



## **French Immersion Request for a Change in Program - Process and Form (Reference Provincial Policy 309 – French Second Language Programs)**

### **PURPOSE:**

This form should be used by schools when parent/guardian and ESS team has requested **a transfer out** of a French Immersion program.

### **PROCESS:**

Transfer from a French Immersion (FI) Program may only be considered after consultation between the student's family, the student (where appropriate) and the school. Discussion with the school and family will include:

- the student's progress within the French Immersion Program
- intervention and support required for the student to be successful, such as a PLP adjusted
- consideration of space/availability in the requested program
- consideration of catchment zone (students return to zoned school if they are out of catchment)
- the school completes the second section and will follow-up with district personnel

1. Following the consultation, if more supports will be offered to the student, please continue to complete the French Immersion Response to Intervention document.

**NOTE\*: All transfer requests should be accompanied with the French Immersion Response to Intervention Document. If not, please ensure to connect with the FSL subject coordinator prior to submitting this form.**

2. Following the consultation, if the request for Change in Program is moving forward, then please proceed in completing this document.
3. Parent(s)/Guardian(s) will complete the first section of the Request for a Change in Program Form (please see below).
4. The school completes the second section of the Request for a Change in Program Form, and will follow up with FSL Subject Coordinator.
5. Students **must remain** in the French Immersion program until the transfer has been approved by the District.
6. Once a request for a transfer is approved by the FSL Subject Coordinator, the school will communicate with the parent(s)/guardian(s) regarding the details of the transfer. The form will be placed in the student's cumulative record file and must remain in the student's cumulative record permanently.
7. The administrative assistant must be made aware by the school of the transfer in order to make the appropriate changes in the program of study in PowerSchool. Reminder: Students who transfer out of FI having completed French Immersion Language Arts (FILA) grade 8 must continue to take FILA grade 9 and FILA grade 10. If accommodations are required, district and school personnel will plan for programming on a case-by-case basis.
8. Important for grades 6-12: If the transfer is for the upcoming school year and the student will be changing schools, please ensure that all students transferring out of the program are discussed at transition meetings, i.e.: students completing grade 8 and changing schools. These transfers are often only logged in PowerSchool over the summer. It is the responsibility of the school administration to share this information with transition schools for staffing purposes and to support students in this transition. **All end of school year transfers must be submitted by April 30<sup>th</sup>.** If accommodations are required, district and school personnel will examine this on a case-by-case basis.

<b>School:</b>	<b>Grade Level:</b>	<b>Teacher Name:</b>
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**Section 1: Parent / Guardian Section:** (In the case of joint custody, signatures of both parents are required)  
Please ensure that this section is completed by parents/guardians.

**Student's name:**

**Address:**

**Phone Number:**

**Email:**

**When did the student enter French Immersion (circle one)? Grade 1, Grade 3, Grade 6, Other**

**Please note:**

- Students transferring out of French Immersion (FI) having completed FI grade 8, must continue to take French Immersion Language Arts at Grade 9 and Grade 10.
- Students who withdraw from a French Immersion program will not receive a French Immersion completion certificate upon graduation.

**Parent Rationale for Request (no email attachments):**

**Signature of Parent(s) / Guardian(s):**

**Date:**

Please complete this optional New Brunswick French Immersion Withdrawal Exit Survey to determine how to better support all learners in the French Immersion program. →  
Click this Link: [New Brunswick French Immersion Withdrawal Exit Survey \(ASD-E\)](#)



**Section 2: School Administration / District Section:**

To be completed by School Administrator

Request recommended: Yes ☐ No ☐

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

To be completed by the FSL Subject Coordinator – J. Ingersoll (K-5) or A. Salah (6-12)

Request approved: Yes ☐ No ☐

**Subject Coordinator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Email the document to:**

**(K-5) Janice Ingersoll : [janice.belliveau-ingersoll@nbed.nb.ca](mailto:janice.belliveau-ingersoll@nbed.nb.ca)**

**(6-12) Aïcha Salah: [aicha.salah@nbed.nb.ca](mailto:aicha.salah@nbed.nb.ca)**



**French Immersion Response to Intervention - Student Support Document**  
**(Reference Provincial Policy 322 –Inclusive Education)**

**PURPOSE:**

This document is to ensure that our French immersion program is inclusive.

**PROCESS:**

When an immersion student is **struggling** in your classroom, this document should be used to help educators support student needs. Please complete the appropriate sections based on the student’s needs.

This document is **essential** to demonstrate Response to Intervention (RTI) strategies.

**AREAS OF FOCUS:**

The following steps are strongly encouraged as ASD-E’s response to intervention protocols.

Steps	Details	Purpose
Immersion Student Profile	Complete student profile to identify current areas of needs and concerns	This tool helps identify areas that require interventions
RTI Checklists <ul style="list-style-type: none"><li>○ Universal Language Action Checklist</li><li>○ Universal Accommodation Checklist</li></ul>	Check-off strategies that have been used in your classroom with this student that <b><u>only pertain</u></b> to the <b><u>individual student’s needs</u></b>	These checklists help brainstorm and identify possible successful strategies to support progress
Parent/Guardian Concerns – Problem Solving	When parents/guardians have requested a transfer and/or have identified concerns	This tool can support conversations with parent/guardians based on FSL research
French Immersion RTI Support	Problem solving steps	To identify various options for support

Immersion Student Profile

Student's Name:	School:
Grade:	Teacher:
PLP Recommendations (if applicable):	

Oral Communication	Reading	Writing
Other Areas (i.e. numeracy, behaviours, attention, student work, social emotional, classroom organization, classroom instruction, sensory stimulation, etc.)		

# RTI Checklists

**PROCESS:**

Please check-off all strategies that have been tried in your classroom with the student. Only complete the applicable part that pertains to the student’s individual needs.

**Universal Language Action Checklist (Ref. Access for Success by Dre. R. Bourgoin & K. Arnett)**

Understanding of Oral and Written Language	Production of Oral and Written Language	Focus and Attention in the Target Language	Development and Expansion of Vocabulary
<ul style="list-style-type: none"><li>○ Using gestures, facial expressions, images, pictures, drawings, objects, and manipulation materials</li><li>○ Playing with expression and voice intonation, and pacing rate of speech</li><li>○ Adjusting the complexity of oral and/or written language</li><li>○ Assessing the extent of prior knowledge and filling in any major gaps</li><li>○ Providing wait time when presenting new information, after asking a question, or before inviting learners to start a task</li><li>○ Repeating or reformulating oral and written language</li><li>○ Reusing and recycling pedagogical materials</li></ul>	<ul style="list-style-type: none"><li>○ Providing many exemplars of oral and written tasks</li><li>○ Using graphic organizers to support oral and written production</li><li>○ Creating and displaying linguistic supports around the classroom</li><li>○ Offering planning strategies for learners to use before starting a task</li><li>○ Using pedagogical and language production routines</li><li>○ Choosing grouping arrangements that favour peer communication</li><li>○ Asking questions that encourage learners to elaborate</li></ul>	<ul style="list-style-type: none"><li>○ Providing specific listening and reading intentions</li><li>○ Dividing lessons, activities, and tasks into many small steps</li><li>○ Incorporating discourse markers to oral and written texts</li><li>○ Providing explicit cues to refocus learners’ attention</li><li>○ Using different modalities to present material</li><li>○ Explaining the relevance of what is being taught</li><li>○ Summarizing key points of lessons, activities, and reading passages</li></ul>	<ul style="list-style-type: none"><li>○ Identifying and presenting required language at the outset of a lesson or activity</li><li>○ Capitalizing on the use of word walls and word maps</li><li>○ Accessing the senses to facilitate vocabulary acquisition</li><li>○ Using role-play and games to present or reinforce new vocabulary</li><li>○ Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions</li></ul>
<b>Reflection on Effectiveness:</b>			
<b>Subsequent Steps Taken:</b>			

## Universal Accommodation Checklist

Attention	Behaviour	Classroom Instruction	Student Work
<ul style="list-style-type: none"> <li>○ Make sure student's hearing has been checked</li> <li>○ Maintain visibility to and from the student at all times</li> <li>○ Make certain that competing sounds (eg. talking, movement, noise) are silenced when directions are given</li> <li>○ Stop at various points when delivering instructions in order to ensure that the student is attentive</li> <li>○ Have the student verbally repeat information they hear</li> <li>○ Provide frequent activity/brain breaks, incorporating movement</li> <li>○ Seat student away from continuous distractions (eg. windows, doorway, pencil sharpener, etc.)</li> <li>○ Frequent activity/brain breaks, incorporating movement</li> </ul>	<ul style="list-style-type: none"> <li>○ Teach expected student behaviours directly</li> <li>○ Provide individualized rules for students, as needed</li> <li>○ Reward expected behaviours regularly</li> <li>○ Define problem behaviours clearly and develop strategies to effectively deal with the undesired behaviours</li> <li>○ Ensure the student is able to answer questions they are being asked: match student's ability with level of question</li> <li>○ Periodic reminders of expected behaviours (after Christmas, March Break, etc.)</li> <li>○ Inform parents/guardians of school behaviour expectations</li> <li>○ Behaviour is monitored and feedback is provided regularly to student, parent/guardian and other relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a quiet, alternative space for a short time</li> <li>○ Provide a timer for short periods of work</li> <li>○ Provide a variety of activities during the class period</li> <li>○ Offer choice of activities, projects, etc.</li> <li>○ Differentiate instruction</li> <li>○ Differentiate product</li> <li>○ Assessments are read orally to students when reading comprehension is not the key target</li> <li>○ Give directions in small steps and in as few words as possible. Leave pauses between each step so student is able to carry out the process in their mind</li> <li>○ Provide highlighted or colour coded materials</li> <li>○ Have students repeat directions to verify understanding</li> <li>○ Draw the student's attention to key aspects of visual images (highlight, outline, draw arrows, etc.)</li> <li>○ Help students recall information by providing them with visual and auditory cues (key words, parts of the whole picture, etc. )</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a device for student work</li> <li>○ Give shorter tests or quizzes but more frequently</li> <li>○ Allow students extra time or a quiet place for work completion of school work or exams at your discretion</li> <li>○ Offer choice of activities, projects, etc.</li> <li>○ Differentiate product</li> <li>○ Have tests or quizzes put on text to speech software so the text can be read to students</li> <li>○ Allow students to work in a quiet area</li> <li>○ Introduce assignments gradually so students know what is expected</li> <li>○ Allow the use of technology to support learning</li> <li>○ Allow for shorter assignments (quality versus quantity)</li> <li>○ Sequence work with the easiest questions first</li> <li>○ Provide a checklist of work to be completed or steps to follow in completing an assignment. Give timeline suggestions for each task</li> <li>○ Allow the use of manipulatives</li> <li>○ Allow extra time for the completion of assignments (eg. time and a half or double time)</li> </ul>
<b>Reflection on Effectiveness:</b>			
<b>Subsequent Steps Taken:</b>			

## Parent/Guardian Concerns – Problem Solving

### **PROCESS:**

Please check-off all concerns that have been identified and elaborate on these concerns. Utilize the suggestions provided as needed.

Possible Parent Concerns	Explain the Parent/Guardian Concerns	Suggestions for Next Steps
<b>Academic Concerns:</b> <ul style="list-style-type: none"> <li>○ Student's achievement</li> <li>○ Student's progress</li> <li>○ School support systems</li> <li>○ Other</li> </ul>		Problem solving session with the following support teams in collaboration with student and parent/guardians: <ul style="list-style-type: none"> <li>○ ESS Team</li> <li>○ School administration</li> <li>○ EST-FSL</li> </ul>
<b>Student Comfort:</b> <ul style="list-style-type: none"> <li>○ Anxiety</li> <li>○ Dislike of language acquisition</li> <li>○ Frustration</li> <li>○ Other</li> </ul>		Problem solving in collaboration with student and parents/guardians: <ul style="list-style-type: none"> <li>○ Acknowledge and understand the 'why'</li> <li>○ Discuss and normalize the challenges of learning new skills (i.e. learning a new language)</li> <li>○ Identify and implement strategies to support linguistic insecurity</li> <li>○ Request EST-FSL and ESS support</li> <li>○ Ongoing positive feedback/communication with parents</li> </ul>
<b>Parent Comfort:</b> <ul style="list-style-type: none"> <li>○ Knowledge about French immersion program</li> <li>○ Helping with French school work</li> <li>○ Understanding the system</li> <li>○ Other</li> </ul>		Problem solving in collaboration with student and parents/guardians: <ul style="list-style-type: none"> <li>○ Continue an ongoing positive open communication with parents</li> <li>○ Always ensure that work sent home is based on skills that the student has already achieved in class</li> </ul>
<b>Choice of Program:</b> <ul style="list-style-type: none"> <li>○ Looking to the future</li> <li>○ Outside factors</li> <li>○ Perceived quality of the program</li> <li>○ Other</li> </ul>		Problem solving in collaboration with student and parents/guardians: <ul style="list-style-type: none"> <li>○ Acknowledge the positive aspects of the programs:               <ul style="list-style-type: none"> <li>○ Provide FSL Subject Coordinator contact information as needed</li> </ul> </li> <li>○ Provide information to parents about the FI program:               <ul style="list-style-type: none"> <li>○ <a href="https://asdeast.nbed.ca/french-second-language/">https://asdeast.nbed.ca/french-second-language/</a></li> </ul> </li> </ul>
<b>Other:</b>		

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**French Immersion RTI Support**

**PROCESS:**  
**Identify and reach out to the necessary support options as needed.**

Available Support Options	Next Steps	Notes
School Based Professional Learning Community (PLC)	Collaborate and brainstorm with your school based FSL team to identify supports for the student.	
District Based Professional Learning Community (PLC)	Collaborate and brainstorm with your district based FSL team to identify supports for the student.	
ESS Team	Complete the RTI student referral form and advocate for student support.	
EST-FSL Support	Request FSL-EST support through your school administration team.	
School Administration	Connect with your school administration for support as needed.	



