

Principal or Designate: Complete this section

Please complete the following once you have received a request for entry into French Immersion after October 1<sup>st</sup>.

## Process:

- 1. Check classroom enrollment numbers class size to determine if space is available (If space is not available, the principal will contact their Director of Schools to inform that a request for placement into FI has been made).
- 2. Contact an FSL Subject Coordinator to inform that a request has been made.
- 3. Review evidence of academics, ESS supports, attendance, language spoken at home, cumulative record checks, report card results and discussions with current classroom teacher, if applicable.
- 4. Conduct a French Placement assessment to help guide recommendations. This assessment can be administered by a school-based staff member or an FSL coordinator.

## Results of above:

- 5. Follow-up with FSL Subject Coordinator to share information gathered in steps 3 & 4.
- 6. School administration organizes a meeting date and time with parents, school team and FSL Subject Coordinator (if applicable) to share information, recommendations and implications of the request.

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Signature of Principal:	Date:

If parent/guardian is not in agreement with placement decision, the appeal process is to be shared.

District French Second Language Subject Coordinator Complete this section		
Approved Not Approv	, ved	
Follow-up with school or parent/guardian, if additional information is needed / comments:		
Signature of FSL Subject Coordinator:	Date:	
Signature of Director of Curriculum & Instruction:	Date:	

Distribution: Parent(s) / Guardian (s)

School Principal (For Cumulative Record Folder / remains in the folder permanently) Director of Curriculum & Instruction