



Inclusive FSL: Supporting Students with Special Education Needs



We acknowledge

that we are on land and surrounded by water,
originally inhabited by Indigenous Peoples who have
travelled this area since time immemorial.

This territory is within the lands honoured by the Wampum Treaties;
agreements between the Anishinaabe (Ah-nish-e-naa-bay),
Haudenosaunee (Hoe-den-oh-show-nee),
Lenni Lenape (Len-eh Le-naw-pay) and allied Nations
to peacefully share and care for the resources
around the Great Lakes.

Specifically, we would like to acknowledge the presence of the
Huron/Wendat (Wen-dat) Peoples and the

Three Fires Confederacy

Ojibwe (Oh-jib-way), Odawa (Oh-dah-wah),
Potawatomi (Paw-taw-watt-oh-me).

We are dedicated to honouring Indigenous history and culture
while remaining committed to moving forward respectfully
with all First Nations, Inuit and Métis.

Nous reconnaissons

que nous sommes sur terre et entourés d'eau, habités à l'origine par des
peuples autochtones qui ont parcouru cette région depuis des temps
immémoriaux.

Ce territoire se trouve sur les terres honorées par les traités Wampum;
des accords entre les Anishinaabe , les Haudenosaunee , les Lenni
Lenape, et les nations alliées pour partager en paix et prendre soin des
ressources autour des Grands Lacs.

Plus précisément, nous tenons à souligner la présence des peuples de la

Confédération des Trois Feux

(Ojibwe, Odawa, Potawatomi), aussi que les Huron/Wendats.

Nous nous engageons à honorer l'histoire et la culture autochtones tout
en restant dévoués à avancer respectueusement avec toutes les
Premières Nations, Inuits et Métis.

Framing Our Work

Have you had an experience where a student was excluded from FSL who could have succeeded with the right support?



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Objectives

Understand the rights of all students to access FSL programs.

Explore inclusive strategies for removing barriers to participation in FSL.

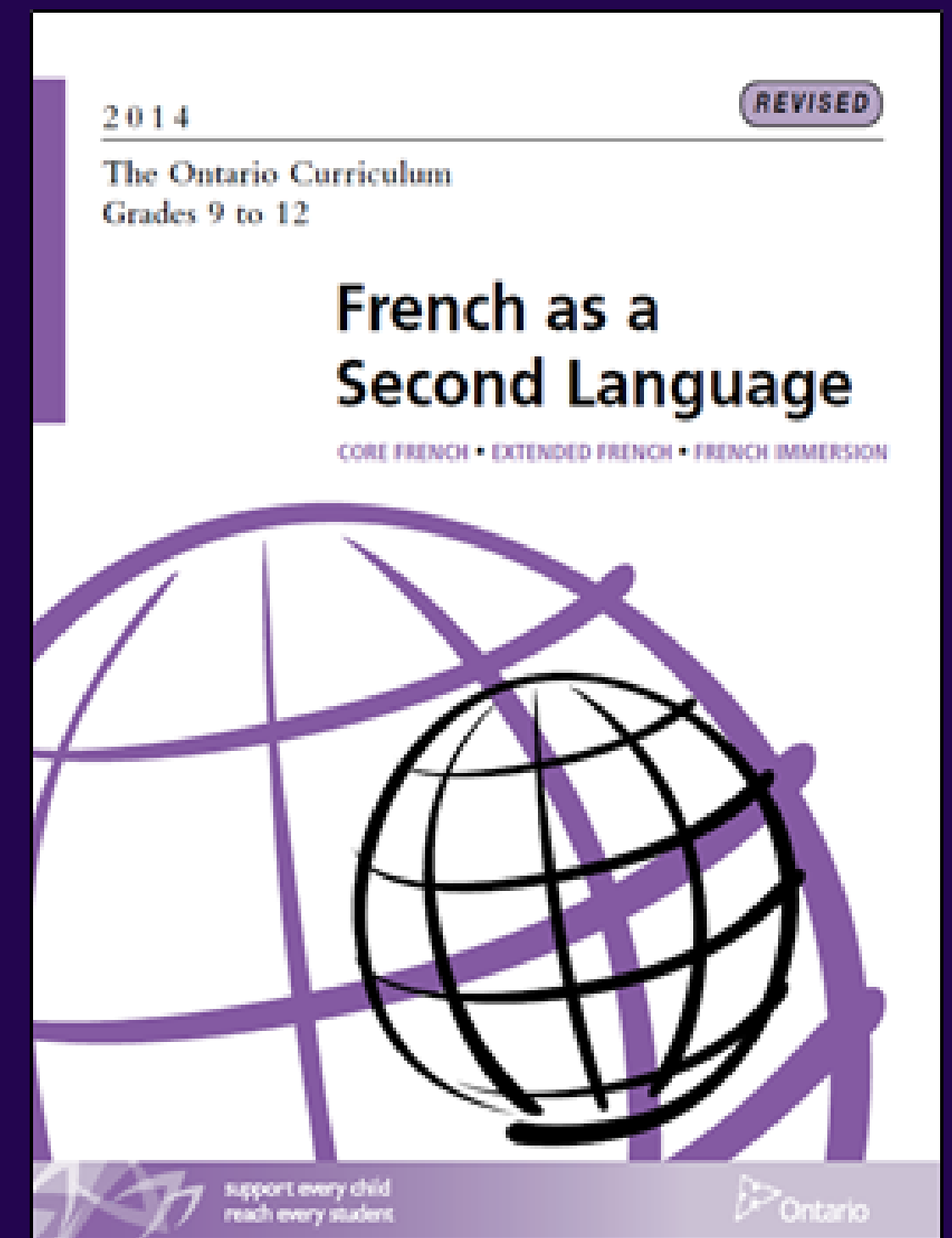
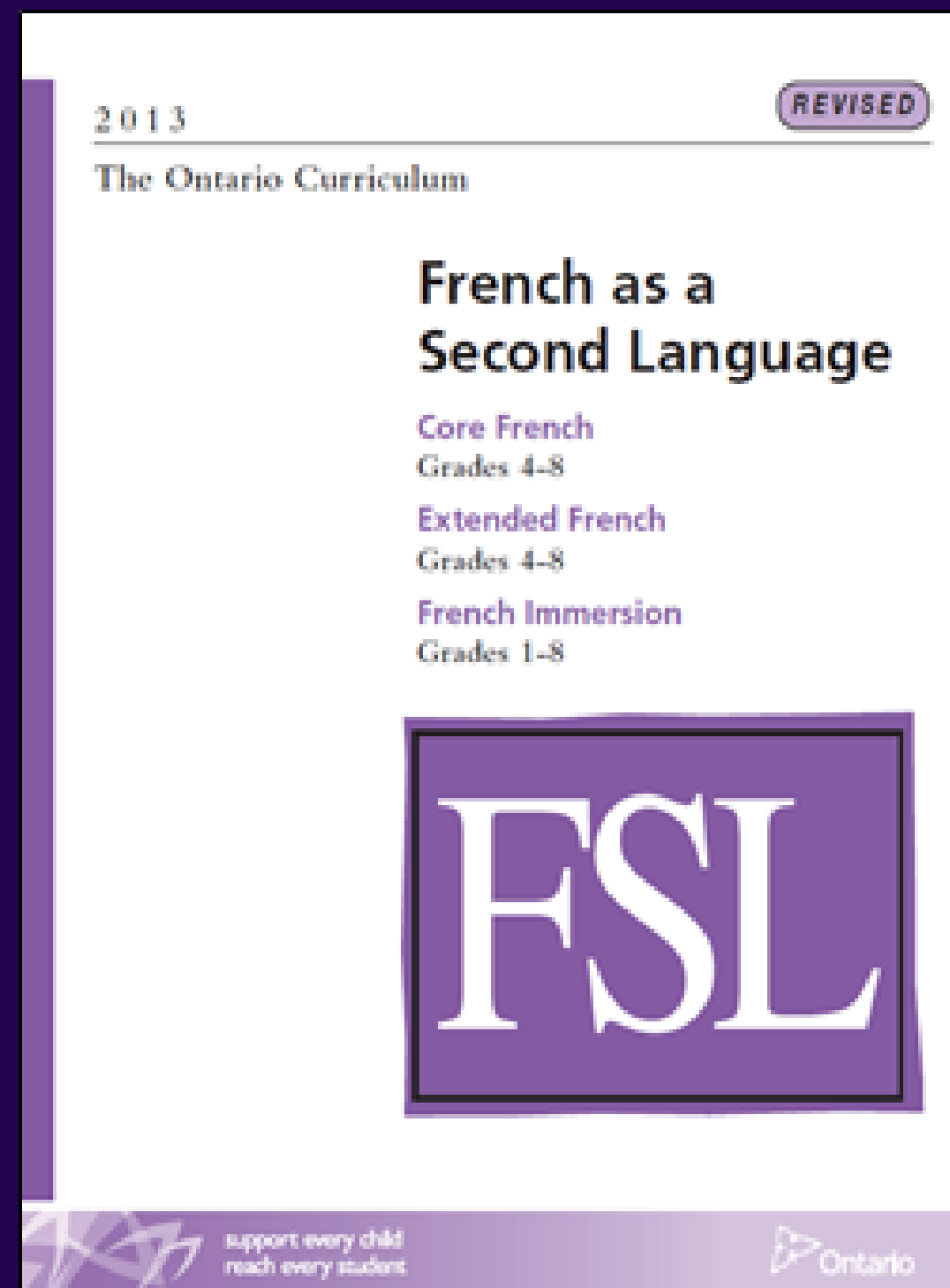
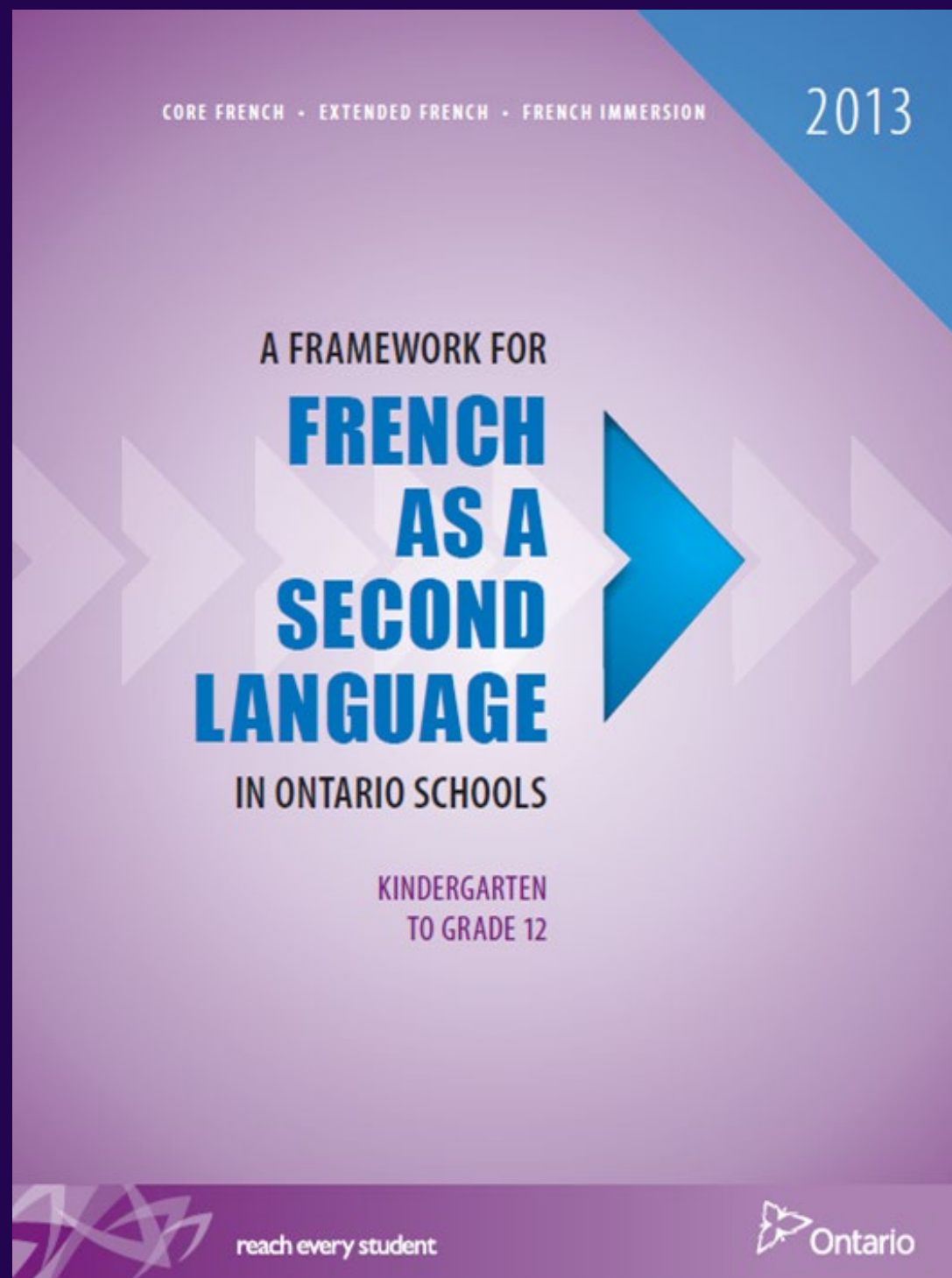
Gain practical tools and resources to create welcoming, supportive and effective FSL classrooms for all students.

Consider allyship in supporting all learners in FSL.



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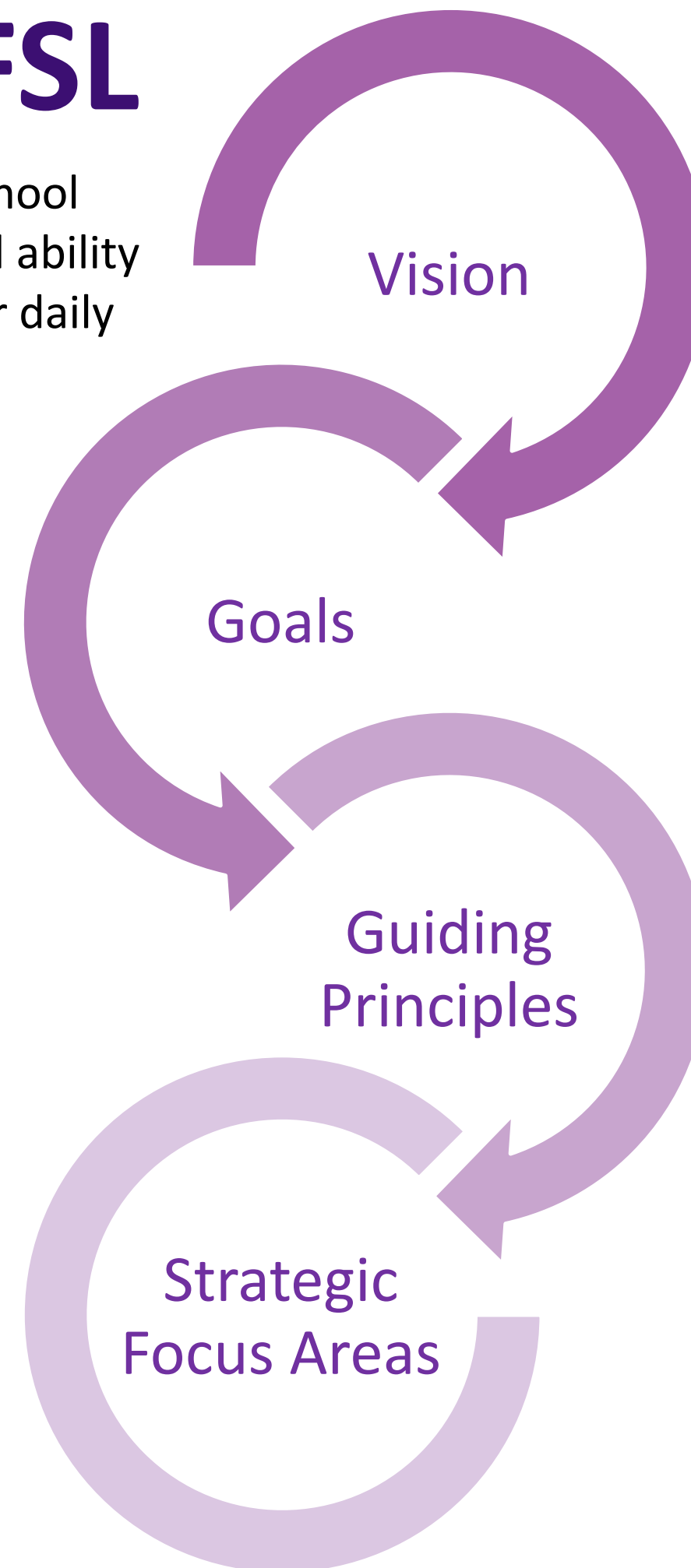
FSL Programs and FSL Framework



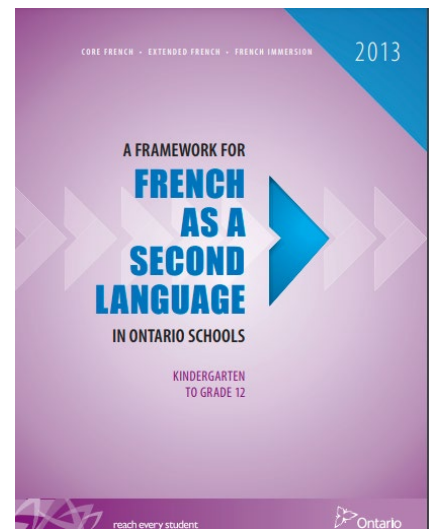
A Framework for FSL

Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

- 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.
- Research informs decision making by all stakeholders.
- Learning FSL is a lifelong journey



- Increase student confidence, proficiency, and achievement in FSL
- Increase the percentage of students studying FSL until graduation
- Increase student, educator, parent, and community engagement in FSL
- Heightening awareness of FSL programs and benefits
- Enhancing leadership and accountability
- Strengthening programming to improve achievement in FSL
- Supporting all students
- Implementing effective practices in planning, teaching, and assessment
- Expanding student learning opportunities and heightening engagement



CORE FRENCH • EXTENDED FRENCH • FRENCH IMMERSION

2015

Including **STUDENTS
WITH SPECIAL
EDUCATION NEEDS** *in*
**FRENCH AS A SECOND
LANGUAGE Programs**

A GUIDE FOR ONTARIO SCHOOLS

A Companion Resource to *A Framework for FSL, K–12* ►



support every child
reach every student



PROGRAMME DE BASE • PROGRAMME INTENSIF • PROGRAMME D'IMMERSION

2015

Inclure les **ÉLÈVES
AYANT DES BESOINS
PARTICULIERS** *dans les*
programmes de **FRANÇAIS
LANGUE SECONDE**

GUIDE À L'INTENTION DES ÉCOLES DE L'ONTARIO

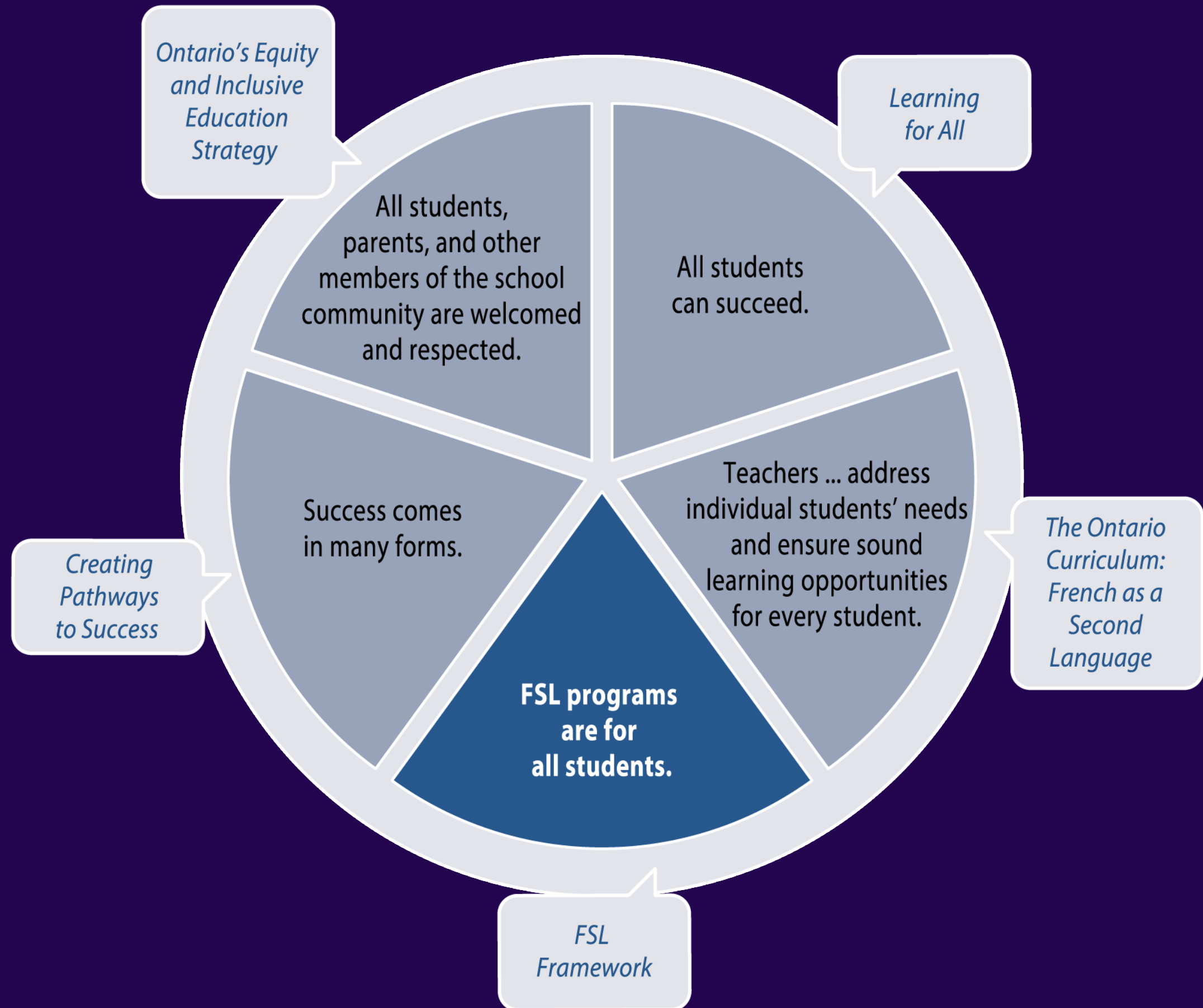
Document d'accompagnement du *Cadre stratégique pour
l'apprentissage du FLS de la maternelle à la 12^e année* ►



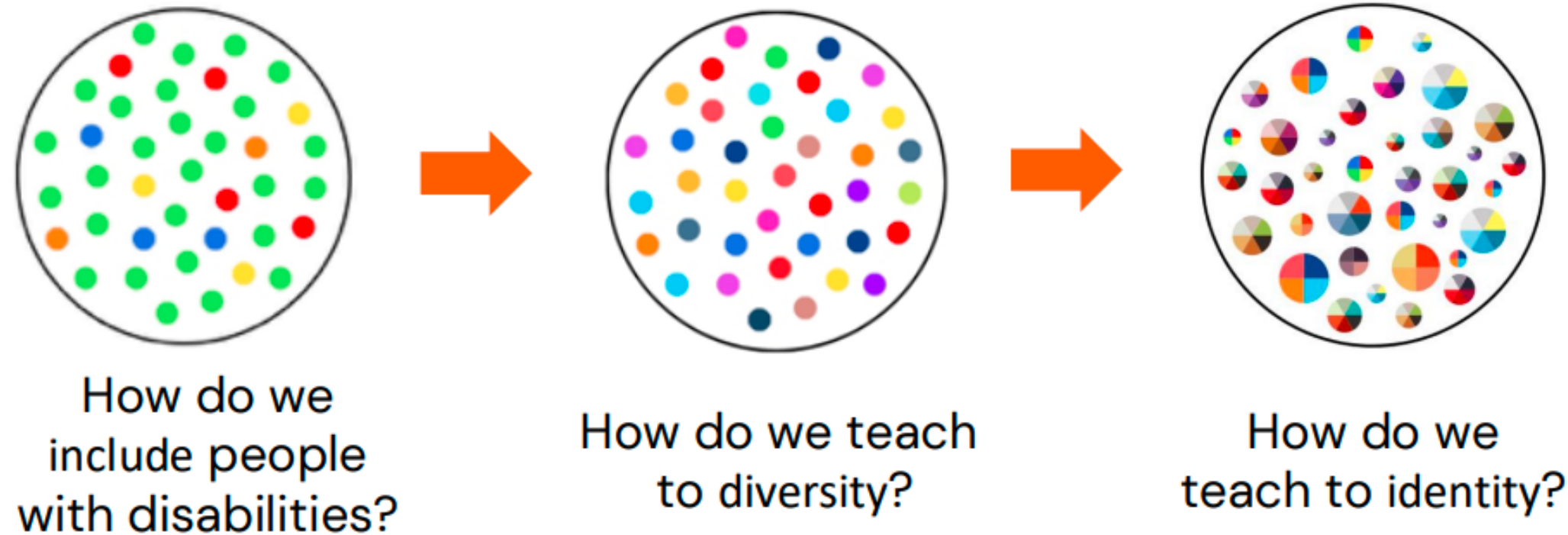
accompagner chaque enfant
appuyer chaque élève



Fundamental Principle

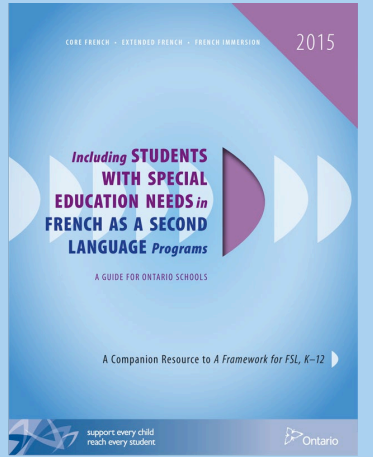


WHAT IS inclusion ?



“...Inclusion is not about forcing individuals to conform to a dominant group, but rather about fostering environments where diverse identities can coexist and thrive. This perspective aligns with research that underscores the importance of recognizing and valuing the multifaceted identities of students to promote their academic and social well-being (Civitillo et al., 2021; Preusche & Göbel, 2021; Verhoeven et al., 2018).

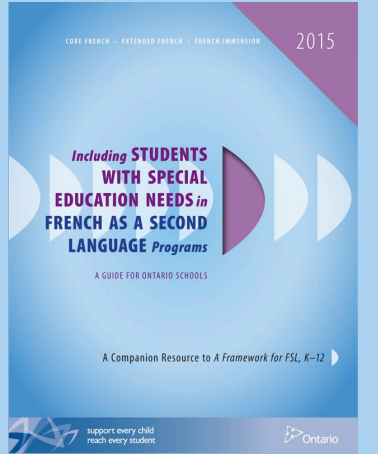
Moving towards productive beliefs about participation in FSL programs



FIXED MINDSET

The learning needs of students with special education needs cannot be met in an FSL program.

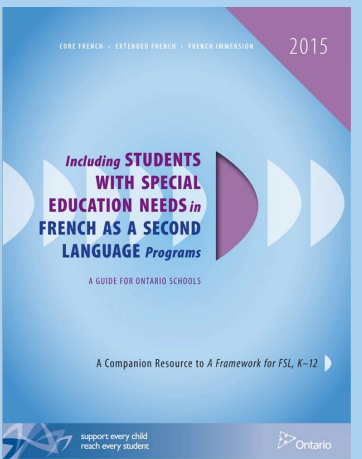
Moving towards productive beliefs about participation in FSL programs



FIXED MINDSET

Having French as the language of instruction offers an additional layer of difficulty that students with special education needs “just don’t need”.

Moving towards productive beliefs about participation in FSL programs



FIXED MINDSET

Because FSL teachers do not have the resources or training to support students with special education needs, such students would be better served by exemption from FSL.

Strategic Focus Area 4: Supporting All Students

Schools and school boards

- Promote the inclusiveness of FSL programs, recognizing that all students can learn FSL given the appropriate support
 - Apply principles of Universal Design for Learning and differentiated instruction to FSL program planning
 - Provide required accommodations and modifications as outlined in a student's Individual Education Plan (IEP)
 - Implement the Tiered Approach to prevention and intervention
 - Where required for students with special education needs, ensure access to assistive technology as outlined in the student's IEP
 - Involve FSL teachers in the planning and implementation of a student's IEP where appropriate
 - Include school- and board-level resource teams (e.g., school resource teacher, FSL consultant, senior administration) to support problem solving and decision making
 - Support English language learners in transferring literacy skills to strengthen first-language and FSL skills
 - Consult with students to determine what would engage them in class and help them learn French
 - Engage all students in accepting and respecting the diversity of the school community
 - Review practices around substitutions for Core French to support the participation of all students
10. See Learning for All, K–12, pages 22–24.



What does the research say?

Discover

COGNITIVE BENEFITS

ACADEMIC BENEFITS

PERSONAL BENEFITS

SOCIETAL BENEFITS

INTERCULTURAL BENEFITS

ECONOMIC BENEFITS

**BENEFITS FOR STUDENTS
WITH EXCEPTIONALITIES**

BENEFITS OF ADDITIONAL
LANGUAGE LEARNING

Benefits for Students with Exceptionalities



Students with special needs often succeed in language programs because their difficulties are not always related to language learning. Those who do have trouble with receptive or productive language can benefit from second language learning if they receive proper support. Students with exceptionalities who are learning a new language may be enhancing rather than delaying their language development. Also, since their language-learning challenges are often not significantly different from those of other children, interventions used to teach languages to students with special education needs may benefit all students.

Students With Exceptionalities Video

Interesting – *What did you find interesting?*

Connections – *What connections did you make?*

Questions – *What questions do you have?*



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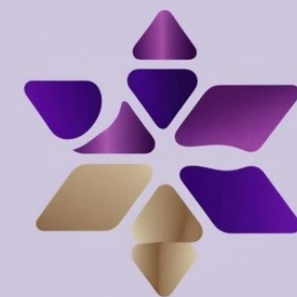


Breakout Room Discussion

Interesting – *What did you find interesting?*

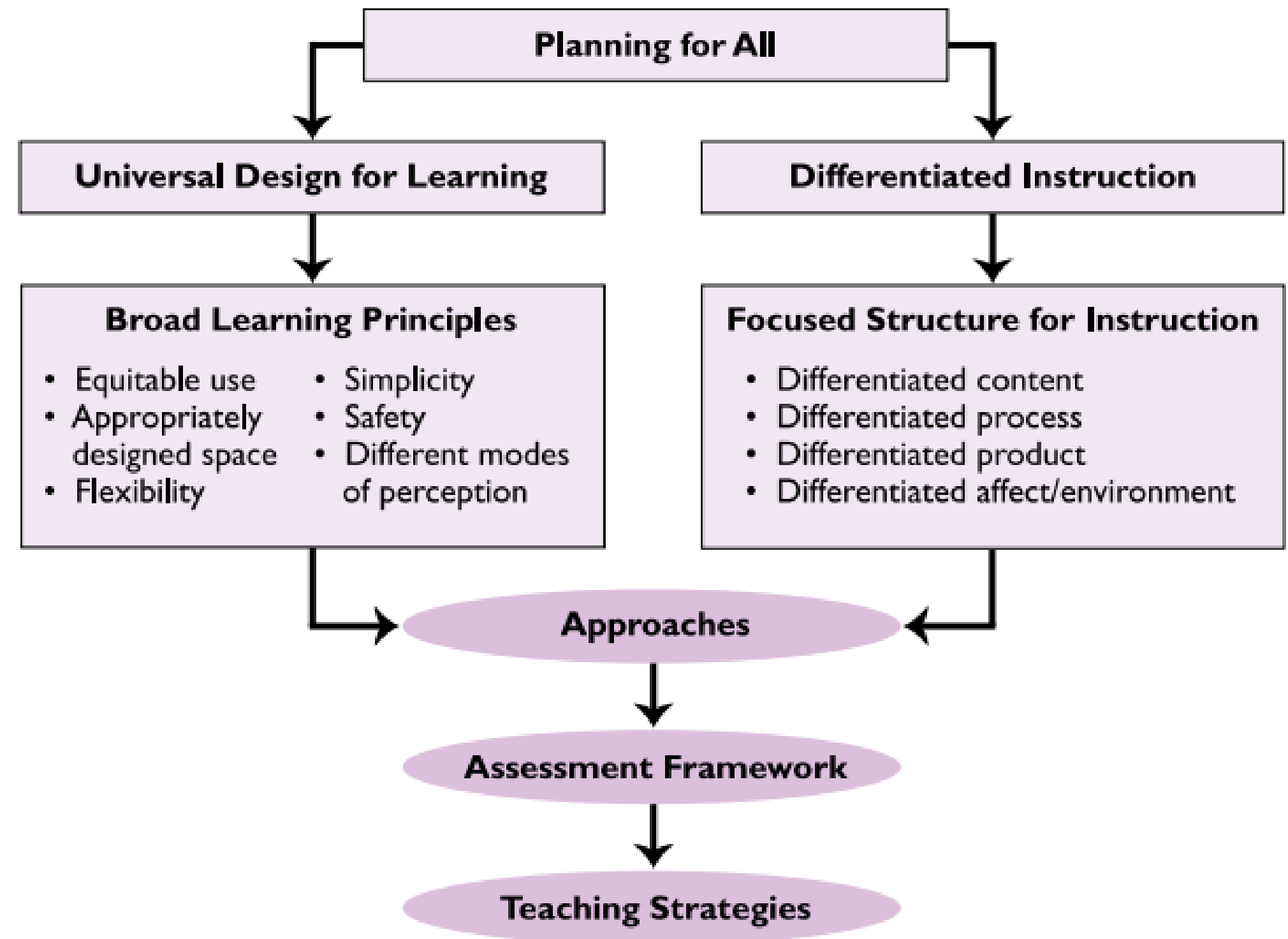
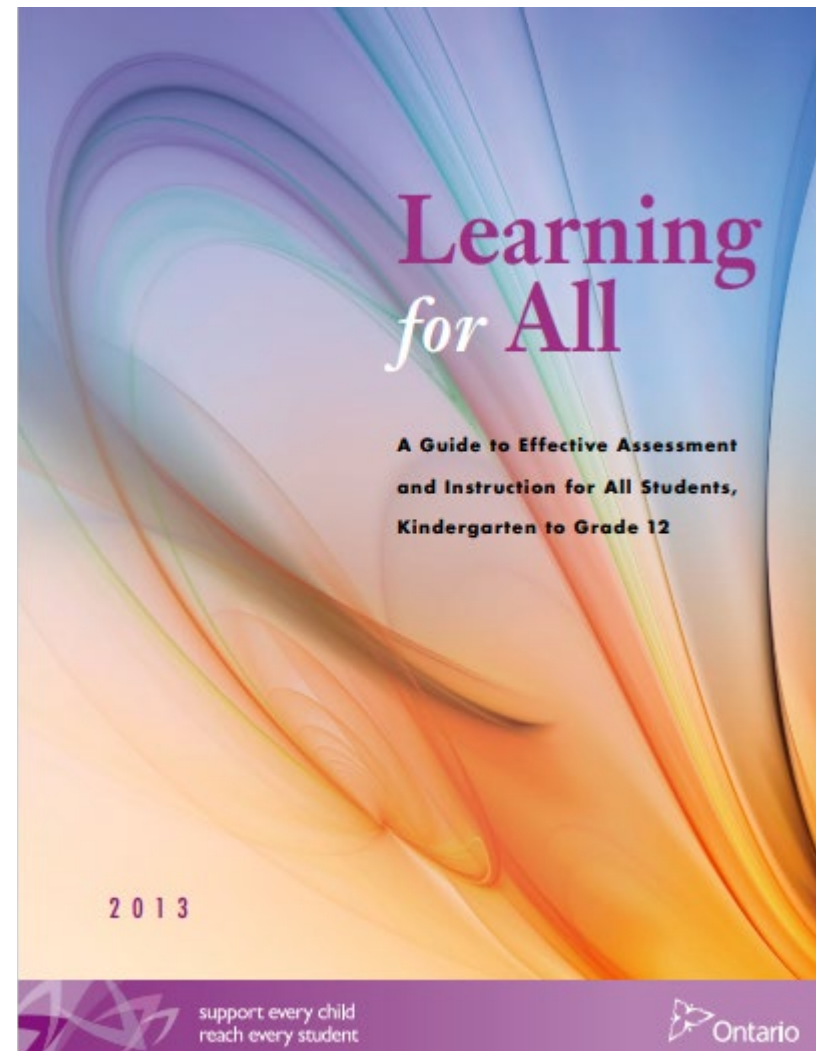
Connections – *What connections did you make?*

Questions – *What questions do you have?*



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Figure 3. UDL and Differentiated Instruction

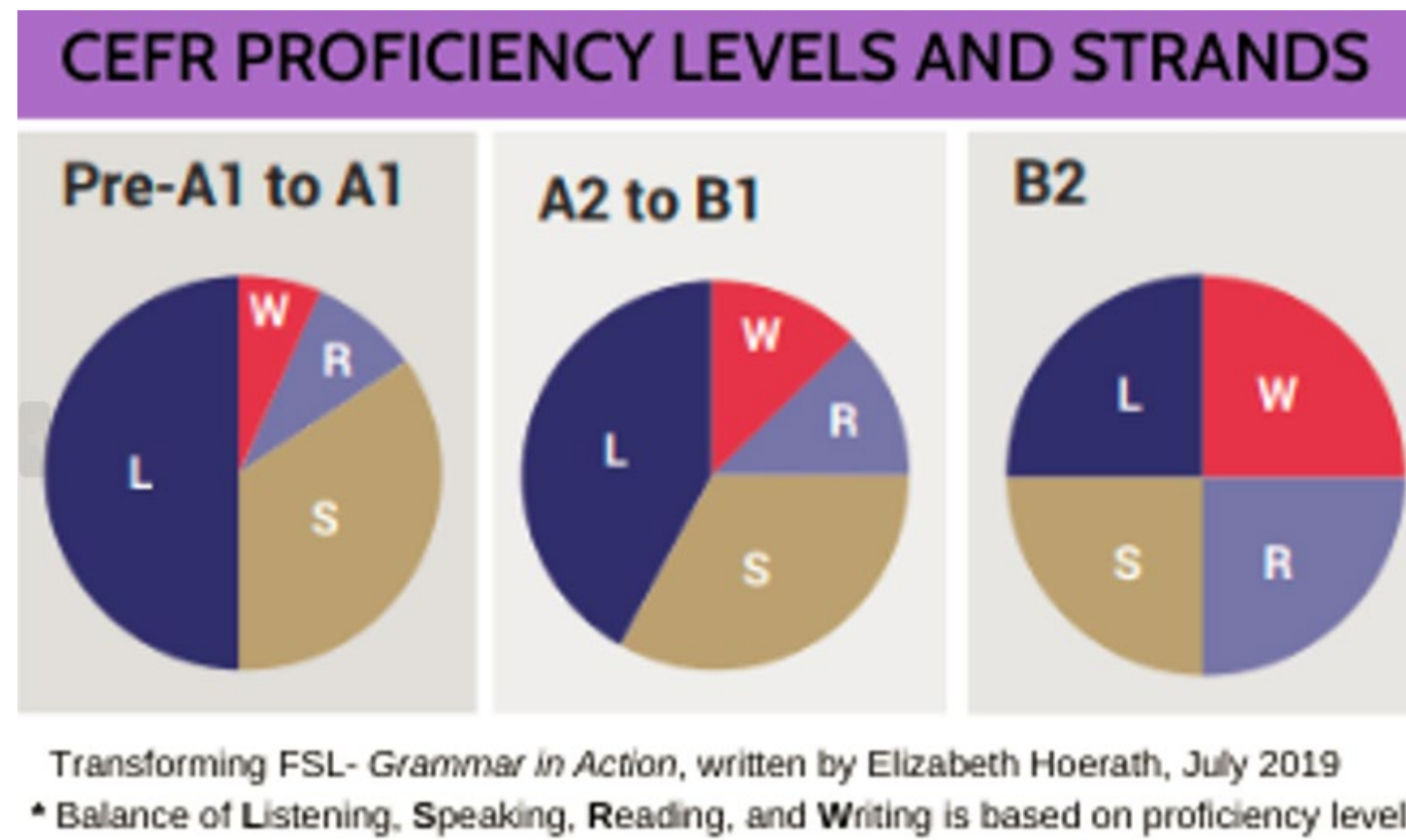
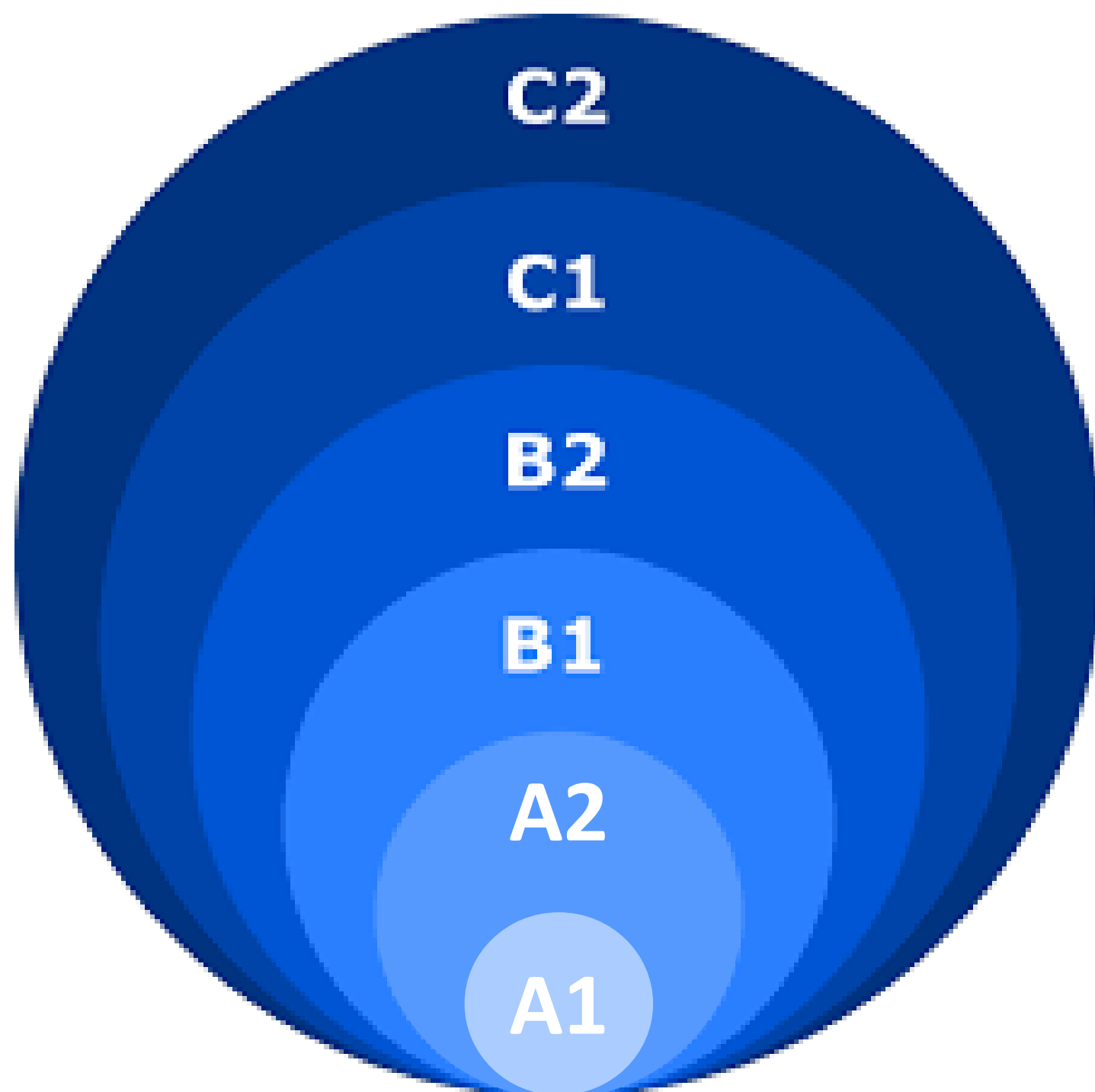


Directives de la conception universelle de l'apprentissage

L'objectif de la CUA est de favoriser une **agentivité de l'apprenant** qui soit déterminée et réfléchie, ingénieuse et authentique, stratégique et axée sur l'action.



The CEFR and Supporting All Students



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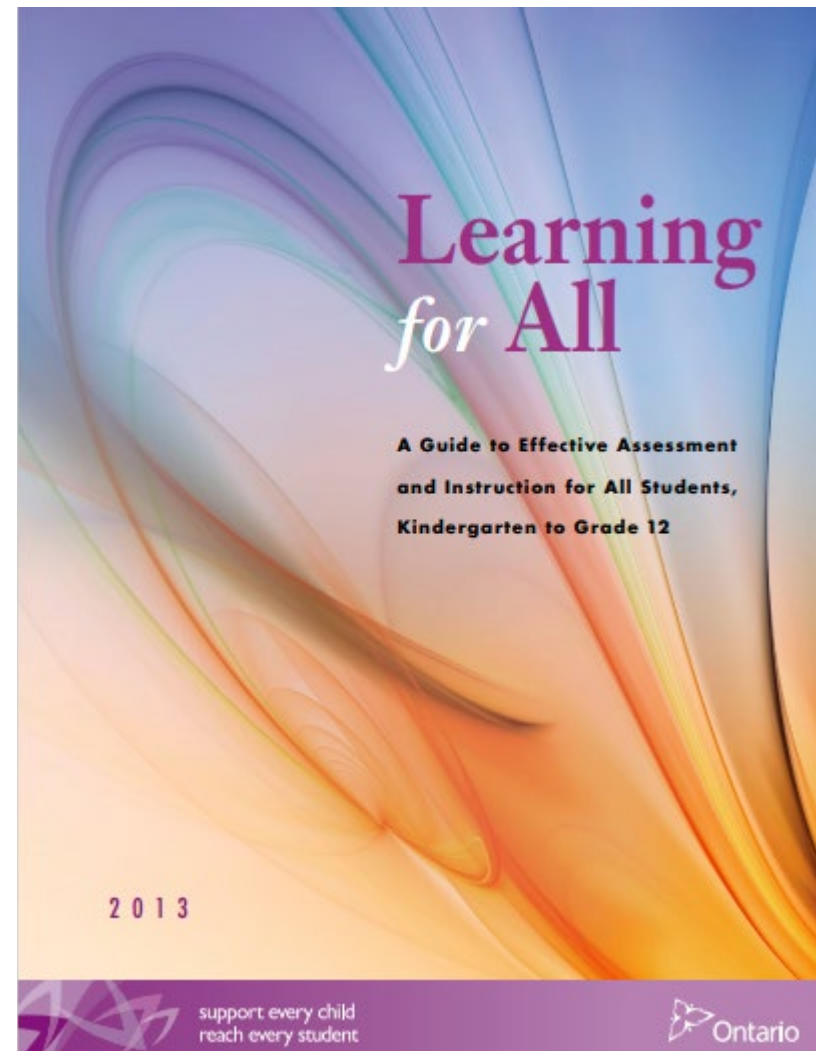
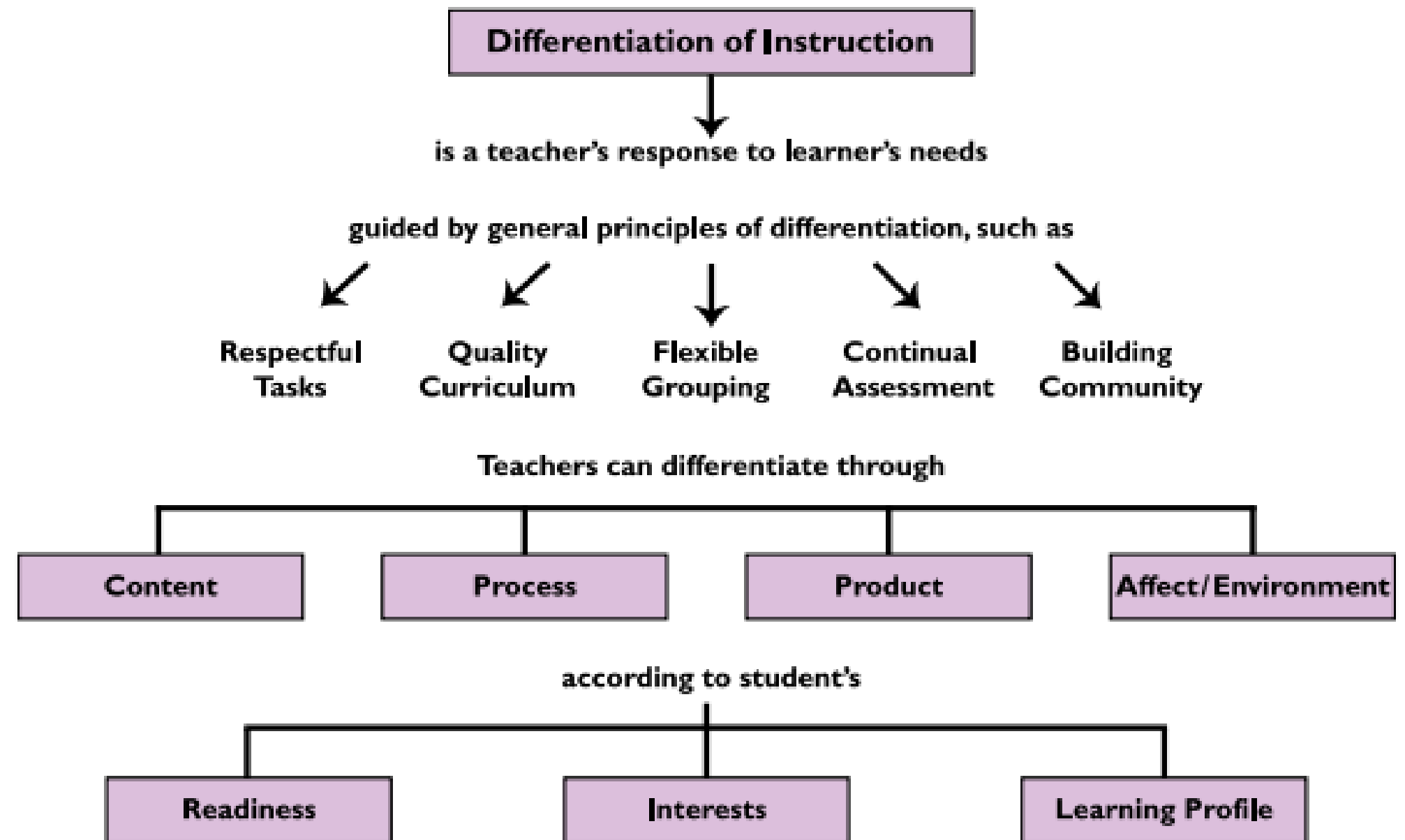


Figure 4. A Concept Map for Differentiating Instruction



Source: Adapted from Carol Ann Tomlinson, Association for Supervision and Curriculum Development (ASCD): Summer Conference Material, 2008. Reprinted with permission from ASCD (www.ascd.org).

Special Education Policies and Practices

“If a student requires accommodations and/or modified or alternative expectations in FSL, **it is important to include the FSL teacher as part of the team creating and implementing that student’s IEP. ”**

Including Students with Special Education Needs in FSL Programs, p. 24



Research-based strategies to support students with special education needs



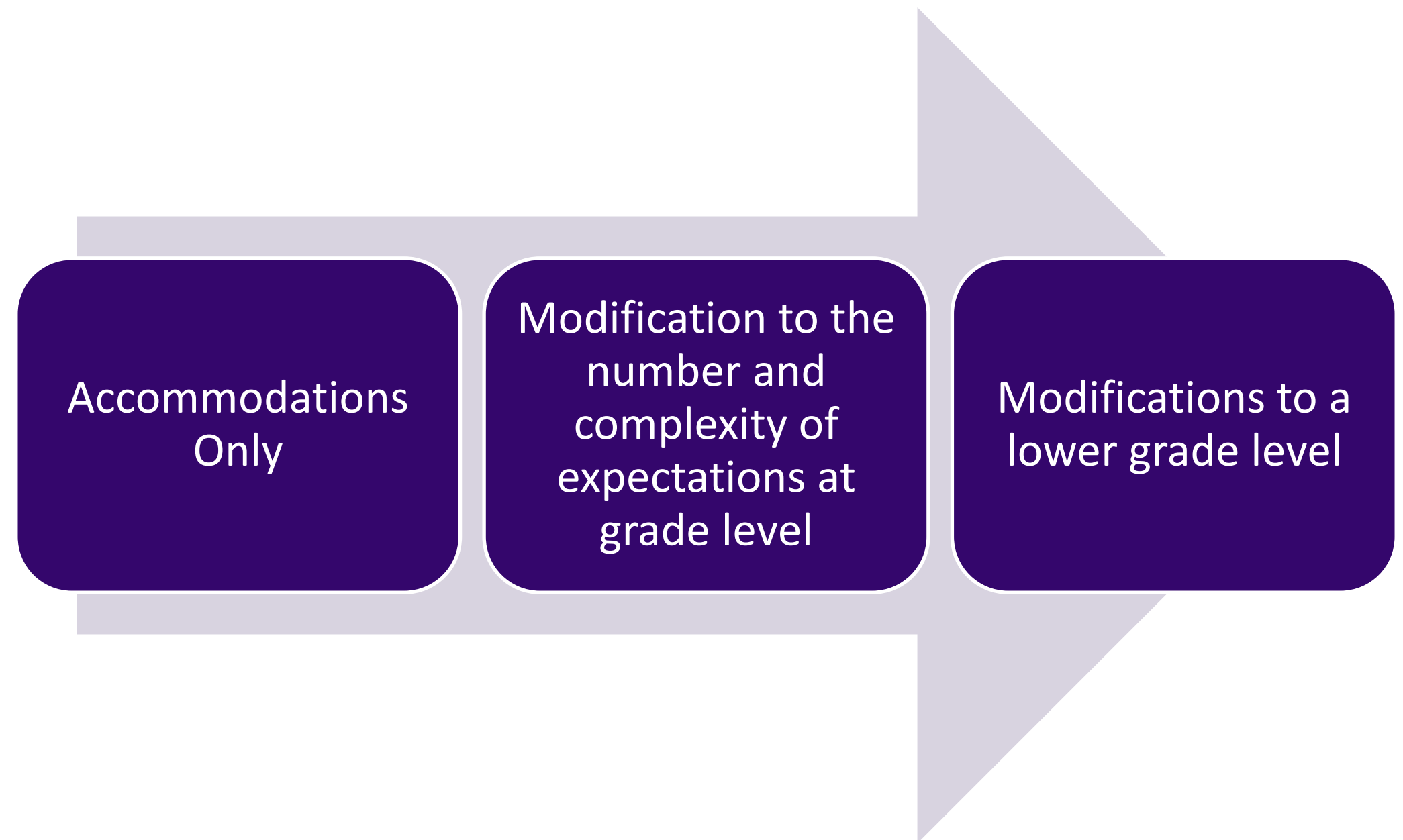
Instructional
Strategies

Assessment
Strategies

Intervention
Strategies

Continuum of support

When developing the IEP, work from an understanding of a continuum of support, with accommodations *only* as the first consideration, then modification to the number and complexity of expectations at grade level and finally, *if necessary*, modifications to a lower grade level.



an IEP is not...

- a description of everything that will be taught to the student;
- cut and paste from the Ontario Curriculum;
- a list of all the teaching strategies used in regular classroom instruction;
- a daily lesson plan.



What is an accommodation?

- An accommodation assists the students in achieving grade level expectations
- Accommodations may be in the areas of instruction, environment and/or assessment
- Accommodations DO NOT alter the curriculum or provincial learning expectations for the credit requirement
- Accommodations are available for all students.

Accommodations may include:

- Additional time
- Visual supports
- Strategic seating
- Use of laptop with speech-to-text
- Simplified language
- Graphic organizers



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What Are Modifications?

- Changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs.
- Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.



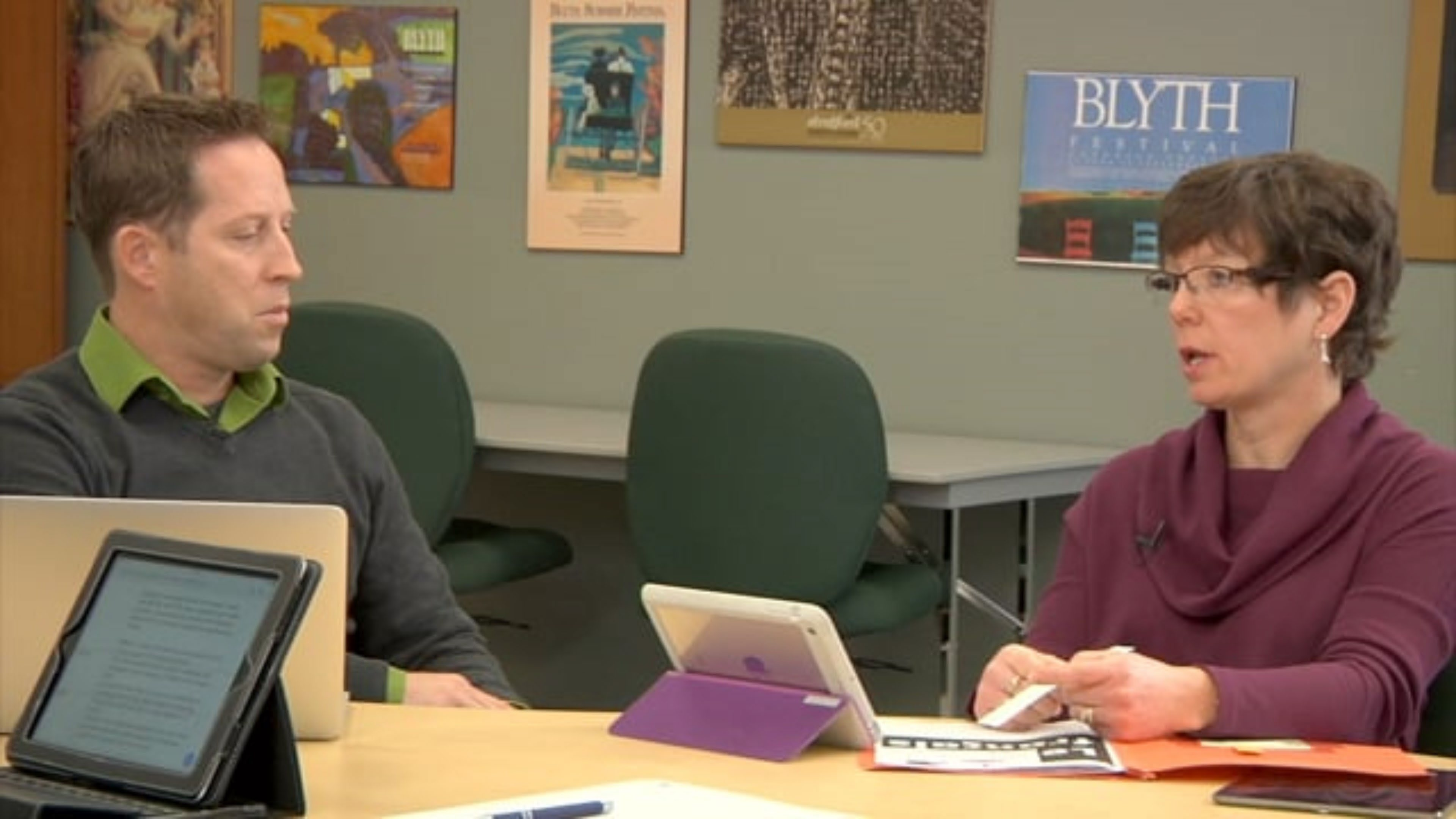
Example of Messaging - Strands and IEPs for FSL

- If a student requires accommodations or modifications in FSL, it is important that the FSL educator understands the student learning profile. Consequently, FSL educators should be included in conversations related to students with IEPs.
- Most students will only require accommodations. Accommodations should be the first step in programming for a student. If a student requires further intervention the educator must consult with the Administrator.
- Some students with special education needs do not experience difficulty in FSL, so the supports in FSL may differ from those needed by the same student in another subject.
- Annual goals are specific learning outcomes that a student could realistically be expected to accomplish in one year. They must be measurable and observable.
- Each modified strand should have between 1-2 well-written expectations.
- It is important to consider all strands that are modified for each term.
- Expectations for each modified strand are revised every term. (e.g., If you modify for Writing in Term 1, you also modify for Writing in Term 2.)
- Every attempt should be made for a student to access curriculum in all four strands each term. Should it be determined that student is unable to access one or more of the strands it should be decided through collaboration with the special education team (Administration, LST, Special Education Coordinator) and parents.



Planning Conversations to Support FSL Students

This section includes examples of conversations that school teams may have when planning to support students with special education needs in FSL programs. They are based on three different case studies. In these instances, the school teams are comprised of FSL teachers, special education resource teachers, resource teachers, and school administrators. When discussing the needs of a student and strategies to move forward, it is important to include a variety of educators with whom the student interacts. The discussions themselves should include key elements such as strengths, needs, strategies, and next steps.

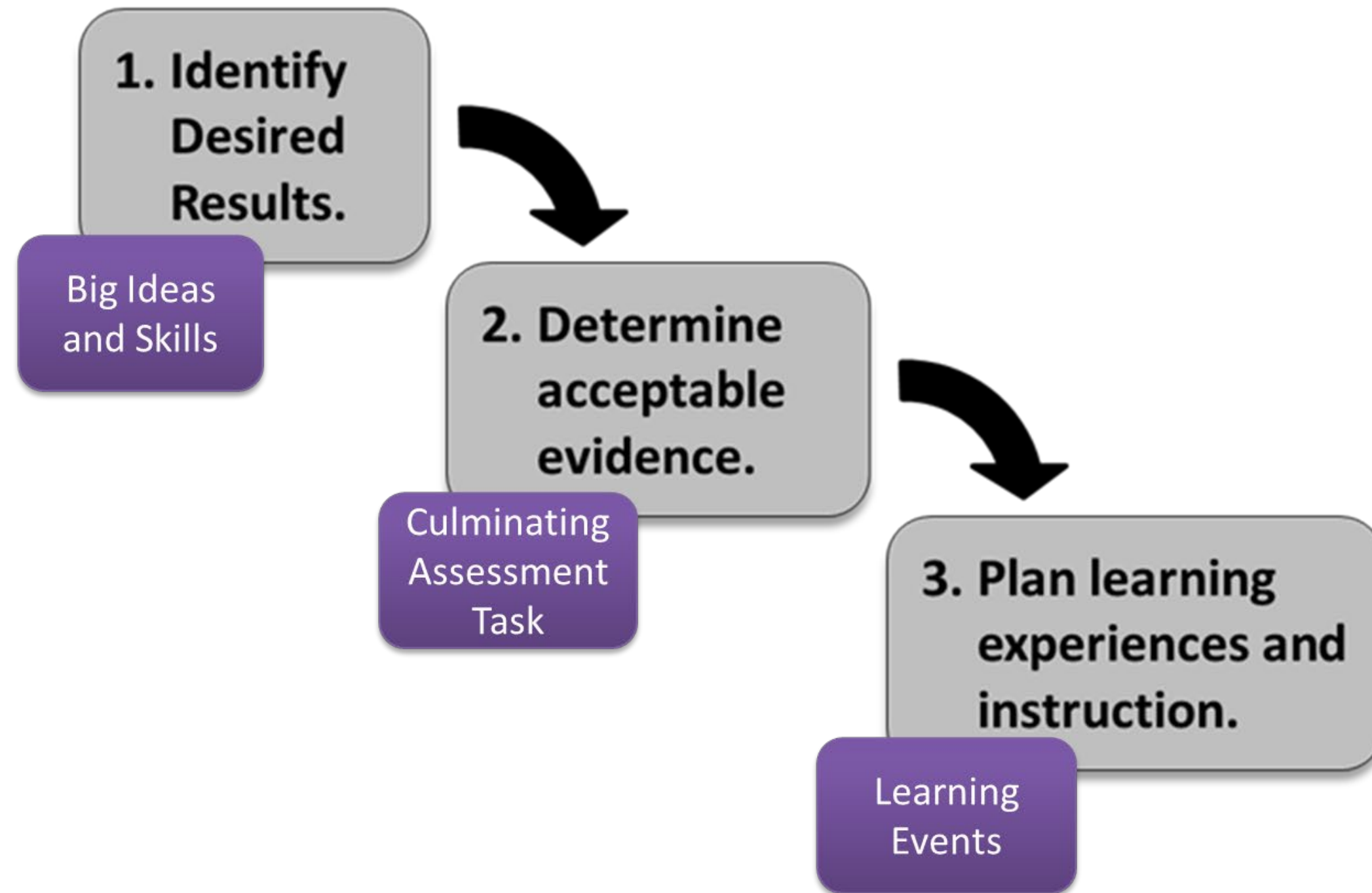


Consider this student in your context (Grade/ Program)



(p. 41 - 42)

- What instructional, assessment, and intervention strategies will you implement to address this student's needs?
- How will you incorporate principles of Universal Design for Learning (UDL) and differentiate instruction?
- Which individuals should be involved in supporting this student's success, and how will each contribute?



Plan with
the goal in
mind

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

BACKWARDS DESIGN

1. CURRICULUM & CEFR

Which curriculum expectations do we want to address in this learning cycle?

Which strands will we focus on?

Which competencies do we want to develop?

2. FINAL TASK

At the end of this learning cycle, how will students demonstrate their learning?

How will students participate in a rich action-oriented task to demonstrate attainment of the curriculum expectations?

3. LEARNING GOALS & SUCCESS CRITERIA

What learning goals will I communicate to students?

What does success look like for each goal?

4. EVALUATION

How will this task be evaluated?

How does this performance task connect to the achievement chart?

How will students self-assess?

How will I design my rubric?

5. DESIGN

What learning opportunities will students need to be successful with this task?

How will students develop the necessary vocabulary, grammar and strategies?

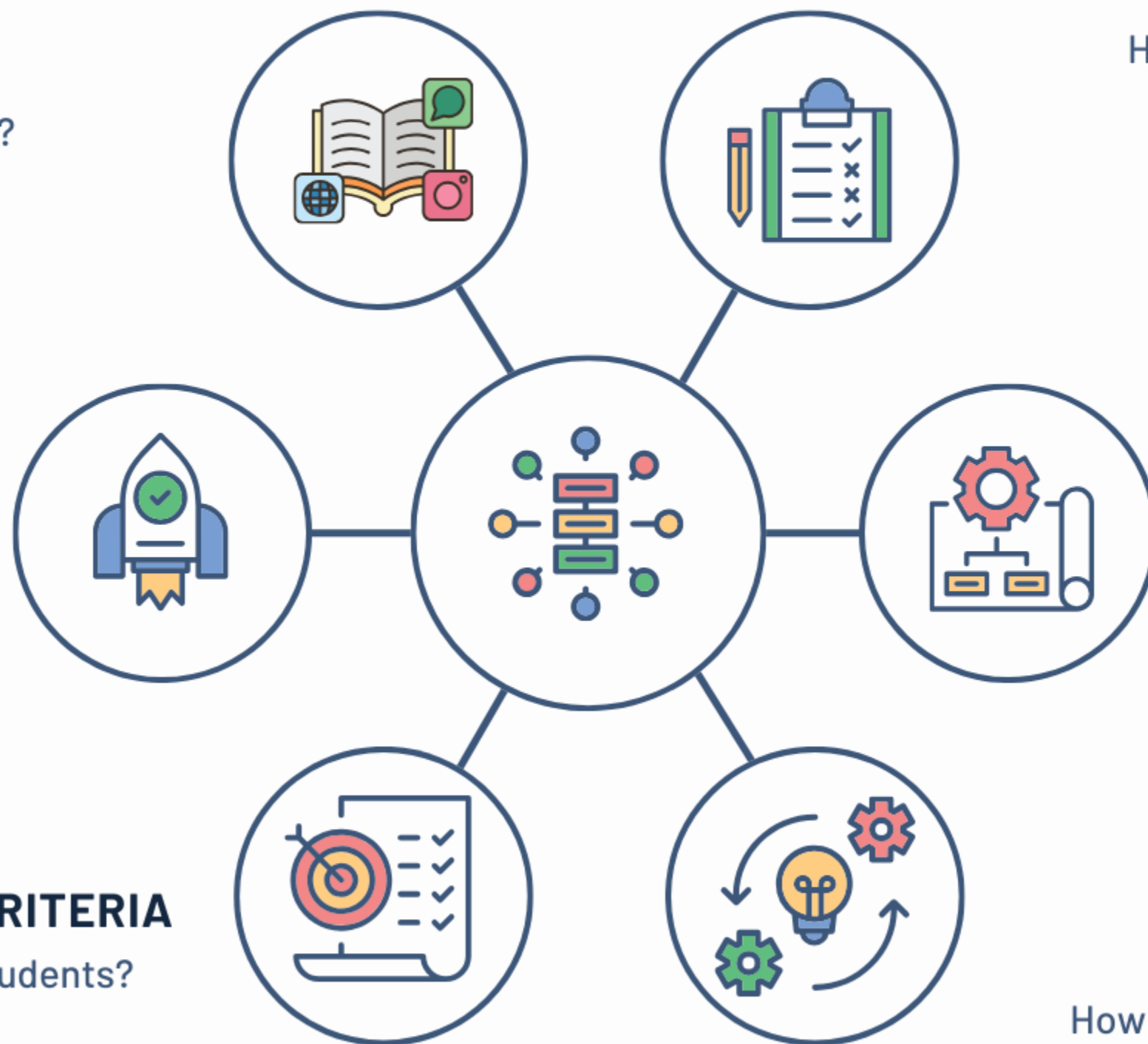
What authentic materials can I incorporate to support and develop their proficiency in French?

6. THE LEARNING CYCLE

How many days will this learning cycle be?

How will I create opportunities for assessment for, as and of learning?

How will I provide ongoing effective feedback?



Let's Break it Down...

Action: What the student will know or be able to do

Context: When, where or under what conditions the student will do the action

Terms: Criteria for successful achievement – how well, how many times, or how long the student is expected to perform the task

Timeline: Expected achievement date for an IEP goal

Annual Goal: FSL – Core French



Listening:



By June 2026, name will show understanding of simple questions related to personal interests and about themselves using visual supports. Name will show understanding of familiar words and phrases by completing a brief checklist or visual multiple choice activities.

Specific Expectation	Instructional Strategy	Assessment Method
First term: During daily classroom talk routines (ie., peer-to-peer, teacher-to-student), name will use relevant vocabulary to answer one question about their personal interests in French using visuals or gestures.	-Supported peer-to-peer French interactions -Sentence starter and question word supports -Modelled and guided practice using visuals, gestures and personal word lists	Teacher interviews/conversations Observations Anecdotal
Name will show understanding of key vocabulary and expressions about themselves by completing a brief checklist or visual multiple-choice activities at least once per week.	-Supported peer-to-peer French interactions -Sentence starter and question word supports -Modelled and guided practice using visuals, gestures and personal word lists	Teacher interviews/conversations Observations Anecdotal

Second term expectations are dependent on student’s progress in Term 1.

Annual Goal: FSL – Core French



Speaking:



By June 2026, name will engage in spontaneous spoken conversations with teachers and peers related to themselves and their daily routines. Name will ask and answer simple questions about interests and daily routines when interacting with others.

Specific Expectation	Instructional Strategy	Assessment Method
<p>First term:</p> <p>During classroom talk routines (ie., peer-to-peer, teacher-to-student), name will use relevant vocabulary to ask one question and answer one question about personal interests at least once per week.</p>	<ul style="list-style-type: none"> -Supported peer-to-peer French interactions -Sentence starter and question word supports -Modelled and guided practice using visuals, gestures and personal word lists 	<p>Teacher interviews/conversations</p> <p>Observations</p> <p>Anecdotal</p>
<p>Name will describe two or more details related to their daily routine using short expressions, relying on visuals and/or gestures share their ideas at least once per week.</p>	<ul style="list-style-type: none"> -Supported peer-to-peer French interactions -Sentence starter and question word supports -Modelled and guided practice using visuals, gestures and personal word lists 	<p>Teacher interviews/conversations</p> <p>Observations</p> <p>Anecdotal</p>

Second term expectations are dependent on student’s progress in Term 1.

Annual Goal: FSL – Core French



Reading:



By June of 2026, Name will demonstrate an understanding of short French texts containing visuals and familiar words and phrases. Name will respond to simple questions and draw pictures to retell key details of the story. Name will identify the main idea of the text orally.

Specific Expectation	Instructional Strategy	Assessment Method
Name will demonstrate an understanding of short French texts containing visuals and familiar words and phrases read aloud by responding to short questions (e.g. Oui/non, vrai/faux, choice of 2 responses) about the text at least once per week.	<ul style="list-style-type: none"> -Modelled retell through think-alouds -Sentence starter supports -Modelled and guided practice using visuals, gestures and personal word lists 	Teacher interviews/conversations Observations Anecdotal
Name will respond to simple questions and draw pictures to retell key details of at least three texts read aloud. Name will state the main idea of the texts read aloud.	<ul style="list-style-type: none"> -Modelled retell through think-alouds -Sentence starter supports -Modelled and guided practice using visuals, gestures and personal word lists 	Teacher interviews/conversations Observations Anecdotal

Second term expectations are dependent on student’s progress in Term 1.

Annual Goal: FSL – Core French



Writing:



By June 2026, name will write simple words and phrases conveying information about themselves and familiar topics following models and incorporating some basic vocabulary from a visual dictionary and anchor charts.

Specific Expectation	Instructional Strategy	Assessment Method
First term: Name will use relevant vocabulary and expressions related to themselves in a fill-in-the-blank format at least three times.	<ul style="list-style-type: none"> -Practice using the words/expressions in oral conversation first -Modelled and guided practice -Use a completed sample as a model 	<ul style="list-style-type: none"> -Teacher interviews/conversations -Observations -Anecdotal -Rubric
Name will make a poster using visuals, words and short phrases to share information about their interests and a familiar topic at least once.	<ul style="list-style-type: none"> -Practice using the words/expressions in oral conversation first -Modelled and guided practice -Use a text as a model -Checklist 	<ul style="list-style-type: none"> Teacher interviews/conversations -Observations -Anecdotal -Rubric

Second term expectations are dependent on student’s progress in Term 1.

8 Ways to Support Students in FSL

Differentiation of Content

Give students input into the relevant, meaningful content of study. Consider the length, breadth and depth of texts that students are expected to understand and produce.

Differentiation of Process

Create many opportunities for choosing different modalities in final products (e.g. oral, written, dramatic, visual).

Using French as the Language of Instruction

It is critical that students feel confident when participating in FSL. Students require many opportunities to hear, practice and experiment with the language. Model the use of French both inside and outside the classroom to maximize the target language use and to demonstrate the prominence of the language to students. Create a classroom atmosphere that validates that mistakes are part of learning. Reinforce vocabulary learned in context, through repetition and visual cues.

Creation of a Positive Classroom Climate

In order for students to feel comfortable when participating in FSL, it is important to create a positive and welcoming learning environment. Create an honest and open classroom that fosters mutual respect and promotes self-advocacy for any help they require when communicating in French. (<http://www.curriculum.org/storage/30/1370607571/FSL-module-2.pdf>)

Setting Goals

It is important that all decision-making and planning be based on individual students' strengths and needs. During transitions, ensure that students are choosing the best pathway (i.e. Consider a K level course for students who would not receive a credit, but who would benefit from being integrated into an oral-based language program, creating individual goals for that course.)

Environmental Accommodations

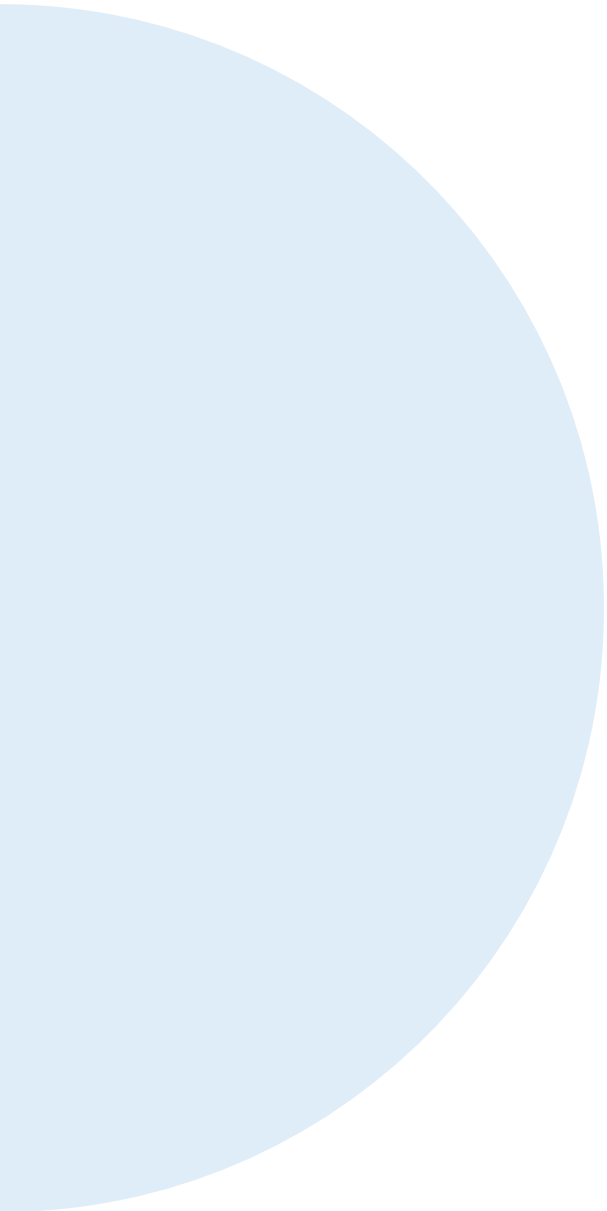
Depending on the learning requirements, students will benefit from the same environmental accommodations available in other program areas (e.g. sit cushions, pencil grips, fidget toys, access to technology, a quiet space to work). Preload computer apps with required programming to allow students easy access to accommodations.

Communication with Parents

As parents are a vital component of every child's success, open and honest communication is essential. Ensure that parents are aware of all options before making transitional decisions (e.g. Up to three credits in FSL may count towards the OSSD). Consider focussing not only on the current school year, but also on options for the future. Provide resources to help parents who do not speak French (e.g. FSL Toolkit link).

Collaboration Between Educators

Students will benefit when all educators work as a team to support their learning. Meet with all relevant staff (the previous FSL teacher, special education teachers, guidance teachers, principal) prior to working with the student to determine the strengths, needs and next steps for the student. Compare timetables with the special education staff to maximize support time with students.



“To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students.”

The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013, P.31 and The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014 , P 35

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Merci
beaucoup!

