



## **French Immersion Program**

### **# 200.30**

<b>Adopted:</b>	January 27, 2009
<b>Last Reviewed/Revised:</b>	June 24, 2014; April 24, 2018; December 18, 2019, May 21, 2021
<b>Responsibility:</b>	Superintendent of Education
<b>Next Scheduled Review:</b>	TBD

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#### **POLICY STATEMENT:**

It is the policy of the Brant Haldimand Norfolk Catholic District School Board (the Board) to offer French Immersion (FI) programs where feasible throughout its jurisdiction. It is the policy of the Board that a FI program, in which students receive quality instruction in the French language, is consistent with the philosophy and expectations outlined in the Ontario Curriculum. Specifically, the program is intended to:

- Increase student confidence, proficiency, and achievement in French as a Second Language (FSL).
- Be available for all students.
- Increase the percentage of students studying FSL until graduation.
- Develop and refine students' ability to communicate (understand, speak, read, and write) with confidence in the French language.
- Help students understand and appreciate Canada's francophone heritage and the French culture and language throughout the world.

It is the policy of the Board that the following administrative procedures addressing program elements, structure, admission requirements, support procedures for students who are struggling, procedures to withdraw from the program, promotional strategies, and transportation, be followed.

The Board believes that programs in our schools are guided by Ontario Catholic School Graduate Expectations and are aligned by the tenets of the Catholic faith. Specifically, the FI program assists our students to be light for the world (Matthew 5:13) through effective communication in both official languages, being responsible citizens and collaborative contributors.

#### **APPLICATION AND SCOPE:**

"The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians' openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage."<sup>1</sup>

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

The following principles are enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language.

- FSL programs are for all students.
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Learning FSL is a lifelong journey.

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<sup>1</sup> <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf> Pg.8



**REFERENCES:**

- [The Ontario Curriculum: French as a Second Language 2013 \(Core French Grades 4-8; Extended French Grades 4-8, French Immersion Grades 1-8\)](#)
- [A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 \(2013\)](#)
- [Learning for All-A guide for Effective Assessment and Instruction for all students, Kindergarten to Grade 12](#)
- [Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools](#)
- [Including Students with Special Needs in FSL Programs \(2015\)](#)
- [Including English Language Learners in FSL Programs \(2016\)](#)
- [Courtesy Transportation – Student Transportation Services Policy # 017](#)
- [400.19 Transportation of Students Policy](#)

**APPENDICES:**

- APPENDIX A – French Immersion (FI) Program and Language of Instruction
- APPENDIX B – French Immersion (FI) Program Locations and Grades
- APPENDIX C – French Immersion (FI) Registration and Admission Information
- APPENDIX D – Learning for All in the French Immersion (FI) Program
- APPENDIX E – Support Strategies for Student Achievement in the French Immersion (FI) Program

**FORMS:**

- FORM F – Student Achievement Support Plan for the French Immersion (FI) Program
- FORM G – Request for French Immersion (FI) Withdrawal Form

**DEFINITIONS: N/A**

**ADMINISTRATIVE PROCEDURES:**

**1.0 Program Elements and Structure**

- 1.1 The French Immersion (FI) program is an optional program offered to students in Year 1 Kindergarten to Grade 8. Subject to admission requirements and availability, any parent/guardian who desires his/her child to study in French may enroll his/her child in the FI program.
- 1.2 The Primary French Immersion program (APPENDICES A and B):
- 1.2.1 Within the Kindergarten Program students engage in inquiry and play-based learning in both English and French. Literacy and Numeracy instruction in French are integrated throughout the day. Students will receive a minimum of 50% of French language instruction.
  - 1.2.2 In the Primary FI Program, students in Grades 1-3 will receive 55% of their day in French instruction and 45% of their day in English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.
- 1.3 The Junior French Immersion program:
- 1.3.1 In Grades 4-6, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.
- 1.4 The Intermediate French Immersion program:
- 1.4.1 In Grades 7-8, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include French Literacy, Geography History, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.



## **2.0 Registration and Admission Information (APPENDIX C)**

- 2.1 A student may be granted admission into the FI program at any time during their Kindergarten year considering space availability. Pre-registration for the program is in January, prior to the start of the next school calendar year.
- 2.2 Students may be admitted into the Grade One FI program without having attended the Kindergarten FI program, at the discretion of the principal. The principal is encouraged to hold a parent(s)/guardian(s) conference to ensure that the student has demonstrated good oral and literacy skills in the regular Kindergarten program.
- 2.3 Admission into the French Immersion program in Grade 1 shall be considered after:
- 2.3.1 A conference with parent(s)/guardian(s) by the principal and the French Consultant.
  - 2.3.2 Review of the two most recent report cards.
  - 2.3.3 Successful completion of an informal test and interview with the student by an identified FI program teacher in both English and French.
  - 2.3.4 Consideration of class size and space availability.
- 2.4 All students admitted into the FI program, after the Senior Kindergarten (SK) year shall be subject to a review by the classroom teacher, principal, parent(s)/guardian(s), and students after his/her first term in French Immersion to monitor and assess their progress and determine next steps to support their learning.
- 2.5 Students who request admission, whose first language is French, may be directed to consider one of the French Language schools. French first-language students may be admitted to the FI program if the considerations noted in 2.2 have been met, as appropriate.

## **3.0 Planning Strategies for Student Achievement in FSL**

French Immersion is an optional French as a Second Language (FSL) program available to all students. It is important that we provide planning strategies for student achievement within the FI Program in order to communicate with parent(s)/guardian(s), teachers, principals, and the school support team about various strengths, and perceived challenges and concerns about individual students. Please refer to the following documents for support.

- APPENDIX D – Learning for All in the French Immersion (FI) Program
- APPENDIX E – Support Strategies for Student Achievement in the French Immersion (FI) Program
- FORM F – Student Achievement Support Plan for the French Immersion (FI) Program

## **4.0 Request for French Immersion (FI) Withdrawal Form (FORM G)**

Where the needs of a student may be best served by withdrawal from the FI program, such withdrawal may take place after following the implementation of Student Achievement Support Plan for the French Immersion (FI) Program (FORM F) that includes reasonable intervention strategies by school staff such as program modifications, tutoring, and/or assistance from the Special Education Resource Teacher and, after review of ongoing assessments.

Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time and to have him/her return to their home school. When a decision has been made to withdraw a child from the FI program, the parent/guardian must put in writing their intention to do so, and the principal will complete the Board Request for French Immersion (FI) Withdrawal Form (FORM G) to ensure that appropriate supports are in place for the transition.



**5.0 Promotion of the Program**

Each year in January, a package of material about the FI program is sent to all Catholic Elementary Schools in the Board. Materials are provided to each child in Junior Kindergarten for their parent(s)/guardian(s). Advertisements are placed in various media within the Board in January/February to announce registration. The location of FI sites are identified on the Board website.

**6.0 Transportation**

Transportation will be provided for students meeting the Board's eligibility requirements as per the [Transportation of Students Policy 400.19](#). Courtesy transportation to a French Immersion site may be provided to siblings, not enrolled in the FI Program, if all the conditions of [Courtesy Transportation, as detailed in Student Transportation Services Policy #017](#) are met. Courtesy transportation is not guaranteed and is reviewed annually.



# FRENCH IMMERSION (FI) PROGRAM

## AND LANGUAGE OF INSTRUCTION

The French Immersion (FI) program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

Within the Elementary French Immersion (FI) Program, French must be the language of instruction for a minimum of 50 per cent of the total instruction time at every grade level and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. The Brant Haldimand Norfolk Catholic District School Board, FI students are taught Mathematics in English in Grades 1-8 and are exposed to French and English Language Arts instruction starting in Grade 1. Students enrolled in the FI Program in Grades 1 through 3, receive 55% of daily instruction in French and 45% of daily instruction in English. Students in Grades 4 through 8 receive 51% of daily instruction in French and 49% of daily instruction in English.

Grade	Program Delivery of the Elementary French Immersion Program	
<b>Kindergarten</b>	Students engage in inquiry and play-based learning in both English and French. Literacy and Numeracy instruction in French are integrated across the four frames of the Kindergarten Program.	
	Subjects in which French is the language of instruction	Subjects in which English is the language of instruction
Grades 1 to 6	<ul style="list-style-type: none"> <li>• French</li> <li>• Social Studies</li> <li>• Science and Technology</li> <li>• Health and Physical Education</li> <li>• Drama and Dance</li> <li>• Visual Arts</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education and Family Life</li> <li>• English Language Arts</li> <li>• Mathematics</li> </ul>
Grades 7 to 8	<ul style="list-style-type: none"> <li>• French</li> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> <li>• Health and Physical Education</li> <li>• Drama and Dance</li> <li>• Visual Arts</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education and Family Life</li> <li>• English Language Arts</li> <li>• Mathematics</li> </ul>



# FRENCH IMMERSION (FI) PROGRAM

## LOCATIONS AND GRADES

### MADONNA DELLA LIBERA CATHOLIC ELEMENTARY SCHOOL

120 Ninth Avenue, Brantford, ON N3S 1E7 519-753-5283

### ST LEO CATHOLIC ELEMENTARY SCHOOL

233 Memorial Drive, Brantford, ON N3R 5T2 519-759-3314

### SACRED HEART CATHOLIC ELEMENTARY SCHOOL

180 Grandville Circle, Paris, ON N3L 0A9 519-442-4443

### ST JOSEPH'S CATHOLIC ELEMENTARY SCHOOL

34 Potts Road, Simcoe, ON N3Y 2S8 519-426-0820

### NOTRE DAME CATHOLIC ELEMENTARY SCHOOL

35 Braemar Avenue, Caledonia, ON N3W 2M5 905-765-0649

School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Madonna Della Libera, Brantford	K – 8						
St. Leo, Brantford	K – 5	K - 6	K – 7	K – 8			
Sacred Heart, Paris	K – 4	K – 5	K – 6	K – 7	K – 8		
St. Joseph's, Simcoe	K – 4	K – 5	K – 6	K – 7	K – 8		
Notre Dame, Caledonia	K – 2	K – 3	K – 4	K – 5	K – 6	K – 7	K – 8



# FRENCH IMMERSION (FI) PROGRAM

## REGISTRATION AND ADMISSION INFORMATION

### Admission Information:

- The French Immersion (FI) program is open to all students entering Kindergarten.
- A cap for Kindergarten is in effect for FI at all sites effective September 2020. There will be limited spots available for students entering the program.
- Parent(s)/guardian(s) must register their child for French Immersion within the registration period as defined annually by the Board.
- Students who currently have siblings in the program are guaranteed a spot. Registration: however, is still required as placements, moving forward will be awarded to families rather than individual children. Students who have an older sibling in the FI program **MUST STILL REGISTER** online before registration closes to be guaranteed a spot.
- Placements in the FI program will be offered through a first come, first served basis.
- Parent(s)/guardian(s) of students who were not offered a spot in the FI program will be provided with information on the Wait List process and will be directed to register at their home school.
- As part of the capping process, parent(s)/guardian(s) will be notified, confirming their registration has been received in the Spring.
- Parent(s)/guardian(s) will be informed, by each school, whether their child is in the FI program as soon as registrations are completed.
- When offered a placement, parent(s)/guardian(s) must take action to accept the placement by going into the school to register with the school secretary by the date provided.

### Wait List:

- Students who wish to enter the FI program, but did not register by the registration deadline, will be placed on the Wait List in the order that registration is received.
- Students who made the deadline, but were not selected within the process, will be placed on the Wait List in the order given by the process.
- The wait list ends on the first week of the calendar school year.

### Wait List Timelines

- Once September enrolment data is collected and verified, the Wait Lists will be reviewed, and parent(s)/guardian(s) will be notified whether their child can be offered acceptance in the FI program by Mid-September of the calendar school year.

**NOTE:** Caps will be established each year prior to Kindergarten registration for all FI programs.



# LEARNING FOR ALL IN THE FRENCH IMMERSION (FI) PROGRAM

## KEY MESSAGES IN THE FRENCH IMMERSION (FI) PROGRAM

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- ❖ 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.





# SUPPORT STRATEGIES FOR

## STUDENT ACHIEVEMENT IN THE FRENCH IMMERSION (FI) PROGRAM

The purpose of this form is to provide information on support strategies for student achievement in the French Immersion (FI) Program in order to communicate with parent(s)/guardian(s), teachers, principals, and the school support team about various strengths and perceived needs and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

### **Strategies to Support Student Achievement in the French Immersion (FI) Program:**

1. Through early observations, diagnostics, and/or student performance during class activities, the teacher has concerns that the student is struggling academically, emotionally, and/or socially. The teacher completes pages 1 and 2 (**section 1**) of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F).
2. Teacher brings the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) to the principal and reaches out to the Special Education resource teacher, colleagues, and the French consultant to collaborate and discuss additional next steps and intervention strategies to support the student. These strategies will be documented on the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) (**section 2**) to be shared with the parent(s)/guardian(s).
3. Immediately following the in-school team meeting, the student's parent(s)/guardian(s) will be contacted to book a meeting to discuss the child's strengths, needs, and next steps that will provide support. The face-to-face meeting that takes place should be between the teacher and the parent(s)/guardian(s). In most situations, the principal, Special Education teacher, and/or the French Consultant may be invited to be a part of the meeting. The parent(s)/guardian(s) will complete **section 3** of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F).
4. During the face-to-face meeting, the information from the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) will be shared with everyone to ensure understanding and agreement with the intervention plan and next steps to take in order to promote the student's achievement in the French Immersion (FI) program. The goals and activities will be measurable and are to be implemented quickly and consistently and student progress will be monitored. **Section 4** of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) will be completed and signed by the classroom teacher, the parent(s)/guardian(s), and the principal.
5. A secondary meeting will be convened to follow up and reassess student progress to determine if alternative/additional strategies are required.



# STUDENT ACHIEVEMENT SUPPORT PLAN

## FOR THE FRENCH IMMERSION (FI) PROGRAM

The purpose of this form is to provide information about a student of concern within the French Immersion (FI) Program in order to communicate with parent(s)/guardian(s), teachers, and the school support team about various strengths and perceived challenges and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

<b>Student Name:</b>		<b>Elementary School:</b>	
<b>Date of Birth:</b>		<b>Grade:</b>	
<b>Age:</b>		<b>Teacher:</b>	
<b>Date of Referral:</b>		<b>Principal:</b>	

### Support Plan Checklist for the French Immersion (FI) Program:

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER	
The student demonstrates the following strengths:	Areas of need that have been documented and observed in the following areas:
<input type="checkbox"/> Attends regularly <input type="checkbox"/> Pays attention in class <input type="checkbox"/> Excels at hands-on activities <input type="checkbox"/> Interacts positively with peers/staff <input type="checkbox"/> Respects property of others <input type="checkbox"/> Participates positively in class <input type="checkbox"/> Asks questions when needs help <input type="checkbox"/> Takes part in extra-curricular activities (sports/music) <input type="checkbox"/> Is an auditory learner <input type="checkbox"/> Is a kinesthetic learner <input type="checkbox"/> Is a visual learner <input type="checkbox"/> An additional language Favourite Activity: <hr/>	<input type="checkbox"/> Classroom communication and listening skills <input type="checkbox"/> Individual/Independent work <input type="checkbox"/> Work samples <input type="checkbox"/> GB + Reading Assessment (French) <hr/> <input type="checkbox"/> Developmental Reading Assessment (DRA) <hr/> <input type="checkbox"/> Math Diagnostics <input type="checkbox"/> Teacher anecdotal notes/observations <input type="checkbox"/> System and/or Outside Agency Reports
Special Interest/ Additional Strengths: <hr/> <hr/>	

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER	
Potential barriers to student achievement and growth:	Classroom strategies/supports in place:
<input type="checkbox"/> Performs at level one or below grade expectations <input type="checkbox"/> Frequent absences or late arrivals to school <input type="checkbox"/> Lack of Literacy foundational skills <input type="checkbox"/> Lack of Numeracy foundational skills <input type="checkbox"/> Lack of confidence/independence/maturity <input type="checkbox"/> Tendency to be withdrawn (disengaged) <input type="checkbox"/> Appears to be unable to follow along in class <input type="checkbox"/> Seldom accepts responsibility for own actions <input type="checkbox"/> Becomes very discouraged and stops trying <input type="checkbox"/> Requires teacher to translate instructions in English <input type="checkbox"/> Finds transitions difficult from one task to another <input type="checkbox"/> Refuses to speak in French <input type="checkbox"/> Disruptive behaviour <input type="checkbox"/> Easily distracted/short attention span <input type="checkbox"/> Other: <hr/> <hr/> <hr/>	<input type="checkbox"/> Preferential seating <input type="checkbox"/> Visual schedule <input type="checkbox"/> Use of agenda or communication log <input type="checkbox"/> Ongoing parental contact <input type="checkbox"/> Work sample checks <input type="checkbox"/> Provide exemplars/samples/rubrics <input type="checkbox"/> 'Chunk' skills or instructions into smaller steps <input type="checkbox"/> Provide praise, encouragement and positive reinforcement <input type="checkbox"/> Provide choice of differentiated activities <input type="checkbox"/> Buddy/peer mentor <input type="checkbox"/> Behaviour incentives <input type="checkbox"/> Other: <hr/> <hr/> <hr/>

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER
Teacher Observations and areas of concern:
Reason for Referral (Please check all that apply):
<input type="checkbox"/> Academic <input type="checkbox"/> Behavioural <input type="checkbox"/> Emotional/Social
Please describe the specific concerns prompting this referral:
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SUPPORT STRATEGIES AND REFERENCE SHEET FOR ACTION PLAN		
Environmental Strategies	Instructional Strategies	Assessment Strategies
<ul style="list-style-type: none"> <li>• Alternative workspace</li> <li>• Strategic sitting</li> <li>• Proximity to teacher</li> <li>• Study carrel</li> <li>• Minimize background noise</li> <li>• Quiet setting</li> <li>• Use of headphones</li> <li>• Special lighting</li> <li>• Adjust volume of voice</li> <li>• Reduce visual clutter</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visuals and manipulatives for multi-sensory instruction</li> <li>• Repetition and rephrasing</li> <li>• Allow extra time for processing</li> <li>• Use of alternative resources at different levels of complexity</li> <li>• Provide words walls, visual dictionaries, buddy-system</li> <li>• Differentiated tasks</li> <li>• Choice activities</li> <li>• Movement Breaks</li> <li>• Explicitly teach and prompt students to use active listening, speaking, reading, and writing strategies</li> <li>• Use of technology</li> <li>• Build on students interests and abilities</li> <li>• Allow photocopied notes</li> <li>• Chunk tasks</li> <li>• Provide multiple opportunities for students to practice using verbal rehearsal, mnemonic devices, and graphic organizers</li> </ul> <p>For support strategies for specific needs, please refer to the following resources:</p> <ul style="list-style-type: none"> <li>✓ Soutenir les lecteurs en langue seconde (Renée Bourgoin)</li> <li>✓ Languages for All (Katy Arnett)</li> <li>✓ Access for Success (Arnett and Bourgoin)</li> <li>✓ Class Act Kit in French/English</li> <li>✓ Strong Start Program</li> <li>✓ Supporting Minds</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to paraphrase instructions</li> <li>• Offer clear success criteria and sample of expectations</li> <li>• Allow additional time</li> <li>• More frequent breaks</li> <li>• Alternative setting</li> <li>• Allow for personal goal setting</li> <li>• Reduction in the number of tasks to assess a concept</li> <li>• Prompts to return the student's attention</li> <li>• Offer alternative options to demonstrate knowledge</li> <li>• Large-size font</li> <li>• Colour cues</li> <li>• Oral responses</li> </ul>
Increase Engagement		Reduce anxiety
<ul style="list-style-type: none"> <li>• Establish routines</li> <li>• Offer positive reinforcement</li> <li>• Use special signal to get attention (Song, rhyme, gesture)</li> <li>• Choose topics of interest of students when possible</li> <li>• Provide choice in activities</li> <li>• Allow for movement during activities</li> <li>• Use real-life experiences as learning opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• Use a visual schedule</li> <li>• Inform students in advance of change of routine</li> <li>• Model and provide time for brief relaxation exercises</li> <li>• Allow students to rehearse answers prior to calling on them</li> <li>• Create a safe, inclusive, and equitable learning environment</li> <li>• Allow time and activities that build positive interactions between peers</li> <li>• Encourage risk taking and value mistakes as learning opportunities for all.</li> <li>• Teach appropriate problem-solving skills</li> <li>• Help students organize their notes</li> <li>• Help students set practical timelines to balance their workload</li> </ul>

**SECTION 2: COMPLETED WITH COLLABORATION BETWEEN SCHOOL SUPPORT TEAM MEMBERS**  
(Could include school principal, current teacher(s), previous teacher, SERT, EA, ECE, FSL Consultant)

**Action Plan – Supports and interventions recommended for next steps:**  
(Please state specific environmental, instructional, and assessment strategies that will be implemented to support the student).

First Area of Concern:

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Support Plan:

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Second Area of Concern:

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Support Plan:

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**Support team comments and next steps:**

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Teacher Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

School Team Member Signature: \_\_\_\_\_

Review Date: \_\_\_\_\_

**SECTION 3: COMPLETED BY TEACHER AND PARENT**

**Parent meeting to share and discuss concerns and support plan.**

Date: \_\_\_\_\_

Parent Comments:

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Parent Signature: \_\_\_\_\_

**SECTION 4: COMPLETED BY TEACHER**

**Next Steps:**

- Set up a date to review support plan and student achievement.
- Review Date: \_\_\_\_\_
- Make three copies of this support plan to be distributed to the following people: teacher, parent(s)/guardian(s), and principal.
- Implement and document student achievement and support plan.

*The teacher and principal to retain copies on file.*

**Information Collection Authorization**

*Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)*



# REQUEST FOR FRENCH IMMERSION (FI) WITHDRAWAL FORM

After the parent/guardian has provided the Principal with a written request to withdraw their student from the French Immersion (FI) Program, the information on this form is to be collected and discussed with the parent/guardian, by the Principal through a conversation or interview. The information collected on this form will be used to support the child's transition to the English Stream and to review the efficacy of the supports used within the FI Program.

Information in whole or in part, collected on this form will be shared with the student's support team which could include the new and previous teacher, Special Education teacher, Educational Assistant, Principal and FSL Consultant.

<b>Student Name:</b>		<b>Elementary School:</b>	
<b>Date of Birth:</b>		<b>Grade:</b>	
<b>Age:</b>		<b>Teacher:</b>	
<b>Date of Referral:</b>		<b>Principal:</b>	

<b>Reasons for exiting the Program:</b>	
<input type="checkbox"/>	Family is moving
<input type="checkbox"/>	Transportation Related
<input type="checkbox"/>	Academic Concerns
Other:	
_____	
_____	
_____	

<b>Background Information:</b>	
Has there ever been an in-school Team meeting for this student?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is this student currently on an IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are any of the following currently taking place?	<input type="checkbox"/> Accommodations
	<input type="checkbox"/> Modifications
Is this student being supported by workers?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If so, please specify the specific support that is being received by the student:	
_____	
_____	
_____	

**Transition Plan:**

When transitioning to a new program, natural breaks in the school year, such as the Christmas holidays, are most suitable, with the optimal time being the beginning of a new school year. When is this student's transition scheduled to take place? \_\_\_\_\_

If the student does not live within the catchment area of the school boundaries the student will need out of boundary permission to remain at the current school site. What school will this student attend after the transition?

If the Transition stems from an Academic, Social, or Behavioural concern, the following should also be filled out by the FSL Team at the school. The FSL Team may include (but is not limited to) the teacher, Principal, Spec Ed teacher, EA, and any other support workers that have contact with the student

<b>Intervention Plan</b>
Was an intervention plan with additional supports developed for the student and communicated with parent(s)/guardian(s) <b>prior</b> to this request to withdraw from the FI Program? <input type="checkbox"/> YES <input type="checkbox"/> NO
Was an interview plan with additional supports for the student discussed <b>after</b> the request to withdraw from the FI Program? <input type="checkbox"/> YES <input type="checkbox"/> NO
What strategies are being used with this student and what supports are currently available to them? _____ _____ _____
What other information would be helpful in supporting this student? _____ _____ _____
What other supports or strategies for intervention can we put in place to ensure a successful transition to the English stream? _____ _____ _____
Has information related to the Intervention Plan been shared with the student's new teacher? <input type="checkbox"/> YES <input type="checkbox"/> NO
If No, why not? _____ _____ _____ _____



Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The teacher and principal to retain copies on file.*

### **Information Collection Authorization**

*Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)*