

Strategy in Special Education for French Immersion and Extended French Students

The following is a guide to some of the legal steps and protocols that are routinely followed in obtaining support for students. Also included are:

- ♦ Links to information on how the funding is calculated and allocated for providing special education to French Immersion and Extended French
- ♦ Research information

Objectives

- To provide parents, teachers and administrators with the research and practical advice to advocate on behalf of their children.
- To increase awareness by informing all stakeholders of this information.
- To direct French Second-Language (FSL) funding towards the professional development of FSL teachers in order to increase their capacity to support students at risk in French Immersion and Extended French programs.

For Parents, Administrators and Advocates

Links to FSL Curriculum Documents:

1) FSL Curriculum for Extended French 4-8 and French Immersion 1-8, 2001:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fs118curr.pdf>

2) FSL Curriculum for Core French 4-8, 1998:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fs148curr.pdf>

3) FSL Curriculum for Core, Extended and French Immersion 9-10, 1999:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1910curr.pdf>

4) FSL Curriculum for Core, Extended and French Immersion 11-12, 2000:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1112curr.pdf>

5) Ontario Curriculum for Mathematics, 1-8, 2005:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

6) The Kindergarten Program, 2006:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurrb.pdf>

The following is an excerpt from one of the current FSL curriculum documents in Ontario

Extended French and French Immersion for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. A regulation made under the Education Act requires that school boards establish a committee, called an Identification, Placement, and Review Committee (IPRC), to identify and place exceptional students. When an IPRC identifies a student as exceptional, it must, in its statement of decision, provide a description of the student's strengths and needs and a decision on appropriate placement for the student. The IPRC can also make recommendations for suitable education programs and services.

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC.) An IEP describes the student's educational program, which is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology

and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given. (Page 6 fs118 curriculum) This passage appears in the other FSL curriculum documents

Links to Information on the Website of the Ontario Ministry of Education

How to advocate for Special Education: <http://www.edu.gov.on.ca/eng/parents/speced.html>

Funding for FSL and Special Education

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

The 2010-11 Legislative Grants are projected for each board under the link: <http://www.edu.gov.on.ca/eng/funding/1011/funding10.pdf>

Other sources:

The Special Needs French Immersion Student - <http://education.alberta.ca/francais/admin/speced/parents/immersion.aspx> (To view all sections; see Section Navigation on the right-hand side.)

What School Administrators Need to Know about the Inclusion of Students with Diverse Needs in French Immersion Schools from Alberta Education - <http://education.alberta.ca/media/1084437/inclusionimm.pdf>

For teachers, there is a relatively new document specific to French Immersion from Alberta Education: L'inclusion en immersion: Guide de différenciation pédagogique pour répondre à besoins d'apprentissage - <http://education.alberta.ca/media/720116/inclusionweb.pdf>

Research Links

AUTHOR	DATE	TITLE	LINK	TOPIC 1	TOPIC 2	TOPIC 3
Alberta Education	2009	What School Administrators Need to Know about the Inclusion of Students with Diverse Needs in French Immersion Schools	http://education.alberta.ca/francais/admin/speced/parents/immersion.aspx	SPECIAL		
Alberta Education	2009	L'inclusion en immersion: Guide de différenciation pédagogique pour répondre à divers besoins d'apprentissage	http://education.alberta.ca/media/720116/inclusionweb.pdf	SPECIAL		
Wise, N., Chen, X.	2009	Early Identification and Intervention for At-Risk Readers in French Immersion	http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/At_Risk_Readers_en.pdf	SPECIAL		
Canadian Council on Learning	2007	French-Immersion Education in Canada	www.ccl-cca.ca/pdfs/LessonsInLearning/May-17-07-French-immersion.pdf	SPECIAL	GENDER	ALL
Arnett, Katie	2007	Why Student Diversity is Not a Bad Thing [podcast]	Podcast available at http://www.caslt.org/what-we-do/resources-podcast-series_en.php Please note that this link is subject to change.	SPECIAL		
Genesee, F.	2007	French Immersion and At-Risk Students: A Review of Research Evidence	CPF-Sponsored Edition of CMLR 2007 – copy of article available from CPF Ontario	SPECIAL		
Genesee, F.	2006	The Suitability Of French Immersion For Students Who Are At-Risk: A Review Of Research Evidence	Email cpfont@cpfont.on.ca for a copy of this research	SPECIAL		
Cadez, R.	2006	Student Attrition In Specialized High School Programs: An Examination Of Three French Immersion Centres	www.uleth.ca/edu/grad/pdf/RonCadezThesis.pdf	SPECIAL	GENDER	IC-D
Archibald, J., Roy, S.	2004	A Review of the Literature on Second Language Learning	Email cpfont@cpfont.on.ca for a copy of the section on special education	SPECIAL	ALLOPHONE	
MacCoubrey, S., Wade-Wooley, L.	2004	Early Identification of At-Risk L2 Readers	http://muse.jhu.edu/journals/canadian_modern_language_review/v061/61.1maccoubrey.pdf	SPECIAL		
Woelber, K.	2004	Underachieving Students and the Child Study Team: Determining Eligibility for Special Education Services	http://www.carla.umn.edu/immersion/ACIE/vol7/May2004_Underachieving_Students.html	SPECIAL		
Donely, P.	2002	Teaching Languages to the Blind or Visually Impaired: Problems and Suggestions	Email cpfont@cpfont.on.ca for a copy of this research	SPECIAL		

Demers, D.	2000	A Changing Perspective: Meeting the Needs of All Students.:A Systematic Approach to Special Needs Learners	Email cpfont@cpfont.on.ca for a copy of this research	SPECIAL		
Majhanovitch, S.	1993	The Mainstreamed Environment in Canada: Is There a Place in French Immersion For Learning Disabled Students?	Email cpfont@cpfont.on.ca for a copy of this research	SPECIAL		
BC Dept. of Education	1981	Practical Handbook for Learning Assistance Teachers in Early French Immersion	Email cpfont@cpfont.on.ca for a copy of this research	SPECIAL		