



PRINCE EDWARD ISLAND LATE FRENCH IMMERSION REGISTRATION FORM

To be completed and returned to your elementary school by **Tuesday, March 10, 2026****.

Student Name: _____ Grade 6 homeroom teacher: _____

Student presently attends: _____

Mailing address: _____

Parent/Guardian Information:

Name: _____ Relationship to student: _____

Mailing address (if different from above):

Primary Telephone: _____ Secondary Telephone: _____

KEY PROGRAM EXPECTATIONS:

The language of instruction and communication in the classroom is French. The teacher, being the main language model, promotes the success of his/her students by speaking French at all times. The teacher will help students develop strategies to communicate and learn through their new language. Students will be expected to make a consistent effort to communicate with the teacher, and with each other, in French, using the strategies they have been taught (expectations of the student to express themselves in French will increase as the student develops the language and becomes more confident). To ensure in the program, it is strongly recommended that students have successfully completed three years of English Language Arts and Core French programming between grades four, five and six.

The decision to enroll in the Late French Immersion program is a collaborative decision. To be successful in the Late French Immersion program, student motivation (their desire to learn in French) and continued parental support for the program are essential for overall student success.

The French Immersion program requires a lasting commitment. Students who opt for the Late French Immersion program do so, knowing that it is a three-to-six-year commitment. Registration for the program is completed with the understanding that with appropriate strategies and support, challenges can be overcome. Every effort must be made to persevere in the face of adversity.

The French Immersion program may come with alternative programming. By registering for the program, families express understanding that by choosing Late French Immersion, students may or may not have access to all the options that are available for them at the Intermediate level. For instance, they may not be able to access additional resource support, follow all exploratory options and/or extra-curricular options that are available at the school. Programming options for Late French Immersion students may vary from school-to-school, depending on scheduling requirements etc...

By signing and submitting this registration form, **we** (guardian and student) understand the expectations outlined above and confirm **our** commitment to the program. **We** have read the student profile and the program description (found on the back of this page) together, and **we** affirm that **we** understand **our** roles as well as the expectations that have been put in place for the Late French Immersion program.

Academic Integrity is of utmost importance in any program. It is understood by the student that developing a second language relies on ongoing personal effort and appropriate use of tools to support learning. Inappropriate use of software such as translation or AI tools (ex: Google Translate, ChatGPT, etc.) is a violation of academic honesty standards, and also undermines linguistic development.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

PLEASE NOTE:

THIS REGISTRATION FORM IS TO BE RETURNED DIRECTLY TO THE STUDENT'S HOMEROOM TEACHER.

****It is important to note that if the registration form is not received at the student's elementary school, prior to the deadline, entry to the program may not be guaranteed.**

Program Description

Vision: Students will learn, communicate and interact with growing confidence in French while developing the knowledge, skills, and attitudes they need to become functionally bilingual and fully participate as global citizens.

Late French Immersion (LFI) is:

- A program designed for students whose first language is not French;
- A program where students learn in French. The same subjects are taught in both English and French programs, but in the LFI program some of these courses are taught in French;
 - Grade 7 and 8 (70% of their day is spent in French) - Math, Science, Social Studies, and French Language Arts;
 - Grade 9 (50% of their day is spent in French) - Science, Social Studies, and French Language Arts;
 - Additional French exploratory modules may also be available (please check with your intermediate school).
- A program, that through research, has shown that students in French Immersion have equal (or better) student achievement as compared to students in the English program, and in addition, French Immersion students are able to study, work and travel in French;
- A program that requires a significant effort on behalf of the student in order to achieve a high level of proficiency. With continued effort, students will be able to function effectively in French at a B1 or B2 level (by the end of grade 12) according to the **CEFR - Common European Framework of Reference for Languages**.

Student Profile

Parents and students who are considering late immersion should be guided by the characteristics and factors listed below as these have been shown to increase student success, such as:

- **The student** is motivated and committed to learning French;
- **The student** has the ability to work independently and take responsibility for their own learning;
- **The student** demonstrates good listening, organizational and problem-solving skills;
- **The student and the parent** demonstrate tolerance to changes in learning environments/tasks and grades;
- **The student** has a positive attitude and a willingness to take risks;
- **The student and the parent** are aware that the student will make mistakes and willing to learn from them;
- **The student** participates regularly in class discussion (students must be willing to converse, in French at the beginning of the program, both with the teacher and in small groups. Students are entering French Immersion with Elementary Core French education and this a reasonable expectation).
- **The student** acts with personal integrity and academic honesty, especially in relation to appropriate use of digital tools (Google Translate, ChatGPT, etc.).

That being said, two of the most important factors that lead to success in the Late French Immersion program are **the interest of the student** in following the LFI program and **the support and encouragement they receive from parents/guardians**.