



LEARNING FOR ALL IN THE FRENCH IMMERSION (FI) PROGRAM

KEY MESSAGES IN THE FRENCH IMMERSION (FI) PROGRAM

- ❖ Early interventions and parent/guardian communication are crucial in supporting student achievement.
- ❖ Having the mindset that students learn at different rates and in different ways, educators can adjust activities to meet individual learner needs. If students are struggling with Math or having difficulty with learning to read or write in English, educators would not encourage them to leave the FI program. Educators will try as many interventions as possible to find a method of teaching that helped that individual child to meet with success. Educators will work collectively to support students that are struggling in their learning journey within the FI classroom.
- ❖ Home support is essential to reinforce Literacy and Numeracy skills. Home support in English is extremely beneficial since many learning strategies are the same despite the language.
- ❖ The responsibility of finding appropriate strategies and interventions to assist with student achievement sometimes requires the collaboration and involvement of the school staff, the parent(s)/guardian(s), the support team at the board level, and at times even community agencies.
- ❖ The parent/guardian has the right to request that their child be removed from the FI program. In this case, the parent/guardian would fill out and sign the Request for FI Program Withdrawal Form (FORM G). It is recommended that the educational staff are given early notice when a parent/guardian is considering removing a child from the FI program due to concerns/challenges and for support strategies and interventions to be implemented, monitored, and assessed prior to switching to an English program.
- ❖ It is important that a supportive transition plan is in place and documented on the Request for FI Program Withdrawal Form (Form G) when a child leaves the FI program.
- ❖ When communicating with parent(s)/guardian(s), it is important to share all the strategies and interventions that are being implemented at school in order to support the child, share what activities would benefit the child at home, and be consistent with open communication about how the child is progressing.
- ❖ It is very important to document parent/guardian communication about student success and student concerns. Positive partnerships and communications are essential in working collaboratively for student achievement.
- ❖ In some rare instances, after numerous strategies, interventions, and additional supports have been implemented and the child is still not making gains, the parent(s)/guardian(s) and the school staff should discuss whether or not a move from the FI program to the English program would best meet the needs of the child.
- ❖ If the child does not live within the boundary of the French Immersion site that they are leaving, the child will attend the school that is within his/her home school boundary. If the parent(s)/guardian(s) would like the child to remain at the same school, an Out of Boundary request form with need to be filled out. Decisions are often based on class sizes and available room.