

Request for Flexible Entry into French Immersion Pathway
(Reference Provincial Policy 309 – French Second Language Instruction)

PURPOSE:

This form should be used by schools when a parent/guardian has requested an entry into French Immersion after October 1st for grades 1 and 6 entry points and/or outside of an entry point. The process outlined in this form is meant to provide recommendations to families and schools making the request.

- EECD Policy 309 – French Second Language Pathways – does not provide a cut-off date for registration to Grade 1 or Grade 6 entry to 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 pathway in English Language schools.*

School:	Grade Level:
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Parent / Guardian Complete this section <i>(In the case of joint custody, signatures of both parents are required)</i>	
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 Pathway after October 1 st for grades 1 and 6 entry points and/or outside of an entry point.	
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.	
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	
☐ <i>Approved</i>	☐ <i>Not Approved</i>
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