



FRENCH & SPANISH IMMERSION PATHWAYS POLICIES & PROCEDURES HANDBOOK



Building A World-Class Education System in Calcasieu Parish

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Introduction

Both French and Spanish Immersion pathways are being offered in Calcasieu parish. Immersion Language Learning refers to an environment in which students spend at least 60% of the day in the target language, learning academic content. It is a voluntary pathway that, in Elementary, integrates second language learning into Math, Science, Social Living, and sometimes Enrichment with students following the regular school curriculum, including the English Language Arts block (reading, writing, spelling) taught by an English-speaking teacher. In the Immersion pathway, the target language (French or Spanish) is more than a subject matter. It is the language of instruction where content knowledge and language skills are acquired together, and it is also the means of communication. Immersion goes beyond learning about French/Spanish, it is learning through French/Spanish. Immersion students retain their own language and culture while gaining an appreciation and use of another. Immersion language settings aim for students to become bilingual, biliterate, and bicultural.

In contrast with the French/Spanish Language in Elementary School program (FLES), which, depending on the Elementary Schools, offers either 30 minutes of French/Spanish instruction daily or 45 minutes three times a week, the French/Spanish Immersion pathway offers elementary students regular grade-level instruction in French/Spanish for 60% of their school day. At Middle School level, students attend daily 3 core courses in French/Spanish (French/Spanish Language, Science, and Social Studies). In grades 9 through 11, High School Immersion students attend French/Spanish Language Arts levels III, IV, and V for 50 minutes per day.

The pathway serves a wide variety of students from broad socioeconomic and cultural backgrounds. Henry Heights (HHES) and Prien Lake Elementary (PLE) in Lake Charles, and Gillis near Moss Bluff are the 3 elementary schools to offer a French Immersion pathway. Students continuing from HHES and PLE go on to S. J. Welsh Middle, and students from Gillis go to Moss Bluff Middle. At the high school level, students continue in Immersion at Barbe High School in Lake Charles and at Sam Houston in Moss Bluff.

Oak Park in Lake Charles and Frasch in Sulphur are the two elementary schools to offer a Spanish Immersion pathway. Spanish Immersion students at Oak Park Middle in Lake Charles and students at W. W. Lewis in Sulphur, later continue the Immersion pathway respectively at Lake Charles Boston Academy in Lake Charles and at Sulphur High.

How does Immersion Work?

One of the most obvious benefits to early Immersion education is the long sequence of time which allows for students to achieve fluency in the target language. Students enter the Immersion pathway in Kindergarten and continue in it through grade 8. It prepares students to communicate in a native-speaking environment with the expectation that their language skills will become more and more native-like. Furthermore, since early Immersion pathways are an integral part of the Elementary School day, they do not compete with other activities or elective courses for prominence.

Goals of Language Immersion Education

Students completing French/Spanish Immersion will be able to:

- Express themselves in French/Spanish while completing the state-mandated curriculum
- Gain deeper insights into themselves and into other ways of thinking
- Open doors for future international life and career opportunities
- Communicate fluently in French/Spanish about topics appropriate to their age level and achieve proficiency in French/Spanish and in English enabling them to continue their studies in both languages
- Perform on average as well as or better than their non-Immersion peers in all areas of the curriculum
- Acquire greater knowledge, understanding, and appreciation of cultures.

Effects of Immersion on Participants' English and Math Skills

Standardized test scores in English, Math, and other core subjects are typically higher for immersion students than their non-immersion peers, even though standardized tests are taken in English.

The ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking, and the ability to respect and understand other cultures.

Research confirms that knowledge of a second language strengthens first-language skills. For example, if a word like *accélération* in French, or *aceleración* in Spanish comes up in the Immersion class, pointing out the similarities with the English word, such as the “-tion” suffix, increases the students’ sensitivity and competence in both languages. Second language learning strengthens the learners’ ability to communicate by allowing them to appreciate the power of words as well as the many different uses of language. Second language learning also increases the students’ ability to understand other people and gives bilingual students an edge in the workplace and in the global community.

Studies have consistently shown that Immersion students generally perform as well as or better than comparable non-Immersion students on standardized tests. In 1983, Genesee found through his extensive study of Canadian student test scores that French Immersion students “experienced no loss of achievement as a result of receiving academic instruction in French”. In their research on the suitability of Immersion pathways for all students, Lorge and Thorndike found that not only did below-average students not perform significantly differently from the below-average non-Immersion students, but that they performed better on tests assessing interpersonal communication skills. Research on Immersion students from lower socioeconomic backgrounds concluded that “these students [could] benefit from participation in an Immersion pathway without apparent risk to native language development or academic achievement”.

Teaching Staff

All the French/Spanish Immersion teachers meet the certification requirements of the Louisiana Board of Elementary and Secondary Education. Also, foreign teachers hold appropriate teaching certificates in their native countries. Immersion teachers must demonstrate native or near-native proficiency in the target language and be committed to the concept and the methodology of an Immersion approach to world language education.

Immersion Non-Negotiables

In order to be successful, Immersion education must adhere to some principles, that we call “non-negotiables”.

- The target language is the exclusive language of oral and written communication in the classroom.
- Wall postings are in the target language.
- The instruction and practice of the target language is included in the lesson plans.
- The instruction and practice of the target language is built in the classroom activities.
- Students speak more than their teacher.
- The teacher is mindful that the target language IS NOT the students’ first language.
- Any child can learn a second language in an immersion setting. No child should be identified as «not belonging in immersion». There are, however, two exceptions:
 - lack of motivation from the parents AND the student; and
 - the absence of special needs services in the target language.

Student Progress Evaluation

Immersion students participate in the same District Common Assessments (DCAs) and standardized tests (LEAP test), as their non-Immersion peers. Students take the tests in the English language.

Upon completing grade 7, French/Spanish Immersion students receive one Carnegie unit for French/Spanish I. If they complete grade 8, then, they earn one Carnegie unit for French/Spanish II. The final grade earned in the French/Spanish French language class will be reflected on their transcript. In both instances, students need to have a minimum of a 67% to pass.

At the end of Middle School, a school certificate acknowledges a student's participation in the French/Spanish Immersion pathway. Students who have participated in 9 French/Spanish courses by 8th grade are awarded by the district a red certificate to mark that they have successfully completed their studies in the French/Spanish Immersion pathway. Middle School students who have completed 8 hours receive a blue certificate, and those who have completed 7 credit hours or fewer receive a white certificate.

Evaluation of Student Language Proficiency

In Calcasieu Parish, French immersion students in grades 5, 8, and 11 take the DELF exam. The Diplôme d'Etudes en Langue Française (DELF) is an official diploma awarded by the French Ministry of Education to certify foreign candidates' proficiency in French. A person who tests at the DELF B2 level (there are 6 levels total) has access to all French universities and does not need to take other pre-admission French-language tests. Juniors also take the French AP test.

Spanish immersion students take a computer-based test that assesses their interpersonal listening/speaking, presentational writing, and interpretive reading and listening skills. 5th grade Spanish immersion students take the STAMP 4Se and the 8th grade students take the STAMP 4S test. 9th grade Spanish students take the Spanish Pre AP test.

High School Credits for Immersion

Not only do Middle school students earn the level one High School credit in grade 7 and the level two credit in grade 8, but they are also being prepared for higher level course work in preparation for AP or CLEP assessments in High School.

Seal of Biliteracy

In 2016, the Calcasieu Parish School Board began to award the Louisiana State Seal of Biliteracy. Qualifying graduates receive the Seal of Biliteracy emblem on their diploma. This recognition is awarded to seniors who, upon graduation,

- have completed all English Language Arts requirements for graduation
- have received a score of 19 or above on the Reading and English parts of the ACT

and who have demonstrated proficiency in One or more languages through **ONE** of the following methods:

- successfully completing 4 years of High School course study in French/Spanish
- successfully completing 7 Carnegie units or more in world languages immersion setting
- receiving a score of 4 or higher on an Advanced Placement (AP) exam
- passing the French Diplôme d'Etudes en Langue Française (DELF) B2 exam
- passing the STAMP proficiency test with a score of Intermediate High

State Certified Immersion Schools

BESE recognizes immersion schools that consistently meet certain criteria as State-Certified Immersion Schools in Louisiana. The Frasch Spanish Immersion pathway received the State Immersion Accreditation in May 2018. Henry Heights and Prien Lake elementary as well as Moss Bluff, S. J. Welsh, W. W. Lewis, and Oak Park Middle all received the State Immersion Accreditation in March 2019.

Students' Official Entry in the Pathway

Upon their entry in the pathway, school administrators or any personnel at the school level in charge of JCampus are to enter the immersion students into the system using the immersion program codes. Such information is intended to help the LDOE track immersion students throughout their schooling.

The following directions are to instruct counselors on how entering the proper information in JCampus.

1. Find the student's name under "Student Master"
2. Under the section "Program", located at the bottom left, enter the following program codes:
 - a. P11 for French immersion
 - b. P12 for Spanish immersion
 - c. P15 for Two-way immersion
3. Type in the beginning date in immersion for that student.

Students' Official Exit from the Pathway

Upon their exit from the pathway, (following strict adherence to the local protocol in place to exit the pathway), school administrators or their designee in charge of JCampus are to enter the immersion student's last day in immersion into the system, reflecting the actual day the exit took place.

Such information is intended to help the World Languages Department track the students should they decide to re-enter the pathway later.

French Immersion Course Coding

In addition to program code enrollment, the following course codes need to be entered in the school Master Schedule for each course immersion students are enrolled in.

121019	K-5 French Immersion Language Arts
120996	PK-5 French Immersion Social Studies
120997	PK-5 French Immersion Math
120998	PK-5 French Immersion Science
121020	6 th grade French Immersion Social Studies
121021	7 th grade French Immersion Social Studies
121022	8 th grade French Immersion Social Studies
121026	6 th grade French Immersion Science
121027	7 th grade French Immersion Science
121028	8 th grade French Immersion Science
121029	6 th grade French Immersion Language Arts
121030	7 th grade French Immersion Language Arts
121031	8 th grade French Immersion Language Arts

Spanish Immersion Course Coding

122493	PK-5 Spanish Immersion Math
122494	PK-5 Spanish Immersion Science
122495	PK-5 Spanish Immersion Social Studies
122519	K-5 Spanish Immersion Language Arts
122520	6 th grade Spanish Immersion Social Studies
122521	7 th grade Spanish Immersion Social Studies
122522	8 th grade Spanish Immersion Social Studies
122526	6 th grade Spanish Immersion Science
122527	7 th grade Spanish Immersion Science
122528	8 th grade Spanish Immersion Science
122529	6 th grade Spanish Immersion Language Arts
122530	7 th grade Spanish Immersion Language Arts
122531	8 th grade Spanish Immersion Language Arts

Other Immersion Middle School Courses

On campuses offering an eight-class period schedule, additional immersion courses have been added to increase the students' time in the target language and to address specific content that they will need to master for state assessments. In grade 6, Immersion students take Science Lab, in grade 7 History Texts, and in grade 8 Integrated Language.

Enrolling in the Immersion Pathway

Admission to all grade levels of the French/Spanish Immersion pathway is based on expressed interest, on space available and is in accordance with the CPSB transfer policy.

The “French/Spanish Immersion Pathway” flyer informs families who have children enrolled in Pre-K about the Immersion pathways and the schools that offer one. It is the parent’s responsibility to apply at their French/Spanish Immersion school of choice in a timely manner by completing the Immersion Initial Application form. Enrollment is open to any Calcasieu Parish public school elementary student residing in the district. In-zone students have priority.

Acceptance Process

Completion of the Immersion Initial Application does not constitute Kindergarten registration. The purpose of the document is to inform the school that parents are interested in taking the necessary steps to have their child enter the Immersion pathway.

After he or she has passed the academic readiness screening, the student will go through a second screening to warrant placement in the Kindergarten Immersion class.

Eligibility of students who have siblings already in the pathway will take precedence only if the student meets all the screening requirements. The term “siblings” refers to brothers and sisters, as well as parents who have completed the Immersion pathway.

The school will contact the parent or guardian using the information provided on the Immersion Initial Application form. If invited to enter the Immersion pathway, parents/guardians and students will have two weeks to accept the seat.

The student’s enrollment in the Immersion pathway becomes official once the parent or guardian signs the Immersion Pathway Entry Form committing to have their child remain in the Immersion pathway unless extenuating circumstances arise.

At the beginning of the school year, Kindergarten students and all new students entering the pathway sign the French/Spanish Immersion Contract for Success along with their teacher, and principal. A similar document is again to be signed by all parties as the student enters Middle School for families to be reminded of the commitment, they have made to the Immersion pathway.

Students currently participating in an elementary or middle school French or Spanish Immersion Pathway do not need to apply for continuation.

Out-of-Zone Permit

If needed, students selected for the French/Spanish Immersion pathway are granted an Out-of-Zone permit. The Out-of-Zone application must be submitted to the Child Welfare and Attendance office before May 31st for admission the following school year. The Out of Zone permit is valid for the duration of the schooling at that school. The Out-of-Zone permit may be revoked if the student is being removed from the French/Spanish Immersion pathway.

Transportation

Students outside the school zone may attend the immersion pathway but parents must provide transportation for their child to attend the French/Spanish Immersion school. French Immersion students who have attended Henry Heights Elementary may be allowed to use CPSB transportation to attend S. J. Welsh Middle School and Barbe High School Immersion pathways. Transportation to the pick-up and drop-off points is the responsibility of the parents.

Late Entry

When a student transfers from one school to another, a properly certified transcript, showing the student's record of attendance, achievement, and the units of credit earned shall be required. French/Spanish native students may enter an Immersion pathway based on their report cards and list of course completion.

Any request to enter the Immersion pathway in grade 1 will be evaluated taking into consideration the ELA teachers' recommendations, the student's academic strengths and needs, as well as any other factor that could influence the student's school success. If accepted, the student will enter the pathway on a trial basis.

Grade Two

In addition to the above-mentioned criteria for admission, there are specific guidelines for enrolling at grade levels higher than Grade one. Students lacking prior experience in French/Spanish will not be at the same level as those whose experience has included Kindergarten and/or first grade. Therefore, different entry criteria are in place for this level. Class size, other entries already accepted, as well as the teacher's professional considerations are all factors that come into play in considering admission. Candidates should have an average academic record, enjoy challenging and demanding work, have a tolerance for frustration and ambiguity, be motivated to succeed, and willingly accept peer assistance. A meeting will be set up to establish recommendations and the Student Late Entry Response form shall be filed in the student's Cum folder. Admission should be considered provisional, and the child's social and academic progress should be monitored carefully. A review conference within 60 school days may be held, and if the child is still having trouble adapting to the Immersion situation by then, his/her admittance may be reconsidered. This conference will include the principal, parents, teacher and appropriate specialists. It is necessary to restrict the number of new entrants in any one grade or class so the student's limited second language proficiency does not require the teacher to dilute the level of instruction to meet the needs of these students.

Grades Three Through Six

Students are not admitted at these grades without an appropriate knowledge of the second language. Special exceptions may be considered by the principal in consultation with members of the Immersion staff. Requests to enter the Immersion pathway in grade 3 will be evaluated on a case-by-case basis and will be contingent

upon the teacher's willingness to take on a new entry child and the teacher's responsibilities. Final decision will be based on the student's report card, available school data, teachers' recommendations, student-teacher interview, parent's commitment. In doubt, the school principal will ask the World Languages Department for an additional screening.

Repeating Students

Just like for late admission, class size, other entries already accepted, as well as the teacher's professional considerations are all factors that come into play in considering admission of students who are repeating a grade level. Repeating students will be accepted in the Immersion pathway on a trial basis as long as the student will try to make academic progress during each period. Students showing little or no academic progress will be asked to exit the pathway.

Meeting all Needs in the Immersion Classroom

While the Immersion pathway is suitable for learners of all abilities, language Immersion may not be appropriate for students with a significant language delay or disorder in their first language or for those suffering from a significant hearing impairment or with auditory processing issues.

A student's ability to succeed in a language Immersion pathway depends upon many factors, including motivation, support and environmental factors. If appropriate supports are in place, students with a variety of special education needs can succeed in Immersion.

Immersion classrooms are just like any other classroom where students' abilities vary. Students require the same range of strategies and supports that they would need in the regular education path. Generally, all students can benefit from differentiated instruction that meets the varying levels of ability found in any classroom.

Students with behavior difficulties or AD/HD often require behavioral interventions or accommodations, but their ability to learn language is not usually impaired. Behavior issues may be addressed using strategies like those used in the regular classroom.

Gifted students enrolled in the SPARK program may require targeted supports in order to best meet their needs.

Response to Intervention (RTI)

Direct teacher support is the most obvious form of immediate intervention for struggling students. All low-achieving students in English Language Arts (ELA) and Mathematics, as identified by the CPSB Parish wide measurement, are entitled to remediation, whether they are in the Immersion pathway or not. (See Pupil Progression Plan).

Struggling Students

Whenever an Immersion student exhibits difficulty with academics, the referring (English or Immersion) teacher needs to first meet with his or her English or Immersion counterpart to express the concern and check on the student's progress in the other class. It is important to consider the learning environment in the two classrooms to determine if the student struggles in both or why the student faces greater struggles in one language only.

What Research Shows

Research suggests pulling a child from the Immersion pathway is not always the solution. "These kids who struggle in school, they do just as well in an immersion program as similar child in a non-immersion program," says Fred Genesee, a leading researcher on dual-language education at McGill University. "The additional challenge of doing all this in a second language doesn't seem to be harder for them than doing it in a first language. At the same time, they become bilingual." In effect, if a child is

struggling with math in French, the problem might simply be with math, regardless of the language.

Guiding the Concerned Immersion Teacher

Students with language or reading difficulties and/or a learning disability can often thrive in the Immersion class. As these difficulties are pervasive (i.e., they will exist regardless of language of instruction and in all languages learned by the student), the student may not struggle more in Immersion than he or she would in a regular setting. Skills and strategies learned to overcome learning or reading difficulties are transferable from one language to another, meaning that interventions can benefit both student's languages.

When the Immersion teacher is concerned that a student is struggling in the second language class, they ought to:

- 1) Meet with the ELA teacher to check on the student's progress in English and decide what kind of data could be collected.
- 2) Check with the Immersion teacher(s) who taught the student in previous years to help identify problems or issues that the student is experiencing. If teachers are not available, meet with the Immersion lead teacher at the school site.
- 3) Use data collected to determine which accommodations can and should be made, and then try new strategies to help the student progress. Examples of strategies may include presenting the materials differently. During this phase, the teacher continues to collect data on the student's progress and should, at the end of several weeks, be able to determine whether the new strategies have helped the student progress or if it is time for more specialized assessments.

Guiding the Concerned ELA Teacher

When the ELA teacher is concerned that a student is struggling in reading or with the ELA standards, a number of steps should be taken before even suggesting that the student be removed from the Immersion pathway.

Step 1: The two teachers agree on an individualized action plan

The plan includes the type of additional support, accommodation, or intervention for the struggling student and both teachers take responsibility to help the student progress. Action items may include working on the addressed weakness (focus on reading or Math), trying new strategies, moving the student to a different area in the classroom, assigning a shoulder partner, designing homework to address the student's needs, etc. After ample time has been allowed for the plan implementation, the two teachers assess the student's progress.

Step 2: The two teachers have a conference with the child's parent or guardian

Parents provide background information in the areas of home/ family and health to identify possible root for the problem. Teachers present the latest data (JCampus, weekly papers, attendance, AR reports, computer-based reports, DCAs), introduce the issue, discuss the child's participation in both classes and interest in the Immersion class. The referring teacher makes request such as more support for English literacy (reading nightly), help with homework, and possibly tutoring. Parents are informed of a tentative date for a SBLC meeting.

Step 3: The two teachers meet with the school principal or designee

The referring teacher presents a portfolio of work, discusses the issue, plan in place, student's progress, and the outcome from the conference with parents. The administrator will inquire about the student progress in all classes, provide insight, discuss possible adjustments to the action plan or encourage referring teacher to proceed with further assessment (Recommendations may include testing for Special Education, SPARK program, request for medical diagnosis, etc.). Throughout the process both teachers continue specific intervention and progress monitoring during regular classroom time as well as the RTI process.

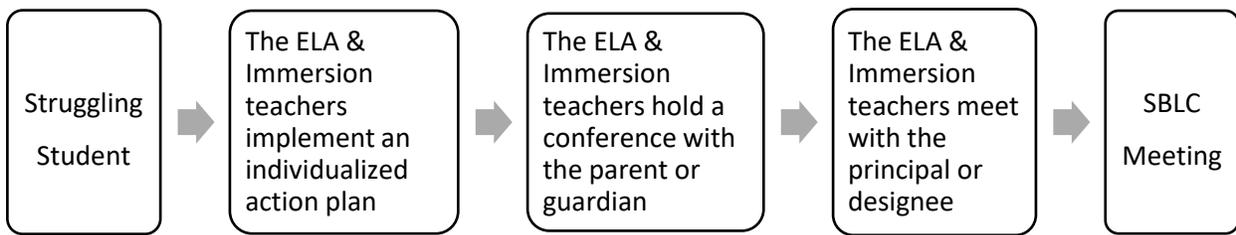
Academic Warning

The school Academic Warning Letter (usually sent home in January) will make mention of the fact that the struggling student is an immersion student.

School Building Level Committee Meeting

A committee should meet to evaluate the situation and decide upon a course of action that will be in the best interest of the child and of the program. Information about the impending meeting should also be shared with the World Languages Department. In some circumstances, consideration may be given to remove a student from the pathway. A SBLC meeting will only be ordered after the referring teacher has gone through the 4-step recommended process.

Steps preceding the School Building Level Committee Meeting



Stakeholders in SBLC Meeting

REQUIRED	RECOMMENDED
Principal or designee	RTI teacher if not homeroom teacher
ELA teacher	Immersion teacher from previous grade
Immersion teacher	Lead Immersion teacher
Parent/Guardian	Enrichment teacher
Student (as appropriate)	

The referring teacher should address the area(s) of concern, the interventions, timeline for implementation, and the progress made since Step1. The team will analyze the latest student's data (JCampus, weekly papers, attendance, AR reports, computer-based reports, DCAs, etc.). Placement decision is ultimately the responsibility of the parents and school administration. The administrator will summarize relevant contributions leading to the final decision and will have all parties present sign the Exit Request Form.

In the event the team does not come to a unanimous conclusion as to whether the student should continue or not in the Immersion pathway, a tentative date will be offered to conduct a follow-up SBLC meeting.

Exit Process

1. Initiation of Process

A child may be removed from the pathway upon parental request or upon teacher's request. Any parent wishing to remove his/her child from the pathway during the school year should contact the school principal.

If the exit is to take place during the school year, the entity (parent or teacher) requesting the exit must submit a request with documentation from the exit meeting to the World Languages Department leader for final approval. No student should exit the pathway during the school year until a SBLC meeting has taken place, a decision has been reached, and proper documentation has been completed. (CPSB World Languages Exit Request Form).

2. Students Returning to the Regular Track

If, after careful consideration of all relevant factors, it is concluded that it is in the best interest of the student that he/she be moved to the regular education, the Immersion teacher will provide all relevant information to ensure the student transitions smoothly to the regular track.

The principal will inform the World Languages Department that the student has left the immersion pathway by providing a copy of the Exit form. In turn the World

Language Department will enter in JCampus the date the immersion student has left the pathway.

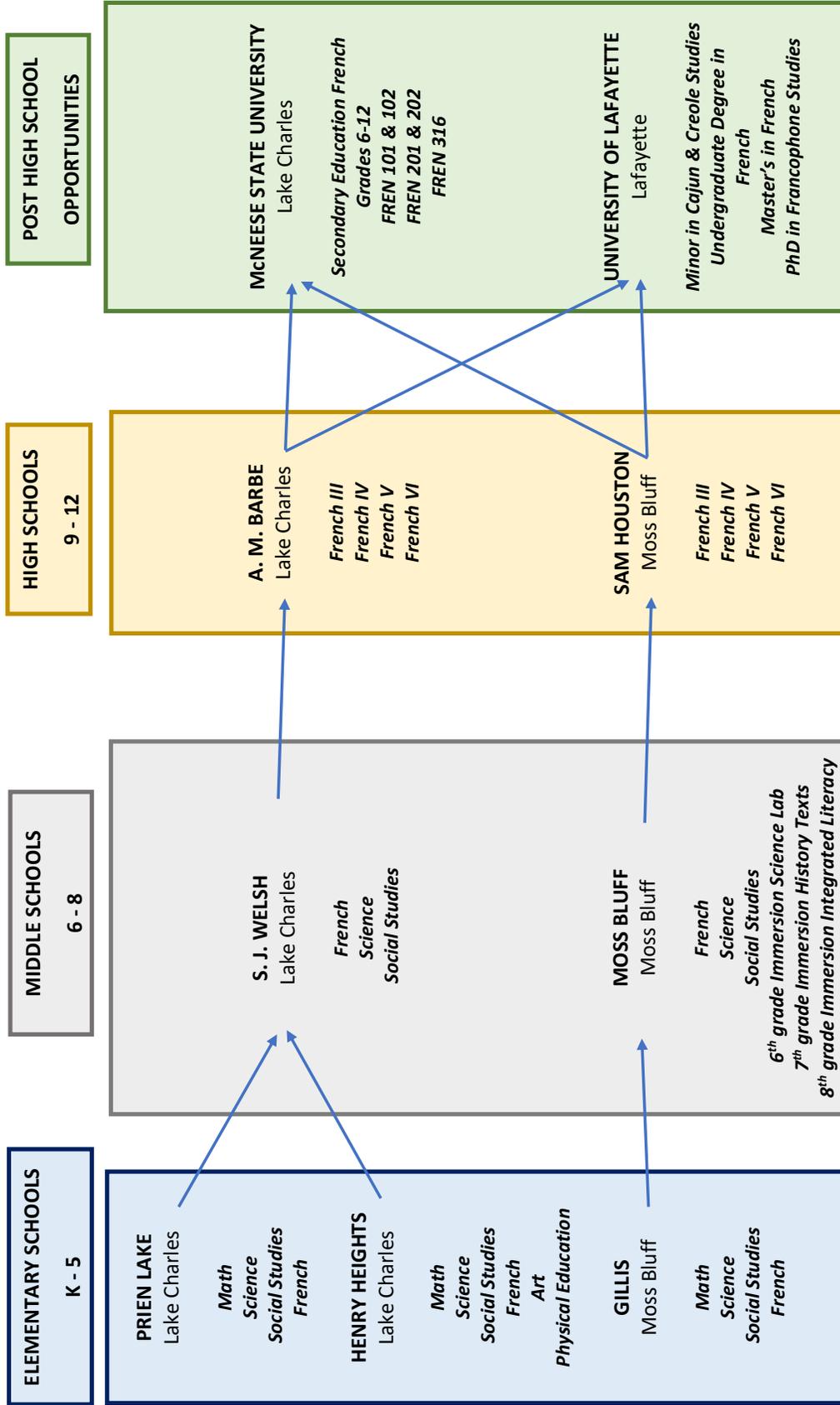
Procedures Summary

1. The usual point of entry is at the Kindergarten level.
2. Provisions exist for late entry in grade 1.
3. Provisions also exist for a limited number of late entries in grades 2 or 3 under special circumstances.
4. Students cannot exit the pathway during the school year without a SBLC meeting and proper paperwork submitted for approval to the World Language Department. Withdrawal during the school year will only be granted in extenuating circumstances.
5. Out-of-Zone students can be accepted in any of the French/Spanish Immersion pathways provided that their parents arrange for their transportation.

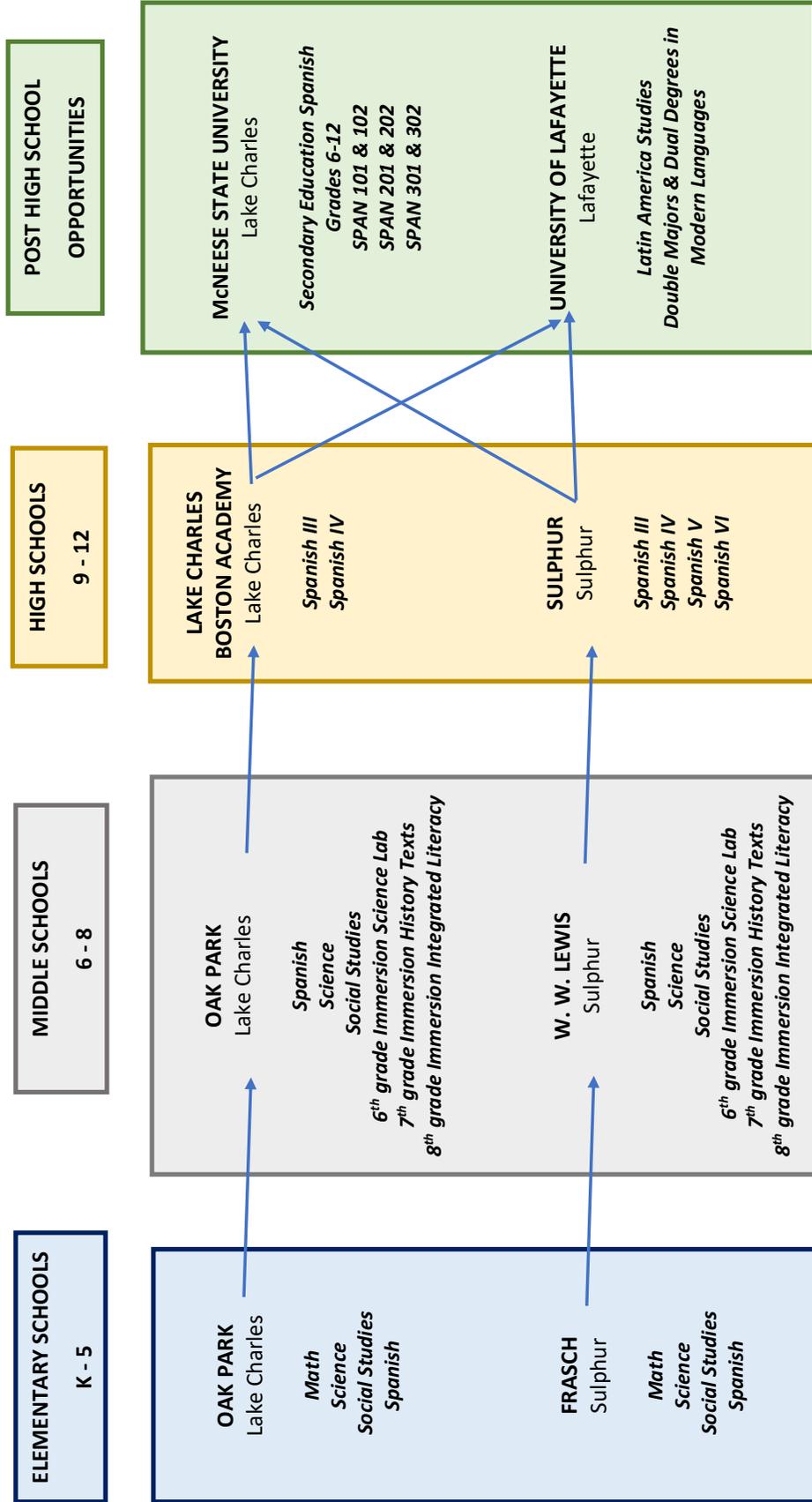
Articulation of the French and Spanish Immersion Pathways

The organization of the French and Spanish pathways is depicted on the two charts on the following page.

CALCASIEU PARISH FRENCH IMMERSION ARTICULATION ORGANIZATION CHART



CALCASIEU PARISH SPANISH IMMERSION ARTICULATION ORGANIZATION CHART



Contacts

French Immersion Pathways

SCHOOLS	
Henry Heights Elementary 3600 Louisiana Ave. Lake Charles, LA 70605 (337) 217-4620	http://henryheights.cpsb.org
Prien Lake Elementary 3741 Nelson Rd. Lake Charles, LA 70605 (337) 217-4910	http://prienlake.cpsb.org
Gillis Elementary 916 Topsy Rd. Lake Charles, LA 70611 (337) 217-4780	http://gillis.cpsb.org
S. J. Welsh Middle 1500 W McNeese St. Lake Charles LA 70605-4242 (337) 217-4410	http://welsh.cpsb.org
Moss Bluff Middle 297 Park Rd. Lake Charles, LA 70611 (337) 217-4570	https://www.cpsb.org/mossbluffmiddle
Barbe High School 2200 W. McNeese St. Lake Charles, LA 70605 (337) 217-4460	https://www.cpsb.org/Domain/135
Sam Houston High 880 Sam Houston Jones Pkwy. Lake Charles, LA 70611 (337) 217-4480	http://samhouston.cpsb.org

Spanish Immersion Pathways

SCHOOLS	
Frasch Elementary 540 S. Huntington St. Sulphur, LA 70663 (337) 217-4550	http://frasch.cpsb.org
W.W. Lewis Middle School 1752 Cypress St. Sulphur, La 70663 (337) 217-4700	https://www.cpsb.org/domain/601
Sulphur High School 100 Sycamore St. Sulphur, LA 70663 (337) 217-4430	https://www.cpsb.org/domain/350
Oak Park Elementary 2001 18 th St. Lake Charles, LA 70601 (337) 217-4850	https://www.cpsb.org/domain/695
Oak Park Middle 2200 Oak Park Blvd. Lake Charles, LA 70601 (337) 217-4830	https://www.cpsb.org/domain/701
LaGrange High School 3420 Louisiana Avenue Lake Charles, LA 70605 (337) 217-4960	https://www.cpsb.org/domain/316

Two-Way Spanish Immersion Pathway

SCHOOL	
Fairview Elementary 3955 Gerstner Memorial Dr. Lake Charles, LA 70607 (337) 217-4490	https://www.cpsb.org/domain/148

World Languages Department

Monique Partin ROBERTS World Languages/ESL Consultant 600 S. Shattuck St. Lake Charles, LA 70601 (337) 417-4150 Ext. 1512	monique.roberts@cpsb.org
Marie-Nicole ZAHM World Languages Master Teacher (337) 417-4150 Ext. 1512	marie-nicole.zahm@cpsb.org

Appendices

Electronic copies of all the forms are available through the World Languages Department and are also posted on the World Languages Canvas platform. The documents are personalized for each one of Calcasieu's immersion schools.

French Immersion Contract for Success



GILLIS ELEMENTARY SCHOOL

916 Topsy Road
Lake Charles, LA 70611
(337) 217-4780

In order to be successful, immersion education must adhere to some principles that we call

"NON-NEGOTIABLES"

- ✓ French is the **EXCLUSIVE** language of oral and written communication.
- ✓ Wall postings are in French.
- ✓ The instruction and practice of French is included in the lesson plans.
- ✓ The instruction and practice of French is built in the classroom activities.

As a teacher, I agree to:

- Speak French and only French in the classroom
- Exhibit a special commitment to the French immersion program
- Remember that French is not my students' first language
- Plan for French instruction every day - French language development has to be well-planned
- Provide opportunities for parents to volunteer
- Celebrate my students' efforts in learning French
- Display positive attitudes about Louisiana French

As a student, I agree to:

- Speak French and only French in the classroom
- Realize that I am very fortunate to be learning French
- Do my best in school at all times to honor my school and family
- Work hard to learn French
- Dream big about my future

As a parent/family member, I agree to:

- Understand that my child will take his/her weekly tests in French
- Show my child that I support the pathway by talking about French immersion in a positive way
- Show my interest by keeping up-to-date with the class and school events
- Keep the lines of communication open with my child's French teachers
- Provide a stimulating environment at home with activities in English that complement school activities
- Practice my French with my child as much as I can (if you speak French, even just a little)
- Give my child every opportunity to speak French (with me and/or people in my community)
- Attend school conferences, activities, and programs in French
- Work, as a partner, in the quality education of my child

As a principal, I agree to:

- Keep French immersion in mind when I make decisions about my school
- Incorporate French in daily announcements (oral and written)
- Involve families in the learning process through frequent contact and interaction
- Provide an environment that allows for communication between all the stakeholders

Parent

Student

Teacher

Principal

CPSB ~ World Languages Department ~ 2019-2020

French Immersion Pathway Entry Form

CPSB French Immersion Pathway Entry Form



World Languages Department

600 S. Shattuck Street
Lake Charles, LA 70601
(337) 217-4150 Ext.1512

Student's name: _____ School Year: _____

School: _____ Grade (if other than Kindergarten): _____

Name(s) of parent or guardian: _____

Telephone number of parent or guardian: _____

Email of parent or guardian: _____

Name of sibling(s) that is (are) in French Immersion and grade levels:

There is a limited number of students who can participate in the pathway. It is difficult, and in most cases, impossible to replace vacancies after Kindergarten. We need a commitment from you that your child will remain in the pathway unless extenuating circumstances arise.

No student should exit the pathway during the school year until an exit meeting has taken place, a decision has been reached, and proper documentation has been completed.

I understand the commitment involved with French immersion and I would like to enroll my child.

Parent's signature

Date

Principal's signature

Date

Original in Cum Folder

Copy to Parent

French Immersion Pathway Late Entry Response Form

CPSB ~ French Immersion Program ~ Late Entry Response



World Languages Department

600 S. Shattuck Street
Lake Charles, LA 70601
(337) 217-4150 Ext. 1512

Dear parent,

You have requested that your child _____ be enrolled in the French Immersion Program at the _____ grade level at _____.
In the interest of your child, we will adhere to the following considerations for late entry.

Admission is based upon the teacher's willingness to take on a new entry child. Class size, other entries already accepted, as well as the teacher's professional considerations are all factors that come into play in making a decision. Admission should be considered provisional and the child's social and academic progress should be monitored carefully. If a child is still having trouble adapting to the immersion situation by the end of the first nine-week period, his/her admittance may be reconsidered.

Based upon the evaluation conducted by the CPSB World Languages Department on _____, a committee including:

- _____ the school's principal (initials _____)
- _____ the World Languages Master Teacher (initials _____)
- _____ the French Immersion teacher involved (initials _____)

has decided that your child,

_____ has not been accepted in French Immersion for the following reasons (s):

- _____ not at level in the French language
- _____ not at level in school subject areas
- _____ other: _____

_____ has been accepted in French Immersion under the following provisions (s):

- _____ student must be tutored beyond school hours
- _____ parent must communicate with the teacher on a weekly basis
- _____ student must earn a C or better in all subjects taught in French, by the end of the second nine-week period
- _____ other: _____

Please, sign in the provided space to indicate that you have read and understand this notice.

Monique Roberts
World Languages Consultant

Parent Signature

Date

Original in Cum folder

Copy to parent

CPSB ~ World Languages Department

French Immersion Pathway Exit Request Form

CPSB ~ French Immersion Pathway ~ Exit Request



World Languages Department

600 S. Shattuck Street
 Lake Charles, LA 70601
 (337) 217-4150 Ext. 1512

Student's name: _____ School Year: _____

School: _____ Grade level: _____ Teacher: _____

When a student is having difficulties in French Immersion, a committee including the child's parent(s), teacher(s), counselor, principal, and a representative from the World Languages Department should meet to decide upon a course of action that will be in the best interest of the child and of the program.

Exit during the school year must be granted by the CPSB World Languages Department.

Process initiated by:

____ Parent ____ Teacher ____ Other: _____ on: _____
(date)

Parties involved in consultation

- Mother Father Lead Immersion teacher
 Immersion teacher English teacher Principal Other

Nature of Difficulty:

Description of measures/interventions taken in an attempt to alleviate difficulties without removing the child from the program:

Parent's signature *Date*

Principal's signature *Date*

Forward this request to the CPSB World Languages Department with a parent's letter. Requests are granted for extenuating circumstances only.

EXIT GRANTED: ____ YES ____ NO

Reasons: _____

Original in Cum folder	Copy to parent	Copy to immersion teacher
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Spanish Immersion Contract for Success



FRASCH ELEMENTARY SCHOOL

540 S. Huntington Street
Sulphur, LA 70663
(337) 217-4550

In order to be successful, immersion education must adhere to some principles that we call

"NON-NEGOTIABLES"

- ✓ Spanish is the **EXCLUSIVE** language of oral and written communication.
- ✓ Wall postings are in Spanish.
- ✓ The instruction and practice of Spanish is included in the lesson plans.
- ✓ The instruction and practice of Spanish is built in the classroom activities.

As a teacher, I agree to:

- Speak Spanish and only Spanish in the classroom
- Exhibit a special commitment to the Spanish immersion pathway
- Remember that Spanish is not my students' first language
- Plan for Spanish instruction every day - Spanish language development has to be well-planned
- Provide opportunities for parents to volunteer
- Celebrate my students' efforts in learning Spanish

As a student, I agree to:

- Speak Spanish and only Spanish in the immersion classroom
- Realize that I am very fortunate to be learning Spanish
- Do my best in school at all times to honor my school and family
- Work hard to learn Spanish
- Dream big about my future

As a parent/family member, I agree to:

- Understand that my child will take his weekly tests in Spanish
- Show my child I support the program by talking about Spanish immersion in a positive way
- Show my interest by keeping up-to-date with the class and school events based on the information I receive
- Keep the lines of communication open with my child's Spanish teachers
- Provide a stimulating environment at home with activities in English that complement school activities
- Practice my Spanish with my child as much as I can (if you speak Spanish, even just a little)
- Give my child every opportunity to speak Spanish (with me and/or people in my community)
- Attend school conferences, activities, and Spanish programs
- Work, as a partner, in the quality education of my child

As a principal, I agree to:

- Keep Spanish immersion in mind when I make decisions about my school
- Incorporate Spanish in daily announcements (oral and written)
- Involve families in the learning process through frequent contact and interaction
- Provide an environment that allows for communication between all the stakeholders

Parent

Student

Teacher

Principal

Spanish Immersion Pathway Entry Form

CPSB Spanish Immersion Pathway Entry Form



World Languages Department

600 S. Shattuck Street
Lake Charles, LA 70601
(337) 217-4150 Ext.1512

Student's name: _____ School Year: _____

School: _____ Grade (if other than Kindergarten): _____

Name(s) of parent or guardian: _____

Telephone number of parent or guardian: _____

Email of parent or guardian: _____

Name of sibling(s) that is (are) in Spanish Immersion and grade levels:

There is a limited number of students who can participate in the pathway. It is difficult, and in most cases, impossible to replace vacancies after Kindergarten. We need a commitment from you that your child will remain in the pathway unless extenuating circumstances arise.

No student should exit the pathway during the school year until an exit meeting has taken place, a decision has been reached, and proper documentation has been completed.

I understand the commitment involved with Spanish immersion and I would like to enroll my child.

Parent's signature

Date

Principal's signature

Date

Original in Cum Folder

Copy to Parent

Spanish Immersion Pathway Late Entry Response Form

CPSB Spanish Immersion Pathway ~ Late Entry Response



World Languages Department

600 S. Shattuck Street
Lake Charles, LA 70601
(337) 217-4150

Dear parent,

You have requested that your child _____ be enrolled in the Spanish Immersion pathway at the _____ grade level at _____. In the interest of your child, we will adhere to the following considerations for late entry.

Admission is based upon the teacher's willingness to take on a new entry child. Class size, other entries already accepted, as well as the teacher's professional considerations are all factors that come into play in making a decision. Admission should be considered provisional and the child's social and academic progress should be monitored carefully. If a child is still having trouble adapting to the immersion situation by the end of the first nine-week period, his/her admittance may be reconsidered.

Based upon the evaluation conducted by the CPSB World Languages Department on _____, a committee including:

- _____ the school's principal (initials _____)
- _____ the World Languages Master Teacher (initials _____)
- _____ the Spanish Immersion teacher involved (initials _____)

has decided that your child,

- _____ has not been accepted in Spanish Immersion for the following reasons (s):
 - _____ not at level in the Spanish language
 - _____ not at level in school subject areas
 - _____ other: _____

- _____ has been accepted in Spanish Immersion under the following provisions (s):
 - _____ student must be tutored beyond school hours
 - _____ parent must communicate with the teacher on a weekly basis
 - _____ student must earn a C or better in all subjects taught in Spanish, by the end of the second nine-week period
 - _____ other: _____

Please, sign in the provided space to indicate that you have read and understand this notice.

Monique Roberts
World Languages Consultant

Parent Signature

Date

Original in Cum folder Copy to parent

Spanish Immersion Pathway Exit Request Form

CPSB ~ Spanish Immersion Pathway ~ Exit Request



World Languages Department

600 S. Shattuck Street
Lake Charles, LA 70601
(337) 217-4150 Ext. 1512

Student's name: _____ School Year: _____

School: _____ Grade level: _____ Teacher: _____

When a student is having difficulties in Spanish Immersion, a committee including the child's parent(s), teacher(s), counselor, principal, and a representative from the World Languages Department should meet to decide upon a course of action that will be in the best interest of the child and of the program.

Exit during the school year must be granted by the CPSB World Languages Department.

Process initiated by:

____ Parent ____ Teacher ____ Other: _____ on: _____
(date)

Parties involved in consultation

- Mother Father Counselor
 Immersion teacher English teacher Principal Other

Nature of Difficulty:

Description of measures/interventions taken in an attempt to alleviate difficulties without removing the child from the program:

Parent's signature *Date*

Principal's signature *Date*

Forward this request to the CPSB World Languages Department with a parent's letter. Requests are granted for extenuating circumstances only.

EXIT GRANTED: ____ YES ____ NO

Reasons: _____

Original in Cum folder	Copy to parent	Copy to immersion teacher
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